

**Legislative Oversight Committee**  
South Carolina House of Representatives  
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# **Program Evaluation Report Agency Responses**

**Submitted by**  
**Deaf and the Blind, School for the**  
July 27, 2015

## Strategically Planned Public Benefits

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$250
Total Employee Time	5 Hours
# of Employees who worked on it	1

<b>Similar Information</b>	Information Requested below is also requested in...
Other Report:	Accountability Report 2013-2014, State Report Card
Question # of the Other Report:	Agency Discussion and Analysis (Pages A-2 to A-7)

**Instructions:** Below is the information included in the "goals, strategies, objectives and description" columns of the Strategic Planning template the agency submitted in its 2013-14 Accountability Report, if the agency was required to submit an Accountability Report. Update with any changes from 2014-15 and in the "Public Benefits" column, type the public benefit provided or public harm prevented by accomplishment of each goal, strategy and objective (i.e. tangible benefit realized by citizens).

From Strategic Planning Template agency submitted in its 2013-14 Accountability Report

G#	S#	O#	Description	Public Benefits
G1			Improve student achievement in English Language Arts	High quality educational programming is essential to assist children with sensory impairments (deaf/hard of hearing, blind/visual impairment, and sensory multi-disabled) realize their maximum potential.
	S1.1		Develop a campus-wide focus on literacy	Lasting improvements in reading achievement is essential. Children with limited reading skills struggle to learn and are at risk for diminished success over their lifetimes.
		O1.1.1	Develop a campus-wide literacy focus around the theme of Read for Your Life	Reading is essential for success, and children learn best when provided a motivated environment that supports them as they learn.
		O1.1.2	Investigate the need for a literacy coach and secure future funding for such a position, if warranted	The reading coaching model provides an ongoing professional development system for teachers to develop and implement best practices in reading instruction ultimately improving student reading performance.
		O1.1.3	Read across the curriculum in all content areas	Children becomes better readers when provided increased opportunities to read a wide variety of material.
		O1.1.4	Provide reading materials, as needed	Children have an increased quantity and diversity in texts in classrooms and residential setting.
		O1.1.5	Provide professional development in reading/literacy for educational and residential staff	Assure that children are served by staff who provided effective reading instruction.
		O1.1.6	Seek appropriate assessments to determine student performance in reading	Assessments inform instruction by providing essential data on student progress and areas of weakness.
		O1.1.7	Provide professional development in using reading assessment performance to guide teaching and learning	The analysis of student reading levels assists teachers to provide direct instruction designed to meet the individual learning needs of each student.
		O1.1.8	Provide professional development in the effects of poverty on student performance for educational and residential staff	Environmental factors can make children more vulnerable and negatively impact their social and emotional development. Understanding the influence of poverty on a child's development assists staff to recognize how such circumstances can impact a child's ability to be successful in school.
	S1.2		Effectively use instructional time to improve student performance	Maximizing academic learning time engages students in productive learning.
		O1.2.1	Develop strategies to protect core instructional time	Engaging students in appropriately leveled instruction insures that learning is taking place.
		O1.2.2	Schedule related services so that core instructional time is not interrupted	Students received needed related services (occupational therapy, physical therapy, speech therapy, orientation and mobility training) without continuous disruption to the school day, particularly in core content areas.
		O1.2.3	Improve master scheduling to reduce the amount of lost instructional time due to transition	Coordination of schedules for all schools allowed students to be transported to attend Career and Technology classes in an efficient manner as possible.
		O1.2.4	Provide training to principals in instructional leadership	A summer leadership academy for administrators afforded principals needed training in effective instructional leadership.
		O1.2.5	Provide time for principals to conduct classroom observations	Coordination of division meeting schedules reduced the amount of time principals were required to attend meetings outside of their schools allowing principals increased time to conduct classroom observations.
		O1.2.6	Secure a tool for classroom observations	After much research on the observation tools available for purchase, the CIO at SCSDB developed an effective observation tool for the school saving the agency the cost to purchase an observation database.
G2			Ensure safety for students and staff	Safety is a priority at SCSDB.
	S2.1		Provide a safe environment during school and residential time	A campus safety and security team meets on a regular basis to reduce the potential for accidents and security risks.
		O2.1.1	Evaluate campus grounds and facilities for needed improvements to ensure a safe environment	The buildings, grounds, and equipment are inspected regularly for potential hazards an compliance with OSHA standards.
		O2.1.2	Evaluate campus grounds and facilities for needed improvements to ensure accessibility in creating safe environment	The buildings, grounds, and equipment are inspected on a regular basis to insure accessibility compliance with ADA requirements.
		O2.1.3	Make improvements, as warranted, based upon evaluation of campus for safety issues	Upon each inspection, the maintenance department completes any repairs or upgrades in order to continue to maintain a safe environment.
		O2.1.4	Provide electronic building access system to provide a safe and secure environment	Newly installed electronic building access systems insure secure facilities for students and staff members.

# Strategically Planned Public Benefits

		O2.1.5	Continue installation of building notification system	Building electronic notification systems provide visual and auditory alarm notifications that are accessible for the agency's sensory impaired population.
		O2.1.6	Continue to review emergency procedures and provide training, as needed	The safety and security team review procedures and provide training to students and staff in areas such as bus evacuation, campus lock down, weather hazard procedures, CPR, emergency drills, first aid, defensive driving, kitchen safety, and so on.
		O2.1.7	Provide an additional School Resource Officer as funding is available	Through partnership with the Spartanburg County Sheriff's Office, a second shift school resource officer has been secured.
G3			Develop clear communication procedures	Effective communication create a more efficient environment reducing the amount of time spent in duplicating responses.
	S3.1		Develop clear communication points for each division	Clear lines of communication and communication points for each division improved the overall agency climate.
		O3.1.1	Establish a communication philosophy for the School for the Deaf	The School for the Deaf participated in several research studies focused to improve communication and literacy for deaf students. Additionally, SCSDB continued to explore the cochlear implant program.
		O3.1.2	Establish talking points to communicate the inventory of services for each division/department	An inventory of services was developed for each division to communicate clearly the role of each division.
	S3.2		Develop communication protocols between educational and residential staff	The establishment of communication protocols improved communication between three shifts of staff members that serve students while on campus.
		O3.2.1	Determine what information needs to be shared and who will share the information between the educational program and residential program	A stronger partnership was developed between residential and educational staff.
		O3.2.2	Establish agreed upon communication methods between educational staff and residential staff	Improvements were made in the lines of communication concerning student discipline, student health, homework assignments, and improving student independence.
G4			Improve the effective use of technology	The network infrastructure was improved to provide complete coverage of campus increasing wireless access points and improving network security with a "Next Generation" security appliance.
	S4.1		Effectively integrate instruction into technology	Student opportunities in effectively using technology were increased.
		O4.1.1	Implement one to one devices as funding is available	An accessible, one to one device program was implemented that included assistive technology such as refreshable braille, voice capabilities, and other accessibility features.
		O4.1.2	Provide professional development training to staff in the effective use of technology	Online and face to face training are provided to staff on a regular basis.
		O4.1.3	Hire a technology integrator/coach/coordinator as funding is available	Technology integrator provides training and support to students and staff on a daily basis.
		O4.1.4	Secure and implement instructional technology resources	An online resource library of instructional materials and resources is available for staff.
		O4.1.5	Determine and implement accountability measures for technology proficiency	Technology proficiency is assessed through individual formative assessment of student use.
G5			Develop and implement a recruitment plan	A focus for recruitment of students and staff was provided.
	S5.1		Develop and implement a staff recruitment plan	Students were provided instruction by certified, highly qualified staff, particularly in critical need areas.
		O5.1.1	Attend recruitment fairs to seek highly qualified staff	The HR director participated in recruitment events seeking highly qualified staff.
		O5.1.2	Recruit highly qualified staff from colleges and universities prior to graduation	SCSDB partnered with local colleges and teacher cadet programs in high schools to create an awareness of SCSDB and the opportunities available.
		O5.1.3	Establish partnerships with major universities to recruit highly qualified staff	Partnerships were developed with institutions of higher learning.
		O5.1.4	Develop recruitment materials to give to potential staff	Recruitment materials and presentation boards are available.
	S5.2		Develop and implement a student recruitment plan	An analysis of student exit information provided focus for areas of improvement in student recruitment.
		O5.2.1	Develop recruitment materials for parents and school districts	Recruitment materials are available and shared with parents/local school districts.
		O5.2.2	Develop and implement a retention plan to include evaluation of exit survey information	Exit survey data demonstrated areas of focus for improvement.
		O5.2.3	Provide an opportunity for Outreach staff to visit campus on a regular school day as part of developing ambassadors for SCSDB	Outreach staff is better informed of campus program and serve as important links between local school districts and school program.
		O5.2.4	Provide an opportunity for division/department staff members to visit schools as part of developing ambassadors for SCSDB	SCSDB operates in a more seamless unit rather than individual departments.
		O5.2.5	Create a virtual tour of SCSDB	A virtual tour of Walker Hall is available on school webpage.

## Strategic Plan - Responsibility

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

<b>Cost</b>	\$100
<b>Total Employee Time</b>	2 hours
<b># of Employees who</b>	1

### Similar Information Information Requested below is also requested in...

<b>Other Report:</b>	Agency Internal Strategic Plan Responsibility Chart
<b>Question # of the Other</b>	

**Instructions:** Copy and paste the information from the agency's Strategically Planned Public Benefits Chart into the first four columns. In the remaining columns please provide information about the individual who has primary responsibility/accountability for each goal, strategy and objective (i.e. Responsible Lead). The Responsible Lead has employees and possibly even different teams of employees beneath him/her to help accomplish the objective. However, the Responsible Lead is the person who, in conjunction with his/her team and approval from higher level superiors, sets the performance measure targets and heads the gameplan for how to accomplish the goal, strategy or objective for which they are responsible. Under the "Position" column, type the Responsible Lead's position at the agency. Under "Office Address" column, type the address for the office from which the Responsible Lead works. Under the "Department/Division" column, type the department or division at the agency in which the Responsible Lead works. Under the "Department/Division Summary" column, type a brief summary (no more than 1-2 sentences) of what that department or division does in the agency.

From Strategic Planning Template agency submitted in its 2013-14 Accountability Report				Responsible Lead (i.e. Employee who has primary responsibility/accountability for ensuring goal, strategy or objective is met or exceeded)				
G#	S#	O#	Description	Name	Position	Office Address	Dept/Divison	Dept/Division Summary
G1			Improve student achievement in English Language Arts	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development,etc. This position is similar to an Assistant Superintendent in a School District.
	S1.1		Develop a campus-wide focus on literacy	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development,etc. This position is similar to an Assistant Superintendent in a School District.
		O1.1.1	Develop a campus-wide literacy focus around the theme of Read for Your Life	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development,etc. This position is similar to an Assistant Superintendent in a School District.



### Strategic Plan - Responsibility

		O1.1.2	Investigate the need for a literacy coach and secure future funding for such a position, if warranted	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
		O1.1.3	Read across the curriculum in all content areas	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
		O1.1.4	Provide reading materials, as needed	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
		O1.1.5	Provide professional development in reading/literacy for educational and residential staff	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
		O1.1.6	Seek appropriate assessments to determine student performance in reading	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
		O1.1.7	Provide professional development in using reading assessment performance to guide teaching and learning	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.

### Strategic Plan - Responsibility

		O1.1.8	Provide professional development in the effects of poverty on student performance for educational and residential staff	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
	S1.2		Effectively use instructional time to improve student performance	Sara Kollock	Director of Educational Services	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Educational Services	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).
		O.1.2.1	Develop strategies to protect core instructional time	Sara Kollock	Director of Educational Services	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Educational Services	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).
		O1.2.2	Schedule related services so that core instructional time is not interrupted	Travis Durham	Director of Related Services	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Related Services	The Office of Related Services supervises nursing, speech, school psychology, occupational therapy, physical therapy, school guidance, PBIS, medical care, and medicaid.
		O1.2.3	Improve master scheduling to reduce the amount of lost instructional time due to transition	Cherie Winkler	Teacher Quality/Teacher Certification/Textbooks and Testing Coordinator	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
		O1.2.4	Provide training to principals in instructional leadership	Sara Kollock	Director of Educational Services	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Educational Services	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).
		O1.2.5	Provide time for principals to conduct classroom observations	Sara Kollock	Director of Educational Services	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Educational Services	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).

### Strategic Plan - Responsibility

		O1.2.6	Secure a tool for classroom observations	Page B. McCraw	Director of Curriculum and Instruction	355 Cedar Springs Road, Spartanburg, SC 29302	Curriculum and Instruction, President's Office	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
G2			Ensure safety for students and staff	Bill James	Past Director of Operations	355 Cedar Springs Road, Spartanburg, SC 29302	School Operations	The Director of Operations during 2013-2014 supervised maintenance, finance, HR, and transportation.
	S2.1		Provide a safe environment during school and residential time	Bill James	Past Director of Operations	355 Cedar Springs Road, Spartanburg, SC 29302	School Operations	The Director of Operations during 2013-2014 supervised maintenance, finance, HR, and transportation.
		O2.1.1	Evaluate campus grounds and facilities for needed improvements to ensure a safe environment	Bill James	Past Director of Operations	355 Cedar Springs Road, Spartanburg, SC 29302	School Operations	The Director of Operations during 2013-2014 supervised maintenance, finance, HR, and transportation.
		O2.1.2	Evaluate campus grounds and facilities for needed improvements to ensure accessibility in creating safe environment	Bill James	Past Director of Operations	355 Cedar Springs Road, Spartanburg, SC 29302	School Operations	The Director of Operations during 2013-2014 supervised maintenance, finance, HR, and transportation.
		O2.1.3	Make improvements, as warranted, based upon evaluation of campus for safety issues	Bill James	Past Director of Operations	355 Cedar Springs Road, Spartanburg, SC 29302	School Operations	The Director of Operations during 2013-2014 supervised maintenance, finance, HR, and transportation.
		O2.1.4	Provide electronic building access system to provide a safe and secure environment	Trad Robinson	CIO	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
		O2.1.5	Continue installation of building notification system	Trad Robinson	CIO	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
		O2.1.6	Continue to review emergency procedures and provide training, as needed	Scott Ramsey	Director of Safety/Security and Governmental Affairs	355 Cedar Springs Road, Spartanburg, SC 29302	President's Office	The President's Office is the Agency Head Office and associated areas of supervision.
		O2.1.7	Provide an additional School Resource Officer as funding is available	Scott Ramsey	Director of Safety/Security and Governmental Affairs	355 Cedar Springs Road, Spartanburg, SC 29302	President's Office	The President's Office is the Agency Head Office and associated areas of supervision.
G3			Develop clear communication procedures	Sara Kollock	Director of Educational Services	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Educational Services	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).
	S3.1		Develop clear communication points for each division	Sara Kollock	Director of Educational Services	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Educational Services	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).

### Strategic Plan - Responsibility

		03.1.1	Establish a communication philosophy for the School for the Deaf	Sara Kollock	Director of Educational Services	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Educational Services	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).
		03.1.2	Establish talking points to communicate the inventory of services for each division/department	Maggie Park	Past President	355 Cedar Springs Road, Spartanburg, SC 29302	President's Office	The President's Office is the Agency Head Office and associated areas of supervision.
	S3.2		Develop communication protocols between educational and residential staff	John Reynolds	Director of Residential Life Services, Transportation	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Residential Life Services and Transportation	The Office of Residential Life Services oversees all components of Residential Program and Transportation.
		03.2.1	Determine what information needs to be shared and who will share the information between the educational program and residential program	John Reynolds	Director of Residential Life Services, Transportation	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Residential Life Services and Transportation	The Office of Residential Life Services oversees all components of Residential Program and Transportation.
		03.2.2	Establish agreed upon communication methods between educational staff and residential staff	John Reynolds	Director of Residential Life Services, Transportation	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Residential Life Services and Transportation	The Office of Residential Life Services oversees all components of Residential Program and Transportation.
G4			Improve the effective use of technology	Trad Robinson	CIO	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
	S4.1		Effectively integrate instruction into technology	Trad Robinson	CIO	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
		04.1.1	Implement one to one devices as funding is available	Trad Robinson	CIO	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
		04.1.2	Provide professional development training to staff in the effective use of technology	Trad Robinson	CIO	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
		04.1.3	Hire a technology integrator/coach/coordinator as funding is available	Trad Robinson	CIO	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
		04.1.4	Secure and implement instructional technology resources	Trad Robinson	CIO	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
		04.1.5	Determine and implement accountability measures for technology proficiency	Trad Robinson	CIO	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
G5			Develop and implement a recruitment plan	Monique Callaham	HR Director	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Human Resources	The Office of Human Resources oversees all aspects of this personnel division and supervise ASL program.
	S5.1		Develop and implement a staff recruitment plan	Monique Callaham	HR Director	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Human Resources	The Office of Human Resources oversees all aspects of this personnel division and supervise ASL program.
		05.1.1	Attend recruitment fairs to seek highly qualified staff	Monique Callaham	HR Director	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Human Resources	The Office of Human Resources oversees all aspects of this personnel division and supervise ASL program.

### Strategic Plan - Responsibility

		05.1.2	Recruit highly qualified staff from colleges and universities prior to graduation	Monique Callaham	HR Director	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Human Resources	The Office of Human Resources oversees all aspects of this personnel division and supervise ASL program.
		05.1.3	Establish partnerships with major universities to recruit highly qualified staff	Maggie Park	Past President	355 Cedar Springs Road, Spartanburg, SC 29302	President's Office	The President's Office is the Agency Head Office and associated areas of supervision.
		05.1.4	Develop recruitment materials to give to potential staff	Katie Rice	The President's Office is the Agency Head Office and associated areas of supervision.	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
	S5.2		Develop and implement a student recruitment plan	Linda Coon	Director of Student Services/Special Education	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Student Services	The Office of Student Services oversees special education, records, student advocacy, state reporting, campus reception and mail, student recruitment, and community relations.
		05.2.1	Develop recruitment materials for parents and school districts	Katie Rice	Public Relations Coordinator	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
		05.2.2	Develop and implement a retention plan to include evaluation of exit survey information	Linda Coon	Director of Student Services/Special Education	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Student Services	The Office of Student Services oversees special education, records, student advocacy, state reporting, campus reception and mail, student recruitment, and community relations.
		05.2.3	Provide an opportunity for Outreach staff to visit campus on a regular school day as part of developing ambassadors for SCSDB	Scott Falcone	Director of Outreach Services	101 Executive Center Drive, Suite 120, Saluda Building, Columbia, SC 29210	Statewide Division of Outreach Services	The Statewide Division of Outreach Services oversees programs at all three locations to include Spartanburg Campus, Colson Center in Charleston, and Outreach Center in Columbia. Programs of supervision include Braille Production Center, Instructional Resource Center, Kelly's Kids, Interpreting Services, Vision Services, Deaf/Hard of Hearing Services, Early Intervention, First Step Partnerships, and SCDOE Partnerships.
		05.2.4	Provide an opportunity for division/department staff members to visit schools as part of developing ambassadors for SCSDB	Sara Kollock	Director of Educational Services	355 Cedar Springs Road, Spartanburg, SC 29302	Office of Educational Services	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).
		05.2.5	Create a virtual tour of SCSDB	Trad Robinson	CIO	355 Cedar Springs Road, Spartanburg, SC 29302	Chief Information Office	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.

## Strategically Planned Partners

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$300
Total Employee Time	6 hours
# of Employees who worked on it	1

### Similar Information

Information Requested below is also requested in...

Other Report:	None
Question # of the Other Report:	

**Instructions:** Please copy and paste the information from the Strategically Planned Public Benefits Chart into the first four columns of this chart. Under the column labeled, "Current Partner Entities" list all entities the agency is currently working with that help the agency accomplish the goal, strategy or objective. Under the "Ways Agency works with Current Partners," type in general terms the ways the agency works with the entity and projects/initiatives on which they work together. **List only one partner per row. If there are multiple partner entities for a particular goal, strategy or objective, copy and paste that row as many times as needed so each current partner entity is on a separate row.**

**NOTE:** *If a partner entity applies to an objective, should the agency list the entity again under the strategy that objective supports and goal that strategy supports?* No, since objectives are supposed to support strategies, the partner entities listed for an objective will technically also be a partner entity for the strategy that objective is under. HOWEVER, for purposes of this chart, list only the partner entities that are unique to each objective, strategy or goal. Therefore, partner entities that are listed by a strategy, relate to that strategy, but do not relate to any of the objectives under that strategy (because if it did, it would be listed beside that objective). In the same way, partner entities that are listed by a goal, relate to that goal, but do not relate to any of the strategies or objectives under that goal. **How should the agency handle entities it works with on multiple objectives or strategies?** While the same partner entity should not be listed beside a strategy if it relates to an objective under the strategy or a goal if it relates to the strategy or objective under that goal; a partner entity may be listed multiple times if the agency works with it on multiple objectives that are under different strategies or on multiple strategies that are under different goals.

From Strategic Planning Template agency submitted in its 2013-14 Accountability Report

G#	S#	O#	Description	Current Partner Entities	Ways Agency works with Current Partners
G1			Improve student achievement in English Language Arts	SC State Department of Education	Educational Programs
	S1.1		Develop a campus-wide focus on literacy	SC State Department of Education	Educational Programs

### Strategically Planned Partners

		O1.1.1	Develop a campus-wide literacy focus around the theme of Read for Your Life	SC State Department of Education	Educational Programs
		O1.1.2	Investigate the need for a literacy coach and secure future funding for such a position, if warranted	SC State Department of Education	Educational Programs
		O1.1.3	Read across the curriculum in all content areas	SC State Department of Education	Educational Programs
		O1.1.4	Provide reading materials, as needed	SC State Department of Education	Educational Programs
		O1.1.4	Provide reading materials, as needed	The Walker Foundation	Books for Children
		O1.1.4	Provide reading materials, as needed	Department of Corrections, Leath	Braille Materials/Books
		O1.1.5	Provide professional development in reading/literacy for educational and residential staff	SC State Department of Education	Educational Programs
		O1.1.6	Seek appropriate assessments to determine student performance in reading	SC State Department of Education	Educational Programs
		O1.1.7	Provide professional development in using reading assessment performance to guide teaching and learning	SC State Department of Education	Educational Programs
		O1.1.8	Provide professional development in the effects of poverty on student performance for educational and residential staff	SC State Department of Education	Office of Special Education Programs, PBIS
		O1.1.8	Provide professional development in the effects of poverty on student performance for educational and residential staff	The United Way	Poverty Training/Opening Speaker
	S1.2		Effectively use instructional time to improve student performance	SC State Department of Education	Educational Programs
		O.1.2.1	Develop strategies to protect core instructional time	SC State Department of Education	Educational Programs
		O1.2.2	Schedule related services so that core instructional time is not interrupted	SC State Department of Education	Educational Programs
		O1.2.3	Improve master scheduling to reduce the amount of lost instructional time due to transition	SC State Department of Education	Educational Programs
		O1.2.4	Provide training to principals in instructional leadership	SCASA	Leadership Professional Development Opportunities/Division Meetings
		O1.2.4	Provide training to principals in instructional leadership	SC State Department of Education	Leadership Professional Development Opportunities
		O1.2.5	Provide time for principals to conduct classroom observations	SC State Department of Education	Educational Programs
G2		O1.2.6	Secure a tool for classroom observations	SCASA	Leadership Professional Development Opportunities/Division Meetings
G2			Ensure safety for students and staff	SCASA	Leadership Professional Development Opportunities/Division Meetings

### Strategically Planned Partners

G2			Ensure safety for students and staff	SCSBA	Leadership Professional Development Opportunities
	S2.1		Provide a safe environment during school and residential time	Spartanburg Sheriff's Department	School Resource Officers
		O2.1.1	Evaluate campus grounds and facilities for needed improvements to ensure a safe environment	SC State Department of Education	School Safety
		O2.1.2	Evaluate campus grounds and facilities for needed improvements to ensure accessibility in creating safe environment	SC State Department of Education	School Safety
		O2.1.3	Make improvements, as warranted, based upon evaluation of campus for safety issues	SC State Department of Education	School Safety
		O2.1.4	Provide electronic building access system to provide a safe and secure environment	SC State Department of Education	School Safety
		O2.1.5	Continue installation of building notification system	SC State Department of Education	School Safety
		O2.1.6	Continue to review emergency procedures and provide training, as needed	SC State Department of Education	School Safety
		O2.1.7	Provide an additional School Resource Officer as funding is available	Spartanburg Sheriff's Department	School Resource Officers
G3			Develop clear communication procedures	SC State Department of Education	Educational Programs
	S3.1		Develop clear communication points for each division	SC State Department of Education	Educational Programs
		O3.1.1	Establish a communication philosophy for the School for the Deaf	CEASD	Accreditation for School for the Deaf, Professional Development Conferences
		O3.1.2	Establish talking points to communicate the inventory of services for each division/department	SC State Department of Education	Educational Programs
	S3.2		Develop communication protocols between educational and residential staff	SC State Department of Education	Educational Programs
		O3.2.1	Determine what information needs to be shared and who will share the information between the educational program and residential program	School Improvement Council	Parental Involvement
		O3.2.2	Establish agreed upon communication methods between educational staff and residential staff	School Improvement Council	Parental Involvement
G4			Improve the effective use of technology	SCASA	Technology Division Meeting
G4			Improve the effective use of technology	SC State Department of Education	PowerSchool/Enrich
G4			Improve the effective use of technology	SC CIO Office	Agency Technology Security
	S4.1		Effectively integrate instruction into technology	SCASA	Technology Division Meeting
		O4.1.1	Implement one to one devices as funding is available	SCASA	Technology Division Meeting
		O4.1.1	Implement one to one devices as funding is available	Spartanburg School District 7	One to One Device Training for Mainstream Students



### Strategically Planned Partners

		O4.1.2	Provide professional development training to staff in the effective use of technology	SCASA	Technology Division Meeting
		O4.1.3	Hire a technology integrator/coach/coordinator as funding is available	SCASA	Technology Division Meeting
		O4.1.4	Secure and implement instructional technology resources	SCASA	Technology Division Meeting
		O4.1.5	Determine and implement accountability measures for technology proficiency	SCASA	Technology Division Meeting
G5			Develop and implement a recruitment plan	SC State Department of Education	Educational Programs
	S5.1		Develop and implement a staff recruitment plan	SC State Department of Education	Educational Programs
		O5.1.1	Attend recruitment fairs to seek highly qualified staff	SC State Department of Education	Educational Programs
		O5.1.2	Recruit highly qualified staff from colleges and universities prior to graduation	SC State Department of Education	Educational Programs
	S5.2	O5.1.3	Establish partnerships with major universities to recruit highly qualified staff	University of SC Upstate	Vision Teacher Certification Program
	S5.2	O5.1.3	Establish partnerships with major universities to recruit highly qualified staff	Converse College	Deaf/Hard of Hearing Teacher Certification Program
		O5.1.4	Develop recruitment materials to give to potential staff	SC State Department of Education	Educational Programs
			Develop and implement a student recruitment plan	SC State Department of Education	Educational Programs
		O5.2.1	Develop recruitment materials for parents and school districts	SC State Department of Education	Educational Programs
		O5.2.2	Develop and implement a retention plan to include evaluation of exit survey information	SC State Department of Education	Educational Programs
		O5.2.3	Provide an opportunity for Outreach staff to visit campus on a regular school day as part of developing ambassadors for SCSDB	SC State Department of Education	Educational Programs
		O5.2.4	Provide an opportunity for division/department staff members to visit schools as part of developing ambassadors for SCSDB	SC State Department of Education	Educational Programs
		O5.2.5	Create a virtual tour of SCSDB	SCASA	Technology Division Meeting

## Partner Details

<b>Agency Responding Deaf and Blind, School for the</b>		
<b>Date of Submission 7/27/15</b>		

### Resources utilized to Complete Chart

Cost	\$250	
Total Employee Time	5 hours	
# of Employees who worked on it	10	

### Similar Information Requested

Information Requested below is also requested in...

Other Report:	N/A	
Question # of the Other Report:	N/A	

**Instructions:** For each of the Partner Entities listed in the Strategically Planned Partners Chart, provide the details requested below for each. Beside "Type of Entity" state the type of entity the partner entity falls within from the drop down menu. If the entity does not fall within of the categories that appears, select "other" and then describe the type of entity in the next row labeled, "Other Entity Explanation." Next to "Contribute Cash or In-Kind Services/Products?" type Y or N to indicate, Yes the entity contributes cash or in-kind services/products to the agency or No the entity does not. If the response is Y, include the average annual value of the cash or in-kind contribution over the last five fiscal years on the next row beside "Avg. Annual Value of Cash or In-Kind." Next to "Provide Volunteers?" type Y or N to indicate, Yes the entity provides volunteers to the agency or No the entity does not. If the response is Y, include the average annual number of volunteer hours over the last five fiscal years on the next row beside "Avg. Annual Volunteer Hours." Next to, "Part of Mission to Help Agency?" type Y or N to indicate, Yes part of the entity's mission is to help the agency or No it is not. On the next row, beside "Created by Agency?" type Y or N to indicate, Yes the entity was created by the agency or No it was not. NOTE: Responses are not limited to the number of columns below that have borders around them, please list all that are applicable.

<b>Name of Partner Entity</b>	SC State Department of Education	SC State Department of Education-OSEP
<b>What type of entity is the Partner entity?</b>	State Agency	State Agency
<b>Other Entity Explanation</b>		Partnership with SC Department of Education Office of Special Education Services to provide statewide Hearing and Vision Consultants; Project Magnify and the Instructional Resource Center.
<b># of years as Partner Entity to Agency</b>	159 Years	15 Years
<b>Contribute Cash or In-Kind Services, Products? (Y or N)</b>	No	Yes – PDC/IDEA funds began with IRC in 2002; Vision Consultant added in 2004; Project Magnify added in 2005; Hearing Consultant added in 2008. We provide space and percentages of salaries.
<b>Avg. Annual Value of Cash or In-Kind Contribution</b>		\$638,899.00 – Federal IDEA flow through
<b>Provide Volunteers? (Y or N)</b>	No	N
<b>Avg. Annual Volunteer Hours</b>		N/A
<b>Part of Mission to Help Agency? (Y or N)</b>	Yes	Yes
<b>Created by Agency? (Y or N)</b>	Yes	Yes – initiated by SC DOE (Susan Durant)

## Partner Details

<b>Name of Partner Entity</b>	The Walker Foundation	Department of Corrections, Leath
<b>What type of entity is the Partner entity?</b>	Non-Profit	State Agency
<b>Other Entity Explanation</b>		Partnership with SC Department of Corrections to provide statewide accessible braille state adopted textbooks to K-12 students in South Carolina; additionally, the BPC sells books to other states if a certain book is already embossed and not being used by South Carolina.
<b># of years as Partner Entity to Agency</b>	36 Years	15 Years
<b>Contribute Cash or In-Kind Services, Products? (Y or N)</b>	Yes	Yes – DOC / Prison Industries invested over 100K on equipment to start the Braille Production along with providing space for SCsDB to utilize; In January 2007, SCsDB purchased the Braille Production from DOC/Prison Industries for 28K which is now known as the Braille Production Center owned by SCsDB. All inmates and the manager became SCsDB employees at this time of purchase.
<b>Avg. Annual Value of Cash or In-Kind Contribution</b>	Cash-\$386,000, In-Kind-\$20,000	Space at Leath along with utility usage and limited network usage.
<b>Provide Volunteers? (Y or N)</b>	No	No
<b>Avg. Annual Volunteer Hours</b>	No	N/A
<b>Part of Mission to Help Agency? (Y or N)</b>	Yes	Yes
<b>Created by Agency? (Y or N)</b>	No	Yes – initiated by DOC and SCsDB took over complete control of the BPC in 2007
<b>Name of Partner Entity</b>	The United Way	SC Association of School Administrators (SCASA)
<b>What type of entity is the Partner entity?</b>	Non-Profit	Other
<b>Other Entity Explanation</b>		Leadership Professional Development Opportunities, Monthly Division Meetings (Superintendent Group, Instructional Leaders Group, IT Group, Testing Group, Special Education Director's Group, etc.
<b># of years as Partner Entity to Agency</b>	Gifts in Kind-Approximately 6 years	4 Years
<b>Contribute Cash or In-Kind Services, Products? (Y or N)</b>	Yes	No
<b>Avg. Annual Value of Cash or In-Kind Contribution</b>	Cash-\$2,325.54, In-Kind-\$15,000	
<b>Provide Volunteers? (Y or N)</b>	Yes	No
<b>Avg. Annual Volunteer Hours</b>	8 hours	
<b>Part of Mission to Help Agency? (Y or N)</b>	No	Yes
<b>Created by Agency? (Y or N)</b>	No	Yes

## Partner Details

<b>Name of Partner Entity</b>	SC School Board Association (SCSBA)	Spartanburg Sheriff's Department
<b>What type of entity is the Partner entity?</b>	Other	Other
<b>Other Entity Explanation</b>	Policy Services and School Law Services	Local Law Enforcement-School Resource Officers
<b># of years as Partner Entity to Agency</b>	4 Years	Since 1988
<b>Contribute Cash or In-Kind Services, Products? (Y or N)</b>	NO	Yes
<b>Avg. Annual Value of Cash or In-Kind Contribution</b>		Grant Partnership held by Spartanburg County Sheriff's Office
<b>Provide Volunteers? (Y or N)</b>	No	No
<b>Avg. Annual Volunteer Hours</b>		
<b>Part of Mission to Help Agency? (Y or N)</b>	Yes	Yes
<b>Created by Agency? (Y or N)</b>	Yes	Yes
<b>Name of Partner Entity</b>	CEASD	School Improvement Council
<b>What type of entity is the Partner entity?</b>	Other	Committee
<b>Other Entity Explanation</b>	Deaf School Accreditation/Professional Development Opportunities	Operates as Advisory committee for school improvement. Consists of parentes, educators, high school students, and community members.
<b># of years as Partner Entity to Agency</b>	3 years	27 Years
<b>Contribute Cash or In-Kind Services, Products? (Y or N)</b>	No	No
<b>Avg. Annual Value of Cash or In-Kind Contribution</b>		
<b>Provide Volunteers? (Y or N)</b>	No	No
<b>Avg. Annual Volunteer Hours</b>		
<b>Part of Mission to Help Agency? (Y or N)</b>	Yes	Yes
<b>Created by Agency? (Y or N)</b>	Yes	Yes
<b>Name of Partner Entity</b>	SC CIO Office	Spartanburg School District 7
<b>What type of entity is the Partner entity?</b>	State Agency	Other
<b>Other Entity Explanation</b>	Security Operations Center, Division of Informantion Security-Partners for additional nework monitoring services with monthly reporting	Local School District Partner for School for the Blind Mainstream Students
<b># of years as Partner Entity to Agency</b>	approximately 2 years	Over 20 years
<b>Contribute Cash or In-Kind Services, Products? (Y or N)</b>	No	Yes
<b>Avg. Annual Value of Cash or In-Kind Contribution</b>		Approx 20,000/year
<b>Provide Volunteers? (Y or N)</b>	No	No
<b>Avg. Annual Volunteer Hours</b>		
<b>Part of Mission to Help Agency? (Y or N)</b>	Yes	Yes
<b>Created by Agency? (Y or N)</b>	No	Yes

## Partner Details

<b>Name of Partner Entity</b>	University of SC Upstate	Converse College
<b>What type of entity is the Partner entity?</b>	State Agency	Other
<b>Other Entity Explanation</b>	Teacher Education Program for Blind/Visually Impaired	Teacher Education Program for Deaf/Hard of Hearing
<b># of years as Partner Entity to Agency</b>	15	Over 30 years
<b>Contribute Cash or In-Kind Services, Products? (Y or N)</b>	Yes (In Kind)	N
<b>Avg. Annual Value of Cash or In-Kind Contribution</b>	PD/Scholarships for Teacher for PD	
<b>Provide Volunteers? (Y or N)</b>	Yes	N
<b>Avg. Annual Volunteer Hours</b>	100 hours	
<b>Part of Mission to Help Agency? (Y or N)</b>	Yes	Y
<b>Created by Agency? (Y or N)</b>	Both	N
<b>Name of Partner Entity</b>	Public Service Commission / Office of Regulatory Staff	
<b>What type of entity is the Partner entity?</b>	State Agency	
<b>Other Entity Explanation</b>	Provide statewide access to accessible telecommunications equipment for citizens with hearing and/or speech impairments.	
<b># of years as Partner Entity to Agency</b>	2003 - 2013	
<b>Contribute Cash or In-Kind Services, Products? (Y or N)</b>	Y – All salaries and all programming along with space was fully funded under the SC Dual Party Relay Fund collected by SC land line phone users; the SC Public Service Commission monitored and approved rates up to a maximum of .25 tax surcharge on all SC land line phone owners.	
<b>Avg. Annual Value of Cash or In-Kind Contribution</b>	ORS provided 10% Administrative overhead costs to SCSDb which was right at \$74,215.61 during its last year of operation. SCEDP operated on an average of \$725K per year budget.	
<b>Provide Volunteers? (Y or N)</b>	N	
<b>Avg. Annual Volunteer Hours</b>	N/A	
<b>Part of Mission to Help Agency? (Y or N)</b>	Y	
<b>Created by Agency? (Y or N)</b>	Y – SCSDb was approached by the SC Public Service Commission in mid-2002 to take over the program. The program originally started with the SC Association of the Deaf, Inc. in 1997.	

## Performance Measures - Explained

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$500
Total Employee Time	10 hours
# of Employees who worked on it	1

**Similar Information Requested** Information Requested below is also requested in...

Other Report:	Accountability Reports, State Report Card
Question # of the Other Report:	Within Full Reports-Partial Data

**Instructions:** Below is the information from the Performance Measurement template the agency submitted in its 2013-14 Accountability Report, if it was required to submit an Accountability Report. **Please add**

### Types of Measures: (description from Accountability Report)

**Outcome Measure** - A quantifiable indicator of the public and customer benefits from an agency's actions. Outcome measures are used to assess an agency's effectiveness in serving its key customers and in achieving its mission, goals and objectives. They are also used to direct resources to strategies with the greatest effect on the most valued outcomes. Outcome measures should be the first priority. Example - % of licensees with no violations.

**Efficiency Measure** - A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units. Efficiency measures are used to assess the cost-efficiency, productivity, and timeliness of agency operations. Efficiency measures measure the efficient use of available resources and should be the second priority. Example - cost per inspection

**Output Measure** - A quantifiable indicator of the number of goods or services an agency produces. Output measures are used to assess workload and the agency's efforts to address demands. Output measures measure workload and efforts and should be the third priority. Example - # of business license applications processed.

**Input/Explanatory Measure** - Resources that contribute to the production and delivery of a service. Inputs are "what we use to do the work." They measure the factors or requests received that explain performance (i.e. explanatory). These measures should be the last priority. Example - # of license applications received

					From Strategic Planning Template agency submits with Accountability Report			
Performance Measure Item #	Performance Measure	Associated Strategy(ies) and Objective(s)	Type of Measure	Year Utilized (ONLY ONE PER ROW)	Time Applicable	Data Source and Availability	Reporting Freq.	Calculation Method
1	Mastery of IEP Goals	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Mastery of IEP Goals	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Mastery of IEP Goals	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure

**Performance Measures - Explained**

	Mastery of IEP Goals	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Mastery of IEP Goals	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
2	Mastery of IEP Goals-Male	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Mastery of IEP Goals-Male	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Mastery of IEP Goals-Male	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Mastery of IEP Goals-Male	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Mastery of IEP Goals-Male	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
3	Master of IEP Goals-Female	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Master of IEP Goals-Female	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Master of IEP Goals-Female	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Master of IEP Goals-Female	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Master of IEP Goals-Female	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	IEP Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
4	Brigance Composite	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance Composite	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure

### Performance Measures - Explained

	Brigance Composite	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance Composite	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance Composite	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
5	Brigance ELA-Male	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance ELA-Male	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance ELA-Male	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance ELA-Male	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance ELA-Male	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
6	Brigance ELA-Female	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance ELA-Female	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance ELA-Female	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure



### Performance Measures - Explained

	Brigance ELA-Female	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance ELA-Female	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
7	Brigance Math-Male	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance Math-Male	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance Math-Male	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance Math-Male	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance Math-Male	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
8	Brigance Math-Female	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance Math-Female	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance Math-Female	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Brigance Math-Female	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure

### Performance Measures - Explained

	Brigance Math-Female	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	Brigance Results/SCSDB Dashboard/State Report Card	Annual	Education Oversight Committee State Accountability Measure
9	Student Placement upon Completion	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Student Placement upon Completion	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Student Placement upon Completion	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Student Placement upon Completion	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	Student Placement upon Completion	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
10	Braille Pages	1.1.1-1.1.8	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Braille Pages	1.1.1-1.1.8	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
11	Braille Tactile Pages	1.1.1-1.1.8	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Braille Tactile Pages	1.1.1-1.1.8	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
12	Literacy Enrichment-Library Classes	1.1.1-1.1.8	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Literacy Enrichment-Library Classes	1.1.1-1.1.8	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Literacy Enrichment-Library Classes	1.1.1-1.1.8	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
13	Literacy Enrichment-Accelerated Reader	1.1.1-1.1.8	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Literacy Enrichment-Accelerated Reader	1.1.1-1.1.8	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
14	Literacy Enrichment-Book Fair	1.1.1-1.1.8	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Literacy Enrichment-Book Fair	1.1.1-1.1.8	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
15	Literacy Enrichment-Special Events	1.1.1-1.1.8	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

	Literacy Enrichment-Special Events	1.1.1-1.1.8	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
16	State Surveys-Student	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Student	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Student	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Student	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Student	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
17	State Surveys-Staff	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Staff	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Staff	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Staff	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Staff	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
18	State Surveys-Parents	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Parents	1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Parents	1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
	State Surveys-Parents	1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure

### Performance Measures - Explained

	State Surveys-Parents	1.1.1-1.1.8	Outcome Measure	2013-2014	July 1st-June 30th	State Report Card	Annual	Education Oversight Committee State Accountability Measure
19	OT Evaluations	1.2.1-1.2.3	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	OT Evaluations	1.2.1-1.2.3	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	OT Evaluations	1.2.1-1.2.3	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
20	PT Evaluations	1.2.1-1.2.3	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	PT Evaluations	1.2.1-1.2.3	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	PT Evaluations	1.2.1-1.2.3	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	PT Evaluations	1.2.1-1.2.3	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
21	Speech Evaluations	1.2.1-1.2.3	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Speech Evaluations	1.2.1-1.2.3	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Speech Evaluations	1.2.1-1.2.3	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Speech Evaluations	1.2.1-1.2.3	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
22	Audiology Evaluations	1.2.1-1.2.3	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Audiology Evaluations	1.2.1-1.2.3	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Audiology Evaluations	1.2.1-1.2.3	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Audiology Evaluations	1.2.1-1.2.3	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
23	Educational Psychology Evaluations	1.2.1-1.2.3	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Educational Psychology Evaluations	1.2.1-1.2.3	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Educational Psychology Evaluations	1.2.1-1.2.3	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
24	Electronic Classroom Observation Tool	1.2.4-1.2.6	Output Measure	2012-2013	July 1st-June 30th	Technology Data	Annual	Total
	Electronic Classroom Observation Tool	1.2.4-1.2.6	Output Measure	2013-2104	July 1st-June 30th	Technology Data	Annual	Total

**Performance Measures - Explained**

25	Maintenance Work Orders	2.1.1-2.1.3	Output Measure	2013-2014	July 1st-June 30th	Maintenance Work Order System	Annual	Total
26	Access Control System	2.1.4	Output Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
27	Building Emergency Notification System	2.1.5	Output Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
28	Building Emergency Notification System-Media Ports	2.1.5	Output Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
29	Campus Safety-ID RFID Badges	2.1.5	Output Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
30	Building Emergency Notification System-LED Signs	2.1.5	Output Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
31	Students Participating in Safety Training	2.1.6	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Participating in Safety Training	2.1.6	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Participating in Safety Training	2.1.6	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Participating in Safety Training	2.1.6	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Participating in Safety Training	2.1.6	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
32	Staff Participating in Safety Training	2.1.6	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Staff Participating in Safety Training	2.1.6	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Staff Participating in Safety Training	2.1.6	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
33	Security Cameras	2.1.5	Output Measure	2012-2013	July 1st-June 30th	Technology Data	Annual	Total
	Security Cameras	2.1.5	Output Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
34	Staff Participating in Defensive Driving Training	2.1.6	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Staff Participating in Defensive Driving Training	2.1.6	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Staff Participating in Defensive Driving Training	2.1.6	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
35	Number of Welcome Center Checks	2.1.6	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Number of Welcome Center Checks	2.1.6	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Number of Welcome Center Checks	2.1.6	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

	Number of Welcome Center Checks	2.1.6	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
36	School Resource Officers	2.1.7	Output Measure	2012-2013	July 1st-June 30th	Safety Data	Annual	Total
	School Resource Officers	2.1.7	Output Measure	2013-2014	July 1st-June 30th	Safety Data	Annual	Total
37	Inventory of Services	3.1.1-3.1.2	Output Measure	2012-2013	July 1st-June 30th	Public Information Documents	Annual	Total
	Inventory of Services	3.1.1-3.1.2	Output Measure	2013-2014	July 1st-June 30th	Public Information Documents	Annual	Total
38	Educational/Residential Communication Protocol	3.2.1-3.2.2	Input/Explanatory Measure	2013-2014	July 1st-June 30th	Meeting Notes	Annual	Total
39	Network Equipment-Switches	4.1.1-4.1.5	Efficiency Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
40	Network Equipment-Wireless Access Points	4.1.1-4.1.5	Efficiency Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
41	Fiber Connections-1GigE to 10 GigE	4.1.1-4.1.5	Efficiency Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
42	One to One Devices-Macbooks	4.1.1-4.1.5	Output Measure	2012-2013	July 1st-June 30th	Technology Data	Annual	Total
	One to One Devices-Macbooks	4.1.1-4.1.5	Output Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
43	One to One Devices-iPads/iOS Devices	4.1.1-4.1.5	Output Measure	2012-2013	July 1st-June 30th	Technology Data	Annual	Total
	One to One Devices-iPads/iOS Devices	4.1.1-4.1.5	Output Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
44	Technology Integrator/Coach/Coordinator	4.1.1-4.1.5	Output Measure	2013-2014	July 1st-June 30th	Technology Data	Annual	Total
45	Days to fill vacancy	5.1.1-5.1.4	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Days to fill vacancy	5.1.1-5.1.4	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Days to fill vacancy	5.1.1-5.1.4	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Days to fill vacancy	5.1.1-5.1.4	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Days to fill vacancy	5.1.1-5.1.4	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
46	EEO Attainment Goal	5.1.1-5.1.4	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	End of Year Percentage
	EEO Attainment Goal	5.1.1-5.1.4	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	End of Year Percentage
	EEO Attainment Goal	5.1.1-5.1.4	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	End of Year Percentage

**Performance Measures - Explained**

	EEO Attainment Goal	5.1.1-5.1.4	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	End of Year Percentage
	EEO Attainment Goal	5.1.1-5.1.4	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	End of Year Percentage
47	Staff Leaving for Better Job	5.1.1-5.1.4	Input/Explanatory Measure	2009-2010	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Better Job	5.1.1-5.1.4	Input/Explanatory Measure	2010-2011	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Better Job	5.1.1-5.1.4	Input/Explanatory Measure	2011-2012	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Better Job	5.1.1-5.1.4	Input/Explanatory Measure	2012-2013	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Better Job	5.1.1-5.1.4	Input/Explanatory Measure	2013-2014	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
48	Staff Leaving for Higher Rate of Pay	5.1.1-5.1.4	Input/Explanatory Measure	2009-2010	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Higher Rate of Pay	5.1.1-5.1.4	Input/Explanatory Measure	2010-2011	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Higher Rate of Pay	5.1.1-5.1.4	Input/Explanatory Measure	2011-2012	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Higher Rate of Pay	5.1.1-5.1.4	Input/Explanatory Measure	2012-2013	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Higher Rate of Pay	5.1.1-5.1.4	Input/Explanatory Measure	2013-2014	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
49	Staff Leaving for Better Working Conditions	5.1.1-5.1.4	Input/Explanatory Measure	2009-2010	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Better Working Conditions	5.1.1-5.1.4	Input/Explanatory Measure	2010-2011	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Better Working Conditions	5.1.1-5.1.4	Input/Explanatory Measure	2011-2012	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Better Working Conditions	5.1.1-5.1.4	Input/Explanatory Measure	2012-2013	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Better Working Conditions	5.1.1-5.1.4	Input/Explanatory Measure	2013-2014	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
50	Staff Leaving for Family Circumstances	5.1.1-5.1.4	Input/Explanatory Measure	2009-2010	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Family Circumstances	5.1.1-5.1.4	Input/Explanatory Measure	2010-2011	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Family Circumstances	5.1.1-5.1.4	Input/Explanatory Measure	2011-2012	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Family Circumstances	5.1.1-5.1.4	Input/Explanatory Measure	2012-2013	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Leaving for Family Circumstances	5.1.1-5.1.4	Input/Explanatory Measure	2013-2014	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage

**Performance Measures - Explained**

51	Staff Terminations	5.1.1-5.1.4	Input/Explanatory Measure	2012-2013	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
	Staff Terminations	5.1.1-5.1.4	Input/Explanatory Measure	2013-2014	July 1st-June 30th	Exit Surveys/SCSDB Dashboard	Annual	End of Year Percentage
52	Teachers with RACs	5.1.1-5.1.4	Input/Explanatory Measure	2009-2010	July 1st-June 30th	State Report Card	Annual	End of Year Percentage
	Teachers with RACs	5.1.1-5.1.4	Input/Explanatory Measure	2010-2011	July 1st-June 30th	State Report Card	Annual	End of Year Percentage
	Teachers with RACs	5.1.1-5.1.4	Input/Explanatory Measure	2011-2012	July 1st-June 30th	State Report Card	Annual	End of Year Percentage
	Teachers with RACs	5.1.1-5.1.4	Input/Explanatory Measure	2012-2013	July 1st-June 30th	State Report Card	Annual	End of Year Percentage
	Teachers with RACs	5.1.1-5.1.4	Input/Explanatory Measure	2013-2014	July 1st-June 30th	State Report Card	Annual	End of Year Percentage
53	Campus Student Enrollment Data	5.2.1-5.2.5	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Campus Student Enrollment Data	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Campus Student Enrollment Data	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Campus Student Enrollment Data	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Campus Student Enrollment Data	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
54	Outreach VI Students	5.2.1-5.2.5	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Outreach VI Students	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Outreach VI Students	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Outreach VI Students	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Outreach VI Students	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
55	Students Receiving Orientation and Mobility Services (Campus)	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Receiving Orientation and Mobility Services (School Districts)	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Receiving Orientation and Mobility Services	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Receiving Orientation and Mobility Services	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Receiving Orientation and Mobility Services	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total



**Performance Measures - Explained**

56	Access Technology Students	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Access Technology Students	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Access Technology Students	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Access Technology Students	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
57	Project Magnify Students	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Project Magnify Students	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Project Magnify Students	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Project Magnify Students	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
58	Little Locomotive Students	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Little Locomotive Students	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Little Locomotive Students	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Little Locomotive Students	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
59	Outreach Hearing Students	5.2.1-5.2.5	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Outreach Hearing Students	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Outreach Hearing Students	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Outreach Hearing Students	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Outreach Hearing Students	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
60	Interpreting Hours for SCSDB	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Interpreting Hours-Outside	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
61	Kelly's Kids Enrollment (Campus Enrollment)	5.2.1-5.2.5	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Kelly's Kids Enrollment (Campus Enrollment)	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Kelly's Kids Enrollment (Campus Enrollment)	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

	Kelly's Kids Enrollment (Campus Enrollment)	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Kelly's Kids Enrollment (Campus Enrollment)	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
62	Early Intervention Enrollment	5.2.1-5.2.5	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Early Intervention Enrollment	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Early Intervention Enrollment	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Early Intervention Enrollment	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Early Intervention Enrollment	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
63	Students Served-Deaf/Blind Project	5.2.1-5.2.5	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Served-Deaf/Blind Project	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Served-Deaf/Blind Project	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Served-Deaf/Blind Project	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Students Served-Deaf/Blind Project	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
64	Instructional Resource Center/Braille Production Center-Students Served	5.2.1-5.2.5	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Instructional Resource Center/Braille Production Center-Students Served	5.2.1-5.2.5	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Instructional Resource Center/Braille Production Center-Students Served	5.2.1-5.2.5	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Instructional Resource Center/Braille Production Center-Students Served	5.2.1-5.2.5	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Instructional Resource Center/Braille Production Center-Students Served	5.2.1-5.2.5	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
65	Number of Employees	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Classified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Unclassified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

	Direct Contract	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Number of Employees	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Classified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Unclassified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Temporary	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Contract	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Grant	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Number of Employees	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Classified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Unclassified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Temporary	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Contract	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Grant	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Number of Employees	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

	Classified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Unclassified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Temporary	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Contract	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Time Limited/Grant	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
66	Whole Child-Challenged	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Engaged	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Supported	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Healthy	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Secure/Safe	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Challenged	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Engaged	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Supported	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Healthy	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

	Whole Child-Secure/Safe	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Challenged	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Engaged	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Supported	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Healthy	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Secure/Safe	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Challenged	Agency no longer has associated Strategy/Objective	Outcome Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Engaged	Agency no longer has associated Strategy/Objective	Outcome Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Supported	Agency no longer has associated Strategy/Objective	Outcome Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Healthy	Agency no longer has associated Strategy/Objective	Outcome Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Whole Child-Secure/Safe	Agency no longer has associated Strategy/Objective	Outcome Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
67	CTE Classes	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	CTE Classes	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	CTE Classes	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

68	Alternate Grad Program	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
69	Profession Development-Teachers	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Profession Development-Teachers	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Profession Development-Teachers	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Profession Development-Teachers	Agency no longer has associated Strategy/Objective	Outcome Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
70	Reduction in Payroll	Agency no longer has associated Strategy/Objective	Efficiency Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Reduction in Payroll	Agency no longer has associated Strategy/Objective	Efficiency Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Reduction in Payroll	Agency no longer has associated Strategy/Objective	Efficiency Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Reduction in Payroll	Agency no longer has associated Strategy/Objective	Efficiency Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
71	Participation in Outside Workforce Training	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Participation in Outside Workforce Training	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Participation in Outside Workforce Training	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
72	Student Health Reports	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Student Health Reports	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

	Student Health Reports	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Student Health Reports	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
73	Student Injuries to include minor needs	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Student Injuries to include minor needs	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Student Injuries to include minor needs	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Student Injuries to include minor needs	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
74	EDP Response Time	Agency no longer has associated Strategy/Objective	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
75	EDP Applications	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
76	Corrected Hazards	2.1.3	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
	Corrected Hazards	2.1.3	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
	Corrected Hazards	2.1.3	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
	Corrected Hazards	2.1.3	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
	Corrected Hazards	2.1.3	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
77	School Districts Served-Vision/Hearing Teacher Services	Agency no longer has associated Strategy/Objective	Output Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School Districts Served-Vision/Hearing Teacher Services	Agency no longer has associated Strategy/Objective	Output Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School Districts Served-Vision/Hearing Teacher Services	Agency no longer has associated Strategy/Objective	Output Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

	School Districts Served-Vision/Hearing Teacher Services	Agency no longer has associated Strategy/Objective	Output Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School Districts Served-Vision/Hearing Teacher Services	Agency no longer has associated Strategy/Objective	Output Measure	2013-2014	July 1st-June 30th	SCSDB Dashboard	Annual	Total
78	Student Community Performance	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Student Community Performance	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Student Community Performance	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
79	Field Placements	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Field Placements	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
80	Volunteer Hours	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Volunteer Hours	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Total
90	SCSDB Parent Satisfaction Survey-Educational Programs	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
91	SCSDB Student Satisfaction Survey-Educational Programs	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage



**Performance Measures - Explained**

92	SCSDB Parent Satisfaction Survey-Residential Programs	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
93	SCSDB Student Satisfaction Survey-Residential Programs	1.1.1-1.1.8	Outcome Measure	2009-2010	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2010-2011	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2011-2012	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
		1.1.1-1.1.8	Outcome Measure	2012-2013	July 1st-June 30th	SCSDB Dashboard	Annual	Percentage
94	<b>New Enrollment Data</b>	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Blind-Elementary	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Blind-Middle	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Blind-High	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Deaf-Elementary	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Deaf-Middle	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Deaf-High	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	CSA-Elementary	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	CSA-Middle	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	CSA High	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
95	<b>Retention/Exit Data</b>	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Blind-Preschool	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Blind-Elementary	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Blind-Middle	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

	School for the Blind-High	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Deaf-Preschool	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Deaf-Elementary	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Deaf-Middle	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	School for the Deaf-High	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	CSA-Preschool	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	CSA-Elementary	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	CSA-Middle	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	CSA High	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
96	<b>Retention/Exit Data-Reason for Leaving</b>	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Moving out of State	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Unhappy with Education Program	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Unhappy with Residential Setting	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Returning to LEA/Closer to Home	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Unhappy with School Staff	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Don't Feel Safe	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Removed to Homeschool	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Pregnancy/Childcare Issues	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	No Longer Eligible for Program	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Graduated with Diploma	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Graduated with State Certificate	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
	Aged Out	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total

**Performance Measures - Explained**

	Older Student Dropout	5.2	Input/Explanatory Measure	2014-2015	July 1st-June 30th	SCSDB Dashboard	Annual	Total
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## Performance Measures - Results

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$1,000
Total Employee Time	20 hours
# of Employees who worked on it	2 Staff-Compilation, Regular Data Collection-10 Staff

**Similar Information Requested** Information Requested below is also requested in...

Other Report:	Accountability Reports, State Report Card
Question # of the Other Report:	Within Full Reports-Partial Data

**Instructions:** Please copy and paste the information from the Performance Measures - Explained Chart into the first five columns of this chart. Under the "Target Value for that Year" column, type the target or value the agency wanted to reach for the performance measure for the year stated in the "Year Utilized" column. Under the "Actual Value for that Year" column, type the actual value the agency had for that performance measure at the end of the year stated in the "Year Utilized" column. Finally, go back through and **copy and paste any rows necessary so that each row has only one associated strategy or objective per row.** (i.e. if the performance measure had 3 associated objectives one year, the performance measure for that year would be listed on three (3) separate rows with each associated objective on a different row.) NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Performance Measure Item #	Performance Measure	Associated Strategy or Objective # (ONLY ONE PER ROW)	Type of Measure	Year Utilized	Target Value for that Year	Actual Value for that Year
1	Mastery of IEP Goals	1.1	Outcome Measure	2009-2010	100%	95%
	Mastery of IEP Goals	1.1	Outcome Measure	2010-2011	100%	91%
	Mastery of IEP Goals	1.1	Outcome Measure	2011-2012	100%	98%
	Mastery of IEP Goals	1.1	Outcome Measure	2012-2013	100%	91%
	Mastery of IEP Goals	1.1	Outcome Measure	2013-2014	100%	90%
2	Mastery of IEP Goals-Male	1.1	Outcome Measure	2009-2010	100%	94%
	Mastery of IEP Goals-Male	1.1	Outcome Measure	2010-2011	100%	92%
	Mastery of IEP Goals-Male	1.1	Outcome Measure	2011-2012	100%	99%
	Mastery of IEP Goals-Male	1.1	Outcome Measure	2012-2013	100%	90%
	Mastery of IEP Goals-Male	1.1	Outcome Measure	2013-2014	100%	88%
3	Master of IEP Goals-Female	1.1	Outcome Measure	2009-2010	100%	96%
	Master of IEP Goals-Female	1.1	Outcome Measure	2010-2011	100%	91%
	Master of IEP Goals-Female	1.1	Outcome Measure	2011-2012	100%	97%
	Master of IEP Goals-Female	1.1	Outcome Measure	2012-2013	100%	91%

**Performance Measures - Results**

	Master of IEP Goals-Female	1.1	Outcome Measure	2013-2014	100%	92%
4	Brigance Composite	1.1	Outcome Measure	2009-2010	100%	90%
	Brigance Composite	1.1	Outcome Measure	2010-2011	100%	89%
	Brigance Composite	1.1	Outcome Measure	2011-2012	100%	97%
	Brigance Composite	1.1	Outcome Measure	2012-2013	100%	93%
	Brigance Composite	1.1	Outcome Measure	2013-2014	100%	89%
5	Brigance ELA-Male	1.1	Outcome Measure	2009-2010	100%	97%
	Brigance ELA-Male	1.1	Outcome Measure	2010-2011	100%	86%
	Brigance ELA-Male	1.1	Outcome Measure	2011-2012	100%	98%
	Brigance ELA-Male	1.1	Outcome Measure	2012-2013	100%	90%
	Brigance ELA-Male	1.1	Outcome Measure	2013-2014	100%	88%
6	Brigance ELA-Female	1.1	Outcome Measure	2009-2010	100%	90%
	Brigance ELA-Female	1.1	Outcome Measure	2010-2011	100%	94%
	Brigance ELA-Female	1.1	Outcome Measure	2011-2012	100%	98%
	Brigance ELA-Female	1.1	Outcome Measure	2012-2013	100%	89%
	Brigance ELA-Female	1.1	Outcome Measure	2013-2014	100%	89%
7	Brigance Math-Male	1.1	Outcome Measure	2009-2010	100%	87%
	Brigance Math-Male	1.1	Outcome Measure	2010-2011	100%	90%
	Brigance Math-Male	1.1	Outcome Measure	2011-2012	100%	95%
	Brigance Math-Male	1.1	Outcome Measure	2012-2013	100%	95%
	Brigance Math-Male	1.1	Outcome Measure	2013-2014	100%	88%
8	Brigance Math-Female	1.1	Outcome Measure	2009-2010	100%	89%
	Brigance Math-Female	1.1	Outcome Measure	2010-2011	100%	86%
	Brigance Math-Female	1.1	Outcome Measure	2011-2012	100%	97%
	Brigance Math-Female	1.1	Outcome Measure	2012-2013	100%	90%
	Brigance Math-Female	1.1	Outcome Measure	2013-2014	100%	93%
9	Student Placement upon Completion	1.1	Outcome Measure	2009-2010	100%	92.30%
	Student Placement upon Completion	1.1	Outcome Measure	2010-2011	100%	100%
	Student Placement upon Completion	1.1	Outcome Measure	2011-2012	100%	81%
	Student Placement upon Completion	1.1	Outcome Measure	2012-2013	100%	65%
	Student Placement upon Completion	1.1	Outcome Measure	2013-2014	100%	95%
10	Braille Pages	1.1	Output Measure	2012-2013	as needed	100,661
	Braille Pages	1.1	Output Measure	2013-2104	as needed	120,644
11	Braille Tactile Pages	1.1	Output Measure	2012-2013	as needed	6,392
	Braille Tactile Pages	1.1	Output Measure	2013-2104	as needed	11,382
12	Literacy Enrichment-Library Classes	1.1	Output Measure	2011-2012	275	255
	Literacy Enrichment-Library Classes	1.1	Output Measure	2012-2013	275	236
	Literacy Enrichment-Library Classes	1.1	Output Measure	2013-2014	275	328
13	Literacy Enrichment-Accelerated Reader	1.1	Output Measure	2012-2013	50	37
	Literacy Enrichment-Accelerated Reader	1.1	Output Measure	2013-2014	50	69
14	Literacy Enrichment-Book Fair	1.1	Output Measure	2012-2013	200	179
	Literacy Enrichment-Book Fair	1.1	Output Measure	2013-2014	200	207
15	Litearcy Enrichment-Special Events	1.1	Output Measure	2012-2013	175	150
	Litearcy Enrichment-Special Events	1.1	Output Measure	2013-2014	175	188

# Performance Measures - Results

16	State Surveys-Student	1.1	Outcome Measure	2009-2010	100%	89%
	State Surveys-Student	1.1	Outcome Measure	2010-2011	100%	83%
	State Surveys-Student	1.1	Outcome Measure	2011-2012	100%	36%
	State Surveys-Student	1.1	Outcome Measure	2012-2013	100%	I/S
	State Surveys-Student	1.1	Outcome Measure	2013-2014	100%	76%
17	State Surveys-Staff	1.1	Outcome Measure	2009-2010	100%	86%
	State Surveys-Staff	1.1	Outcome Measure	2010-2011	100%	92%
	State Surveys-Staff	1.1	Outcome Measure	2011-2012	100%	100%
	State Surveys-Staff	1.1	Outcome Measure	2012-2013	100%	82%
	State Surveys-Staff	1.1	Outcome Measure	2013-2014	100%	78%
18	State Surveys-Parents	1.1	Outcome Measure	2009-2010	100%	88%
	State Surveys-Parents	1.1	Outcome Measure	2010-2011	100%	92%
	State Surveys-Parents	1.1	Outcome Measure	2011-2012	100%	66%
	State Surveys-Parents	1.1	Outcome Measure	2012-2013	100%	100%
	State Surveys-Parents	1.1	Outcome Measure	2013-2014	100%	94%
19	OT Evaluations	1.2.2	Output Measure	2011-2012	as needed	136
	OT Evaluations	1.2.2	Output Measure	2012-2013	as needed	136
	OT Evaluations	1.2.2	Output Measure	2013-2014	as needed	106
20	PT Evaluations	1.2.2	Output Measure	2010-2011	as needed	91
	PT Evaluations	1.2.2	Output Measure	2011-2012	as needed	97
	PT Evaluations	1.2.2	Output Measure	2012-2013	as needed	99
	PT Evaluations	1.2.2	Output Measure	2013-2014	as needed	133
21	Speech Evaluations	1.2.2	Output Measure	2010-2011	as needed	158
	Speech Evaluations	1.2.2	Output Measure	2011-2012	as needed	162
	Speech Evaluations	1.2.2	Output Measure	2012-2013	as needed	308
	Speech Evaluations	1.2.2	Output Measure	2013-2014	as needed	234
22	Audiology Evaluations	1.2.2	Output Measure	2010-2011	as needed	198
	Audiology Evaluations	1.2.2	Output Measure	2011-2012	as needed	142
	Audiology Evaluations	1.2.2	Output Measure	2012-2013	as needed	200
	Audiology Evaluations	1.2.2	Output Measure	2013-2014	as needed	45
23	Educational Psychology Evaluations	1.2.2	Output Measure	2011-2012	as needed	63
	Educational Psychology Evaluations	1.2.2	Output Measure	2012-2013	as needed	91
	Educational Psychology Evaluations	1.2.2	Output Measure	2013-2014	as needed	36
24	Electronic Classroom Observation Tool	1.2.2	Output Measure	2012-2013	0	1
	Electronic Classroom Observation Tool	1.2.2	Output Measure	2013-2104	1	1
25	Maintenance Work Orders	1.2.2	Output Measure	2013-2014	as needed	4,790
26	Access Control System	2.1.4	Output Measure	2013-2014	5	1
27	Building Emergency Notification System	2.1.5	Output Measure	2013-2014	1	1
28	Building Emergency Notification System-Media Ports	2.1.5	Output Measure	2013-2014	74	45
29	Campus Safety-ID RFID Badges	2.1.5	Output Measure	2013-2014	400	700
30	Building Emergency Notification System-LED Signs	2.1.5	Output Measure	2013-2014	138	138
31	Students Participating in Safety Training	2.1.6	Output Measure	2011-2012	270	42
	Students Participating in Safety Training	2.1.6	Output Measure	2012-2013	270	300
	Students Participating in Safety Training	2.1.6	Output Measure	2013-2014	270	380

# Performance Measures - Results

32	Staff Participating in Safety Training	2.1.6	Output Measure	2009-2010	100%	100%
	Staff Participating in Safety Training	2.1.6	Output Measure	2010-2011	100%	100%
	Staff Participating in Safety Training	2.1.6	Output Measure	2011-2012	100%	100%
	Staff Participating in Safety Training	2.1.6	Output Measure	2012-2013	100%	100%
	Staff Participating in Safety Training	2.1.6	Output Measure	2013-2014	100%	100%
33	Security Cameras	2.1.5	Output Measure	2012-2013	58	0
	Security Cameras	2.1.5	Output Measure	2013-2014	58	33
34	Staff Participating in Defensive Driving Training	2.1.6	Output Measure	2011-2012	40	28
	Staff Participating in Defensive Driving Training	2.1.6	Output Measure	2012-2013	40	11
	Staff Participating in Defensive Driving Training	2.1.6	Output Measure	2013-2014	40	56
35	Number of Welcome Center Checks	2.1.6	Output Measure	2010-2011	All	8,704
	Number of Welcome Center Checks	2.1.6	Output Measure	2011-2012	All	12,205
	Number of Welcome Center Checks	2.1.6	Output Measure	2012-2013	All	16,424
	Number of Welcome Center Checks	2.1.6	Output Measure	2013-2014	All	13,282
36	School Resource Officers	2.1.7	Output Measure	2012-2013	2	1
	School Resource Officers	2.1.7	Output Measure	2013-2014	2	2
37	Inventory of Services	3.1	Output Measure	2012-2013	1	0
	Inventory of Services	3.1	Output Measure	2013-2014	1	1
38	Educational/Residential Communication Protocol	3.2	Input/Explanatory Measure	2013-2014	1	1
39	Network Equipment-Switches	4.1	Efficiency Measure	2013-2014	79	79
40	Network Equipment-Wireless Access Points	4.1	Efficiency Measure	2013-2014	162	162
41	Fiber Connections-1GigE to 10 GigE	4.1	Efficiency Measure	2013-2014	10	4
42	One to One Devices-Macbooks	4.1	Output Measure	2012-2013	n/a	1
	One to One Devices-Macbooks	4.1	Output Measure	2013-2014	as needed	201
43	One to One Devices-iPads/iOS Devices	4.1	Output Measure	2012-2013	n/a	12
	One to One Devices-iPads/iOS Devices	4.1	Output Measure	2013-2014	as needed	138
44	Technology Integrator/Coach/Coordinator	4.1	Output Measure	2013-2014	1	1
45	Days to fill vacancy	5.1	Output Measure	2009-2010	30	22.75
	Days to fill vacancy	5.1	Output Measure	2010-2011	30	12.25
	Days to fill vacancy	5.1	Output Measure	2011-2012	30	30
	Days to fill vacancy	5.1	Output Measure	2012-2013	30	58
	Days to fill vacancy	5.1	Output Measure	2013-2014	30	31
46	EEO Attainment Goal	5.1	Output Measure	2009-2010	100%	92.40%
	EEO Attainment Goal	5.1	Output Measure	2010-2011	100%	92.10%
	EEO Attainment Goal	5.1	Output Measure	2011-2012	100%	91.30%
	EEO Attainment Goal	5.1	Output Measure	2012-2013	100%	84.90%
	EEO Attainment Goal	5.1	Output Measure	2013-2014	100%	92.70%
47	Staff Leaving for Better Job	5.1	Input/Explanatory Measure	2009-2010	10%	21%
	Staff Leaving for Better Job	5.1	Input/Explanatory Measure	2010-2011	10%	17%
	Staff Leaving for Better Job	5.1	Input/Explanatory Measure	2011-2012	10%	0%

**Performance Measures - Results**

	Staff Leaving for Better Job	5.1	Input/Explanatory Measure	2012-2013	10%	18%
	Staff Leaving for Better Job	5.1	Input/Explanatory Measure	2013-2014	10%	19%
48	Staff Leaving for Higher Rate of Pay	5.1	Input/Explanatory Measure	2009-2010	3%	14%
	Staff Leaving for Higher Rate of Pay	5.1	Input/Explanatory Measure	2010-2011	3%	2.50%
	Staff Leaving for Higher Rate of Pay	5.1	Input/Explanatory Measure	2011-2012	3%	0%
	Staff Leaving for Higher Rate of Pay	5.1	Input/Explanatory Measure	2012-2013	3%	5%
	Staff Leaving for Higher Rate of Pay	5.1	Input/Explanatory Measure	2013-2014	3%	3%
49	Staff Leaving for Better Working Conditions	5.1	Input/Explanatory Measure	2009-2010	5%	0%
	Staff Leaving for Better Working Conditions	5.1	Input/Explanatory Measure	2010-2011	5%	2.50%
	Staff Leaving for Better Working Conditions	5.1	Input/Explanatory Measure	2011-2012	5%	0%
	Staff Leaving for Better Working Conditions	5.1	Input/Explanatory Measure	2012-2013	5%	9%
	Staff Leaving for Better Working Conditions	5.1	Input/Explanatory Measure	2013-2014	5%	0%
50	Staff Leaving for Family Circumstances	5.1	Input/Explanatory Measure	2009-2010	10%	36%
	Staff Leaving for Family Circumstances	5.1	Input/Explanatory Measure	2010-2011	10%	33%
	Staff Leaving for Family Circumstances	5.1	Input/Explanatory Measure	2011-2012	10%	0%
	Staff Leaving for Family Circumstances	5.1	Input/Explanatory Measure	2012-2013	10%	14%
	Staff Leaving for Family Circumstances	5.1	Input/Explanatory Measure	2013-2014	10%	14%
51	Staff Terminations	5.1	Input/Explanatory Measure	2012-2013	0%	19%
	Staff Terminations	5.1	Input/Explanatory Measure	2013-2014	0%	16%
52	Teachers with RACs	5.1	Input/Explanatory Measure	2009-2010	0%	9%
	Teachers with RACs	5.1	Input/Explanatory Measure	2010-2011	0%	3%
	Teachers with RACs	5.1	Input/Explanatory Measure	2011-2012	0%	5%



**Performance Measures - Results**

	Teachers with RACs	5.1	Input/Explanatory Measure	2012-2013	0%	14%
	Teachers with RACs	5.1	Input/Explanatory Measure	2013-2014	0%	6.45%
53	Campus Student Enrollment Data	5.2	Output Measure	2009-2010	as needed	279
	Campus Student Enrollment Data	5.2	Output Measure	2010-2011	as needed	267
	Campus Student Enrollment Data	5.2	Output Measure	2011-2012	as needed	292
	Campus Student Enrollment Data	5.2	Output Measure	2012-2013	as needed	304
	Campus Student Enrollment Data	5.2	Output Measure	2013-2014	as needed	292
54	Outreach VI Students	5.2	Output Measure	2009-2010	as needed	439
	Outreach VI Students	5.2	Output Measure	2010-2011	as needed	332
	Outreach VI Students	5.2	Output Measure	2011-2012	as needed	336
	Outreach VI Students	5.2	Output Measure	2012-2013	as needed	172
	Outreach VI Students	5.2	Output Measure	2013-2014	as needed	178
55	Students Receiving Orientation and Mobility Services (Campus)	5.2	Output Measure	2013-2014	as needed	88
	Students Receiving Orientation and Mobility Services (School Districts)	5.2	Output Measure	2013-2014	as needed	91
	Students Receiving Orientation and Mobility Services	5.2	Output Measure	2010-2011	as needed	119
	Students Receiving Orientation and Mobility Services	5.2	Output Measure	2011-2012	as needed	120
	Students Receiving Orientation and Mobility Services	5.2	Output Measure	2012-2013	as needed	134
56	Access Technology Students	5.2	Output Measure	2010-2011	as needed	40
	Access Technology Students	5.2	Output Measure	2011-2012	as needed	22
	Access Technology Students	5.2	Output Measure	2012-2013	as needed	14
	Access Technology Students	5.2	Output Measure	2013-2014	as needed	19
57	Project Magnify Students	5.2	Output Measure	2010-2011	as needed	21
	Project Magnify Students	5.2	Output Measure	2011-2012	as needed	28
	Project Magnify Students	5.2	Output Measure	2012-2013	as needed	32
	Project Magnify Students	5.2	Output Measure	2013-2014	as needed	26
58	Little Locomotive Students	5.2	Output Measure	2010-2011	as needed	27
	Little Locomotive Students	5.2	Output Measure	2011-2012	as needed	45
	Little Locomotive Students	5.2	Output Measure	2012-2013	as needed	57
	Little Locomotive Students	5.2	Output Measure	2013-2014	as needed	63
59	Outreach Hearing Students	5.2	Output Measure	2009-2010	as needed	70
	Outreach Hearing Students	5.2	Output Measure	2010-2011	as needed	79
	Outreach Hearing Students	5.2	Output Measure	2011-2012	as needed	71
	Outreach Hearing Students	5.2	Output Measure	2012-2013	as needed	72
	Outreach Hearing Students	5.2	Output Measure	2013-2014	as needed	73
60	Interpreting Hours for SCsDB	5.2	Output Measure	2010-2011	as needed	2,506.00
	Interpreting Hours for SCsDB	5.2	Output Measure	2011-2012	as needed	5,438.25
	Interpreting Hours for SCsDB	5.2	Output Measure	2012-2013	as needed	4,111.75
	Interpreting Hours for SCsDB	5.2	Output Measure	2013-2014	as needed	5,031.25
	Interpreting Hours-Outside	5.2	Output Measure	2010-2011	as needed	8,738.00
	Interpreting Hours-Outside	5.2	Output Measure	2011-2012	as needed	6,655.25
	Interpreting Hours-Outside	5.2	Output Measure	2012-2013	as needed	2,516.50
	Interpreting Hours-Outside	5.2	Output Measure	2013-2014	as needed	3,075.75

**Performance Measures - Results**

61	Kelly's Kids Enrollment (Campus Enrollment)	5.2	Output Measure	2009-2010	as needed	16
	Kelly's Kids Enrollment (Campus Enrollment)	5.2	Output Measure	2010-2011	as needed	18
	Kelly's Kids Enrollment (Campus Enrollment)	5.2	Output Measure	2011-2012	as needed	16
	Kelly's Kids Enrollment (Campus Enrollment)	5.2	Output Measure	2012-2013	as needed	16
	Kelly's Kids Enrollment (Campus Enrollment)	5.2	Output Measure	2013-2014	as needed	21
62	Early Intervention Enrollment	5.2	Output Measure	2009-2010	as needed	691
	Early Intervention Enrollment	5.2	Output Measure	2010-2011	as needed	556
	Early Intervention Enrollment	5.2	Output Measure	2011-2012	as needed	552
	Early Intervention Enrollment	5.2	Output Measure	2012-2013	as needed	442
	Early Intervention Enrollment	5.2	Output Measure	2013-2014	as needed	507
63	Students Served-Deaf/Blind Project	5.2	Output Measure	2009-2010	as needed	126
	Students Served-Deaf/Blind Project	5.2	Output Measure	2010-2011	as needed	98
	Students Served-Deaf/Blind Project	5.2	Output Measure	2011-2012	as needed	127
	Students Served-Deaf/Blind Project	5.2	Output Measure	2012-2013	as needed	133
	Students Served-Deaf/Blind Project	5.2	Output Measure	2013-2014	as needed	130
64	Instructional Resource Center/Braille Production Center-Students Served	5.2	Output Measure	2009-2010	as needed	126
	Instructional Resource Center/Braille Production Center-Students Served	5.2	Output Measure	2010-2011	as needed	121
	Instructional Resource Center/Braille Production Center-Students Served	5.2	Output Measure	2011-2012	as needed	207
	Instructional Resource Center/Braille Production Center-Students Served	5.2	Output Measure	2012-2013	as needed	189
	Instructional Resource Center/Braille Production Center-Students Served	5.2	Output Measure	2013-2014	as needed	163
65	Number of Employees	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	as needed	412
	Classified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	as needed	267
	Unclassified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	as needed	120
	Direct Contract	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	as needed	25
	Number of Employees	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	as needed	434
	Classified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	as needed	232

**Performance Measures - Results**

	Unclassified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	as needed	91
	Temporary	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	as needed	90
	Contract	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	as needed	10
	Grant	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	as needed	11
	Number of Employees	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	430
	Classified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	244
	Unclassified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	97
	Temporary	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	68
	Contract	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	10
	Grant	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	11
	Number of Employees	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	as needed	411
	Classified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	as needed	201
	Unclassified	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	as needed	90
	Temporary	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	as needed	61

**Performance Measures - Results**

	Contract	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	as needed	36
	Time Limited/Grant	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	as needed	23
66	Whole Child-Challenged	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	56% (NP)	62%
	Whole Child-Engaged	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	64%(NP)	67.50%
	Whole Child-Supported	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	64%(NP)	37%
	Whole Child-Healthy	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	56%(NP)	59%
	Whole Child-Secure/Safe	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	75%(NP)	91%
	Whole Child-Challenged	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	Not Available	68%
	Whole Child-Engaged	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	Not Available	72%
	Whole Child-Supported	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	Not Available	47%
	Whole Child-Healthy	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	Not Available	62%
	Whole Child-Secure/Safe	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	Not Available	84%
	Whole Child-Challenged	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	Not Available	80%
	Whole Child-Engaged	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	Not Available	80%

**Performance Measures - Results**

	Whole Child-Supported	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	Not Available	90%
	Whole Child-Healthy	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	Not Available	60%
	Whole Child-Secure/Safe	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	Not Available	80%
	Whole Child-Challenged	Agency no longer has associated Strategy/Objective	Outcome Measure	2012-2013	Not Available	98%
	Whole Child-Engaged	Agency no longer has associated Strategy/Objective	Outcome Measure	2012-2013	Not Available	85%
	Whole Child-Supported	Agency no longer has associated Strategy/Objective	Outcome Measure	2012-2013	Not Available	98%
	Whole Child-Healthy	Agency no longer has associated Strategy/Objective	Outcome Measure	2012-2013	Not Available	95%
	Whole Child-Secure/Safe	Agency no longer has associated Strategy/Objective	Outcome Measure	2012-2013	Not Available	97%
67	CTE Classes	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	as needed	16
	CTE Classes	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	as needed	21
	CTE Classes	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	24
68	Alternate Grad Program	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	100%	70%
69	Profession Development-Teachers	Agency no longer has associated Strategy/Objective	Outcome Measure	2009-2010	100%	77%
	Profession Development-Teachers	Agency no longer has associated Strategy/Objective	Outcome Measure	2010-2011	100%	83%

**Performance Measures - Results**

	Profession Development-Teachers	Agency no longer has associated Strategy/Objective	Outcome Measure	2011-2012	100%	83%
	Profession Development-Teachers	Agency no longer has associated Strategy/Objective	Outcome Measure	2013-2014	100%	78%
70	Reduction in Payroll	Agency no longer has associated Strategy/Objective	Efficiency Measure	2009-2010		\$21.9 Million
	Reduction in Payroll	Agency no longer has associated Strategy/Objective	Efficiency Measure	2010-2011		\$20.5 Million
	Reduction in Payroll	Agency no longer has associated Strategy/Objective	Efficiency Measure	2011-2012		\$19.9 Million
	Reduction in Payroll	Agency no longer has associated Strategy/Objective	Efficiency Measure	2012-2013		\$19.3 Million
71	Participation in Outside Workforce Training	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	as needed	149
	Participation in Outside Workforce Training	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	as needed	153
	Participation in Outside Workforce Training	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	192
72	Student Health Reports	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	as needed	8473
	Student Health Reports	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	as needed	6852
	Student Health Reports	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	6003
	Student Health Reports	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	as needed	Routine 85%, Major Medical 15%
73	Student Injuries to include minor needs	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	0	1060

**Performance Measures - Results**

	Student Injuries to include minor needs	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	0	954
	Student Injuries to include minor needs	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	0	906
	Student Injuries to include minor needs	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	0	500
74	EDP Response Time	Agency no longer has associated Strategy/Objective	Output Measure	2009-2010	7 days	5.47 days
75	EDP Applications	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	as needed	2,000
76	Corrected Hazards	2.1.3	Output Measure	2009-2010	100%	100%
	Corrected Hazards	2.1.3	Output Measure	2010-2011	100%	87%
	Corrected Hazards	2.1.3	Output Measure	2011-2012	100%	100%
	Corrected Hazards	2.1.3	Output Measure	2012-2013	100%	100%
	Corrected Hazards	2.1.3	Output Measure	2013-2014	100%	100%
77	School Districts Served-Vision/Hearing Teacher Services	Agency no longer has associated Strategy/Objective	Output Measure	2009-2010	as needed	76
	School Districts Served-Vision/Hearing Teacher Services	Agency no longer has associated Strategy/Objective	Output Measure	2010-2011	as needed	80
	School Districts Served-Vision/Hearing Teacher Services	Agency no longer has associated Strategy/Objective	Output Measure	2011-2012	as needed	79
	School Districts Served-Vision/Hearing Teacher Services	Agency no longer has associated Strategy/Objective	Output Measure	2012-2013	as needed	72
	School Districts Served-Vision/Hearing Teacher Services	Agency no longer has associated Strategy/Objective	Output Measure	2013-2014	as needed	63
78	Student Community Performance	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2009-2010	as needed	18
	Student Community Performance	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2010-2011	as needed	21
	Student Community Performance	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	16

**Performance Measures - Results**

79	Field Placements	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	57
	Field Placements	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	as needed	37
80	Volunteer Hours	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2011-2012	as needed	4,856 Hours
	Volunteer Hours	Agency no longer has associated Strategy/Objective	Input/Explanatory Measure	2012-2013	as needed	3,156 Hours
90	SCSDB Parent Satisfaction Survey-Educational Programs	1.1	Outcome Measure	2009-2010	100%	88%
		1.1	Outcome Measure	2010-2011	100%	92%
		1.1	Outcome Measure	2011-2012	100%	96%
		1.1	Outcome Measure	2012-2013	100%	92%
91	SCSDB Student Satisfaction Survey-Educational Programs	1.1	Outcome Measure	2009-2010	100%	89%
		1.1	Outcome Measure	2010-2011	100%	84%
		1.1	Outcome Measure	2011-2012	100%	85%
		1.1	Outcome Measure	2012-2013	100%	96%
92	SCSDB Parent Satisfaction Survey-Residential Programs	1.1	Outcome Measure	2009-2010	100%	97%
		1.1	Outcome Measure	2010-2011	100%	99%
		1.1	Outcome Measure	2011-2012	100%	98%
		1.1	Outcome Measure	2012-2013	100%	98%
93	SCSDB Student Satisfaction Survey-Residential Programs	1.1	Outcome Measure	2009-2010	100%	89%
		1.1	Outcome Measure	2010-2011	100%	95%
		1.1	Outcome Measure	2011-2012	100%	96%
		1.1	Outcome Measure	2012-2013	100%	96%
94	<b>New Enrollment Data</b>	5.2	Input/Explanatory Measure	2014-2015	n/a	n/a
	School for the Blind-Elementary	5.2	Input/Explanatory Measure	2014-2015	n/a	5
	School for the Blind-Middle	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	School for the Blind-High	5.2	Input/Explanatory Measure	2014-2015	n/a	2
	School for the Deaf-Elementary	5.2	Input/Explanatory Measure	2014-2015	n/a	6
	School for the Deaf-Middle	5.2	Input/Explanatory Measure	2014-2015	n/a	2
	School for the Deaf-High	5.2	Input/Explanatory Measure	2014-2015	n/a	2
	CSA-Elementary	5.2	Input/Explanatory Measure	2014-2015	n/a	1



**Performance Measures - Results**

	CSA-Middle	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	CSA High	5.2	Input/Explanatory Measure	2014-2015	n/a	2
95	<b>Retention/Exit Data</b>	5.2	Input/Explanatory Measure	2014-2015	n/a	n/a
	School for the Blind-Preschool	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	School for the Blind-Elementary	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	School for the Blind-Middle	5.2	Input/Explanatory Measure	2014-2015	n/a	3
	School for the Blind-High	5.2	Input/Explanatory Measure	2014-2015	n/a	11
	School for the Deaf-Preschool	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	School for the Deaf-Elementary	5.2	Input/Explanatory Measure	2014-2015	n/a	4
	School for the Deaf-Middle	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	School for the Deaf-High	5.2	Input/Explanatory Measure	2014-2015	n/a	11
	CSA-Preschool	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	CSA-Elementary	5.2	Input/Explanatory Measure	2014-2015	n/a	1
	CSA-Middle	5.2	Input/Explanatory Measure	2014-2015	n/a	1
	CSA High	5.2	Input/Explanatory Measure	2014-2015	n/a	8
96	<b>Retention/Exit Data-Reason for Leaving</b>	5.2	Input/Explanatory Measure	2014-2015	n/a	n/a
	Moving out of State	5.2	Input/Explanatory Measure	2014-2015	n/a	4
	Unhappy with Education Program	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	Unhappy with Residential Setting	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	Returning to LEA/Closer to Home	5.2	Input/Explanatory Measure	2014-2015	n/a	3
	Unhappy with School Staff	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	Don't Feel Safe	5.2	Input/Explanatory Measure	2014-2015	n/a	0

**Performance Measures - Results**

	Removed to Homeschool	5.2	Input/Explanatory Measure	2014-2015	n/a	4
	Pregnancy/Childcare Issues	5.2	Input/Explanatory Measure	2014-2015	n/a	0
	No Longer Eligible for Program	5.2	Input/Explanatory Measure	2014-2015	n/a	2
	Graduated with Diploma	5.2	Input/Explanatory Measure	2014-2015	n/a	9
	Graduated with State Certificate	5.2	Input/Explanatory Measure	2014-2015	n/a	4
	Aged Out	5.2	Input/Explanatory Measure	2014-2015	n/a	7
	Older Student Dropout	5.2	Input/Explanatory Measure	2014-2015	n/a	1

## Funding Sources

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$200
Total Employee Time	8 hours
# of Employees who worked on it	1

### Similar Information Requested

Information Requested below is also requested in...

Other Report:	SCEIS System
Question # of the Other Report:	N/A

**Instructions:** Please list all sources of funding available in all bank accounts at the end of fiscal year 2013-14, all currently available to the agency and all anticipated funding sources in 2015-16. Examples of funding sources include, but are not limited to, Foundations, Non-Profits, General Assembly, Federal Government, grants, sales, fines, outside contracts, interest from bank accounts holding restricted or any other type of funds, etc. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Source of Funds	Restrictions on use of funds (List any restrictions; If no restrictions, type "None")	Amount available at end of 2013-14	Amount currently available (i.e. cash on hand)	Bank Account in which funds are held	Additional funds reasonably anticipated from source in 2015-16
Education Finance Act		0.00	89,147.00		980,617.00
Education Improvement Act		283,768.67	525,465.38		7,439,286.00
Adept		0.00	1,626.88		1,650.00
Technology Professional Dev.			1,468.23		1,500.00
Technology Initiative			18,873.00		15,000.00
Technology Support		0.00	10,000.00		0.00
Professional Development		0.00	3,099.73		3,100.00
Formative Assessment		0.00	1,051.39		1,000.00
Science Kits refurbished		0.00	765.34		750.00
National Board Certification		0.00	0.00		55,597.00
Teacher of the Year award		0.00	0.00		1,076.50
Special Ed - MOE		0.00	0.00		0.00
EEDA Supplies and Materials		0.00	590.09		600.00
Aid to Districts		23,444.27	51,618.27		17,240.00
6-8 Enhancement		184.38	1,080.92		0.00
K-5 Enhancement		7,522.13	39,551.84		0.00
Digital Instructional Material		3,764.41	7,857.93		7,500.00
General Fund Appropriation		55,117.39	14,511,447.89		780,259.95
Operating Revenue		4,855,160.94	6,081,525.06		3,606,335.00
Donations		187,407.25	185,599.70		0.00
Education Lottery		313,565.14	371,258.06		200,000.00
Medicaid Asst Pay		4,706,442.88	4,807,380.76		3,778,000.00
Student Deposit Acct		333.03	333.03		0.00
Indirect Cost		0.00	0.00		0.00
Federal Programs (IDEA, Deaf Blind Project, Title II, PDC, BELL, USDA)		481,630.12	-203,193.97		1,018,333.00
Recovery Audits		4,125.22			

**Special Note: Federal Programs are reimbursable funds.**

## Strategically Spent Money

<b>Agency</b>	Deaf and the Blind, School for the
<b>Date of</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$200
Total Employee	8 Hours
# of Employees who worked on it	1

**Similar Information** Information Requested below is also requested in...

Other Report:	N/A
Question # of the Other Report:	N/A

**Instructions:** Please copy and paste the information from the Strategically Planned Outcomes Chart into the first four columns of this chart (i.e. under G#, S#, O# and Description). The remaining columns include the categories listed for the agency in the final 2014-15 General Appropriations Bill. The first row includes the total amount budgeted for each category. For each objective in the remaining rows (or strategy if there are no objectives under a strategy), please type the amount of money spent from each category in an effort to accomplish that objective (or strategy). When added together, the individual amounts spent on each objective (or strategy) should add together to equal the Total Budget for the applicable category. **Remember, only type the amounts in the boxes highlighted in yellow.**

<b>Fiscal Year</b>	<b>2014-15</b>
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From Strategic Planning Template agency submits with Accountability Report				Cash on Hand at Start of Year		New Money, per category, outlined in General Appropriations Bill						
G#	S#	O#	Description	Amount available at end of 2013-14	FY 2014-15 Agency Beginning Base	Part 1A Recurring Funds H.4701 - State Funds	Nonrecurring Proviso 118.16 - State Funds	Tobacco MSA Provisos 118.15 - State Funds	FY 2013-14 Capital Reserve Fund H.4702 - State Funds	Federal Funds	Other Funds	Total
			Total Money Available	\$10,922,465.00	\$15,372,359	-\$898,261	\$0	\$0	\$0	\$1,139,000	\$8,320,455	\$34,856,018
G1			Improve student achievement in English Language Arts	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 1, the major funding program areas included Education, Residential, Support Services, Outreach, and Administration.								
	S1.1		Develop a campus-wide focus on literacy									
		O1.1.1	Develop a campus-wide literacy focus around the theme of Read for Your Life									
		O1.1.2	Investigate the need for a literacy coach and secure future funding for such a position, if warranted									
		O1.1.3	Read across the curriculum in all content areas									

## Strategically Spent Money

		O1.1.4	Provide reading materials, as needed	
		O1.1.5	Provide professional development in reading/literacy for educational and residential staff	
		O1.1.6	Seek appropriate assessments to determine student performance in reading	
		O1.1.7	Provide professional development in using reading assessment performance to guide teaching and learning	
		O1.1.8	Provide professional development in the effects of poverty on student performance for educational and residential staff	
	S1.2		Effectively use instructional time to improve student performance	
		O1.2.1	Develop strategies to protect core instructional time	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 1, the major funding program areas included Education, Residential, Support Services, Outreach, and Administration.
		O1.2.2	Schedule related services so that core instructional time is not interrupted	
		O1.2.3	Improve master scheduling to reduce the amount of lost instructional time due to transition	
		O1.2.4	<i>Provide training to principals in instructional leadership</i>	
		O1.2.5	Provide time for principals to conduct classroom observations	
		O1.2.6	<i>Secure a tool for classroom observations</i>	
G2			Ensure safety for students and staff	
	S2.1		Provide a safe environment during school and residential time	
		O2.1.1	Evaluate campus grounds and facilities for needed improvements to ensure a safe environment	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal , the majore funding programs included Physical Support and Administration.
		O2.1.2	Evaluate campus grounds and facilities for needed improvements to ensure accessibility in creating safe environment	
		O2.1.3	Make improvements, as warranted, based upon evaluation of campus for safety issues	

## Strategically Spent Money

		O2.1.4	Provide electronic building access system to provide a safe and secure environment	
		O2.1.5	Continue installation of building notification system	
		O2.1.6	Continue to review emergency procedures and provide training, as needed	
		O2.1.7	Provide an additional School Resource Officer as funding is available	
G3			Develop clear communication procedures	
	S3.1		Develop clear communication points for each division	
		O3.1.1	Establish a communication philosophy for the School for the Deaf	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 3, the major funding program areas included Education, Residential, Support Services, Outreach, Physical Support and Administration.
		O3.1.2	Establish talking points to communicate the inventory of services for each division/department	
	S3.2		Develop communication protocols between educational and residential staff	
		O3.2.1	Determine what information needs to be shared and who will share the information between the educational program and residential program	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 3, the major funding program areas included Education, Residential, Support Services, Outreach, Physical Support and Administration.
		O3.2.2	Establish agreed upon communication methods between educational staff and residential staff	
G4			Improve the effective use of technology	
	S4.1		Effectively integrate instruction into technology	
		O4.1.1	Implement one to one devices as funding is available	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 4, the major funding program areas included Education, Outreach, and Physical Support.
		O4.1.2	Provide professional development training to staff in the effective use of technology	
		O4.1.3	Hire a technology integrator/coach/coordinator as funding is available	
		O4.1.4	Secure and implement instructional technology resources	

# Strategically Spent Money

		O4.1.5	Determine and implement accountability measures for technology proficiency	
G5			Develop and implement a recruitment plan	
	S5.1		Develop and implement a staff recruitment plan	
		O5.1.1	Attend recruitment fairs to seek highly qualified staff	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 5, the major funding program areas Education, Outreach, and Administration.
		O5.1.2	Recruit highly qualified staff from colleges and universities prior to graduation	
		O5.1.3	Establish partnerships with major universities to recruit highly qualified staff	
		O5.1.4	Develop recruitment materials to give to potential staff	
	S5.2		Develop and implement a student recruitment plan	
		O5.2.1	Develop recruitment materials for parents and school districts	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 5, the major funding program areas Education, Outreach, and Administration.
		O5.2.2	Develop and implement a retention plan to include evaluation of exit survey information	
		O5.2.3	Provide an opportunity for Outreach staff to visit campus on a regular school day as part of developing ambassadors for SCSDB	
		O5.2.4	Provide an opportunity for division/department staff members to visit schools as part of developing ambassadors for SCSDB	
		O5.2.5	Create a virtual tour of SCSDB	

# Strategically Spent Money

Total Spent per Budget Category								
G#	S#	O#	Explanations or Additional Notes from Agency (Optional)		FY 2013-14 Expenditures			
					General	Other	Federal	TOTAL
			Education	Specialized instruction and educational services for students who are deaf, blind, and sensory multi-disabled. Educational programming and services are provided through age 21.	\$ 6,808,951	\$ 4,457,031	\$ 174,839	\$ 11,440,821
			Student Support	Specifically designed support services for students with sensory disabilities.	\$ 2,961,518	\$ 2,305,429	\$ 428,885	\$ 5,695,832
			Residential	Provides students with opportunities to learn essential life skills.	\$ 3,080,031	\$ 312,769		\$ 3,392,800
			Outreach	The provision of services to individuals with sensory disabilities, their families, and the professionals who serve them.	\$ 123,335	\$ 4,263,639	\$ 663,134	\$ 5,050,108
			Administration	Provides logistical support for all other program areas, strategic leadership, and oversight of compliance with regulatory standards.	\$ 1,364,202	\$ 227,572		\$ 1,591,774
			Physical Support	Responsible for the development, maintenance, housekeeping, and grounds keeping of the 160 acre, 38 building, 162 year-old campus.	\$ 1,693,777	\$ 82,394		\$ 1,776,171



## Strategic Plan - Laws as Basis

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$250
Total Employee Time	5 hours
# of Employees who worked on it	1

### Similar Information Requested

Information Requested below is also requested in...

Other Report:	N/A
Question # of the Other Report:	N/A

**Instructions:** Please type in the statute, regulation and proviso which provides a basis for the agency to pursue each goal, strategy and objective. Next to each statute, regulation and proviso type a short summary of the statute (if they agency previously listed the law in the Legal Standards Chart of the Restructuring Act, the agency can copy and paste the summary from there, which is also found in the Laws to Further Evaluate Chart of this Report). **Type only one law per row. If multiple laws apply to a particular goal, strategy or objective, copy and paste that row as many times as needed to ensure you list each law that applies on a separate row.**

From Strategic Planning Template agency submits with Accountability Report					
G#	S#	O#	Description	Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
G1			Improve student achievement in English Language Arts	Title 59	Education Law for Agency/School
G1			Improve student achievement in English Language Arts	IDEA	This law ensures services to children with disabilities.
G1			Improve student achievement in English Language Arts	Title 59 Ch 47	Code of Laws for Agency/School
	S1.1		Develop a campus-wide focus on literacy	Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance
		O1.1.1	Develop a campus-wide literacy focus around the theme of Read for Your Life	Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance
		O1.1.2	Investigate the need for a literacy coach and secure future funding for such a position, if warranted	Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance
		O1.1.3	Read across the curriculum in all content areas	Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance
		O1.1.4	Provide reading materials, as needed	Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance
		O1.1.5	Provide professional development in reading/literacy for educational and residential staff	Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance
		O1.1.6	Seek appropriate assessments to determine student performance in reading	Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance
		O1.1.7	Provide professional development in using reading assessment performance to guide teaching and learning	Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance
		O1.1.8	Provide professional development in the effects of poverty on student performance for educational and residential staff	Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance
	S1.2		Effectively use instructional time to improve student performance	Title 59	Education Law for Agency/School

### Strategic Plan - Laws as Basis

		O.1.2.1	Develop strategies to protect core instructional time	Title 59	Education Law for Agency/School
		O1.2.2	Schedule related services so that core instructional time is not interrupted	Title 59	Education Law for Agency/School
		O1.2.3	Improve master scheduling to reduce the amount of lost instructional time due to transition	Title 59	Education Law for Agency/School
		O1.2.4	Provide training to principals in instructional leadership	Title 59	Education Law for Agency/School
		O1.2.5	Provide time for principals to conduct classroom observations	Title 59	Education Law for Agency/School
		O1.2.6	Secure a tool for classroom observations	Title 59	Education Law for Agency/School
G2			Ensure safety for students and staff	Title 59	Education Law for Agency/School
G2			Ensure safety for students and staff	IDEA	This law ensures services to children with disabilities.
G2			Ensure safety for students and staff	Title 59 Ch 47	Code of Laws for Agency/School
	S2.1		Provide a safe environment during school and residential time	IDEA	This law ensures services to children with disabilities.
		O2.1.1	Evaluate campus grounds and facilities for needed improvements to ensure a safe environment	IDEA	This law ensures services to children with disabilities.
		O2.1.2	Evaluate campus grounds and facilities for needed improvements to ensure accessibility in creating safe environment	IDEA	This law ensures services to children with disabilities.
		O2.1.3	Make improvements, as warranted, based upon evaluation of campus for safety issues	IDEA	This law ensures services to children with disabilities.
		O2.1.4	Provide electronic building access system to provide a safe and secure environment	IDEA	This law ensures services to children with disabilities.
		O2.1.5	Continue installation of building notification system	IDEA	This law ensures services to children with disabilities.
		O2.1.6	Continue to review emergency procedures and provide training, as needed	IDEA	This law ensures services to children with disabilities.
		O2.1.7	Provide an additional School Resource Officer as funding is available	Title 59	Education Law for Agency/School
G3			Develop clear communication procedures	IDEA	This law ensures services to children with disabilities.
	S3.1		Develop clear communication points for each division	IDEA	This law ensures services to children with disabilities.
		O3.1.1	Establish a communication philosophy for the School for the Deaf	IDEA	This law ensures services to children with disabilities.
		O3.1.2	Establish talking points to communicate the inventory of services for each division/department	IDEA	This law ensures services to children with disabilities.
	S3.2		Develop communication protocols between educational and residential staff	IDEA	This law ensures services to children with disabilities.
		O3.2.1	Determine what information needs to be shared and who will share the information between the educational program and residential program	IDEA	This law ensures services to children with disabilities.
		O3.2.2	Establish agreed upon communication methods between educational staff and residential staff	IDEA	This law ensures services to children with disabilities.
G4			Improve the effective use of technology	Title 59	Education Law for Agency/School
G4			Improve the effective use of technology	IDEA	This law ensures services to children with disabilities.
G4			Improve the effective use of technology	Title 59 Ch 47	Code of Laws for Agency/School
	S4.1		Effectively integrate instruction into technology	Title 59 Ch 47	Code of Laws for Agency/School
		O4.1.1	Implement one to one devices as funding is available	Title 59 Ch 47	Code of Laws for Agency/School
		O4.1.2	Provide professional development training to staff in the effective use of technology	Title 59 Ch 47	Code of Laws for Agency/School
		O4.1.3	Hire a technology integrator/coach/coordinator as funding is available	Title 59 Ch 47	Code of Laws for Agency/School

**Strategic Plan - Laws as Basis**

		O4.1.4	Secure and implement instructional technology resources	Title 59 Ch 47	Code of Laws for Agency/School
		O4.1.5	Determine and implement accountability measures for technology proficiency	Title 59 Ch 47	Code of Laws for Agency/School
G5			Develop and implement a recruitment plan	Title 59	Education Law for Agency/School
G5			Develop and implement a recruitment plan	IDEA	This law ensures services to children with disabilities.
G5			Develop and implement a recruitment plan	Title 59 Ch 47	Code of Laws for Agency/School
	S5.1		Develop and implement a staff recruitment plan	Title II	Highly Qualified Teachers
		O5.1.1	Attend recruitment fairs to seek highly qualified staff	Title 59 Ch 47	Code of Laws for Agency/School
		O5.1.2	Recruit highly qualified staff from colleges and universities prior to graduation	Title 59 Ch 47	Code of Laws for Agency/School
		O5.1.3	Establish partnerships with major universities to recruit highly qualified staff	Title 59 Ch 47	Code of Laws for Agency/School
		O5.1.4	Develop recruitment materials to give to potential staff	Title 59 Ch 47	Code of Laws for Agency/School
	S5.2		Develop and implement a student recruitment plan	IDEA	This law ensures services to children with disabilities.
		O5.2.1	Develop recruitment materials for parents and school districts	IDEA	This law ensures services to children with disabilities.
		O5.2.2	Develop and implement a retention plan to include evaluation of exit survey information	IDEA	This law ensures services to children with disabilities.
		O5.2.3	Provide an opportunity for Outreach staff to visit campus on a regular school day as part of developing ambassadors for SCsDB	Title 59 Ch 47	Code of Laws for Agency/School
		O5.2.4	Provide an opportunity for division/department staff members to visit schools as part of developing ambassadors for SCsDB	Title 59 Ch 47	Code of Laws for Agency/School
		O5.2.5	Create a virtual tour of SCsDB	IDEA	This law ensures services to children with disabilities.

## Strategic Plan - Laws Further Evaluation

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$200
Total Employee Time	4 hours
# of Employees who worked on it	1

**Similar Information Requested** Information Requested below is also requested in...

Other Report:	N/A
Question # of the Other Report:	N/A

**Instructions:** Below is a list of all the laws the agency said were related to it in the agency's 2015 Restructuring and Seven Year Plan Report. In the "Related, Impacted Goal, Strategy or Objective #" column, please type the goal, strategy or objective number which is related to or impacted by the law (i.e. G1, O1.1.1, etc.). If a particular law relates/impacts more than one goal, strategy or objective, **make a separate row for each different Related, Impacted Goal, Strategy or Objective** by copying and pasting the law to as many separate rows as needed. In the column, titled "Recommend Further Evaluation," please put a Y beside any laws the agency would like the Committee to review for further discussion and/or possibly recommend revision or elimination of in the Committee's Oversight Report. In the column, titled "Basis for Further Evaluation," please provide a brief explanation/basis for any laws which the agency would like the Committee to review by choosing one of the options available from the drop down menu.

**NOTE:** If the agency grouped individual laws together, but would like the Committee to perform further evaluation of a law, the agency must add a row which states the specific law so it is clear what the agency wants the Committee to evaluate.

Related, Impacted Goal, Strategy or Objective# (i.e. G1, O1.1.1)	Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Goal 1	Title 59	Education Law for Agency/School	1		
Goal 2	Title 59	Education Law for Agency/School	1		
Goal 3	Title 59	Education Law for Agency/School	1		
Goal 4	Title 59	Education Law for Agency/School	1		
Goal 5	Title 59	Education Law for Agency/School	1		
Goal 1	IDEA	This law ensures services to children with disabilities.	2		

**Strategic Plan - Laws Further Evaluation**

Goal 2	IDEA	This law ensures services to children with disabilities.	2		
Goal 3	IDEA	This law ensures services to children with disabilities.	2		
Goal 4	IDEA	This law ensures services to children with disabilities.	2		
Goal 5	IDEA	This law ensures services to children with disabilities.	2		
	Perkins IV	Career and Technology Education	3		
5.1	Title II	Highly Qualified Teachers	4		
	Title III	ESOL	5		
	McKinney-Vento	Homeless	6		
Goal 1	Title 59 Ch 47	Code of Laws for Agency/School	7		
Goal 2	Title 59 Ch 47	Code of Laws for Agency/School	7		
Goal 3	Title 59 Ch 47	Code of Laws for Agency/School	7		
Goal 4	Title 59 Ch 47	Code of Laws for Agency/School	7		
Goal 5	Title 59 Ch 47	Code of Laws for Agency/School	7		
1.1	Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance	8		

## Potential Negative Impact

<b>Agency</b>	Deaf and the Blind, School for the
<b>Date of</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$800
Total Employee	8 hours
# of Employees	1

**Similar Information** Information Requested below is also requested in...

Other Report:	N/A
Question # of the	N/A

**Instructions:** Please list what the agency considers the most potential negative impact to the public that may occur as a result of the agency not accomplishing each objective. Under the column, "Most Potential Negative Impact," type the most potential negative impact to the public that may occur as a result of the agency not accomplishing the objective. Under the column, "Level Requires Outside Help," type the level at which the agency considers the potential negative impact too big to handle internally. Under the column, "Outside Help to Request," type the entities to whom the agency would reach out if the potential negative impact rises to a level that is too big to handle internally. Under the column, "Level Requires Inform G.A.," type the level at which the agency thinks the General Assembly should be put on notice of level at which potential negative impact has risen. Under column, "3 G.A. Options," type three options for what the General Assembly could do to help resolve the issue once it was on notice.

From Strategic Planning Template agency submitted in its 2013-14 Accountability Report

G#	S#	O#	Description	Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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							Potential Negative Impact	
G1			Improve student achievement in English Language Arts	Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
	S1.1		Develop a campus-wide focus on literacy	Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.



							Potential Negative Impact	
		O1.1.1	Develop a campus-wide literacy focus around the theme of Read for Your Life	Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O1.1.2	Investigate the need for a literacy coach and secure future funding for such a position, if warranted	Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O1.1.3	Read across the curriculum in all content areas	Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O1.1.4	Provide reading materials, as needed	Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O1.1.5	Provide professional development in reading/literacy for educational and residential staff	Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O1.1.6	Seek appropriate assessments to determine student performance in reading	Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O1.1.7	Provide professional development in using reading assessment performance to guide teaching and learning	Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		O1.1.8	Provide professional development in the effects of poverty on student performance for educational and residential staff	Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.



							Potential Negative Impact
	S1.2		Effectively use instructional time to improve student performance	Lack of improvement in Student Performance/Achievement	1. Insure SCSDb works with the SCDOE in use of scheduling requirements and student needs. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O.1.2.1	Develop strategies to protect core instructional time	Lack of improvement in Student Performance/Achievement	1. Insure SCSDb works with the SCDOE in use of scheduling requirements and student needs. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		01.2.2	Schedule related services so that core instructional time is not interrupted	Lack of improvement in Student Performance/Achievement	1. Insure SCSDb works with the SCDOE in use of scheduling requirements and student needs. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		01.2.3	Improve master scheduling to reduce the amount of lost instructional time due to transition	Lack of improvement in Student Performance/Achievement	1. Insure SCSDb works with the SCDOE in use of scheduling requirements and student needs. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O1.2.4	Provide training to principals in instructional leadership	Lack of improvement in Student Performance/Achievement	1. Insure SCSDb works with the SCDOE in developing instructional leadership skills. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		O1.2.5	Provide time for principals to conduct classroom observations	Lack of improvement in Student Performance/Achievement	1. Insure SCSDb works with the SCDOE in developing instructional leadership skills. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O1.2.6	Secure a tool for classroom observations	Lack of improvement in Student Performance/Achievement	1. Insure SCSDb works with the SCDOE in developing instructional leadership skills. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
G2			Ensure safety for students and staff	Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.



							Potential Negative Impact
S2.1			Provide a safe environment during school and residential time	Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		O2.1.1	Evaluate campus grounds and facilities for needed improvements to ensure a safe environment	Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective. Provide fiscal support, as needed, for capital projects.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		O2.1.2	Evaluate campus grounds and facilities for needed improvements to ensure accessibility in creating safe environment	Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective. Provide fiscal support, as needed, for capital projects.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		O2.1.3	Make improvements, as warranted, based upon evaluation of campus for safety issues	Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective. Provide fiscal support, as needed, for capital projects.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O2.1.4	Provide electronic building access system to provide a safe and secure environment	Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O2.1.5	Continue installation of building notification system	Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		O2.1.6	Continue to review emergency procedures and provide training, as needed	Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, Spartanburg County Sheriff's Department  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		O2.1.7	Provide an additional School Resource Officer as funding is available	Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, Spartanburg County Sheriff's Department  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.



							Potential Negative Impact	
G3			Develop clear communication procedures	Poor communication, Poor Agency Climate	1. Insure SCSDb works with the SCDOE and state OHR in developing clear systems of communication. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
S3.1			Develop clear communication points for each division	Poor communication, Poor Agency Climate	<p>1. Insure SCSDb works with the SCDOE and state OHR in developing clear systems of communication.</p> <p>2. Insure that SCSDb collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	<p>SCDOE, SCOHR, SCCIO</p> <p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>

							Potential Negative Impact	
		O3.1.1	Establish a communication philosophy for the School for the Deaf	Poor communication, Poor Agency Climate	1. Insure SCSDb works with the SCDOE Office of Exceptional Children to implement best practices for deaf/hard of hearing students. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, CEASD	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O3.1.2	Establish talking points to communicate the inventory of services for each division/department	Poor communication, Poor Agency Climate	1. Insure SCSDb works with the SCDOE and state OHR in developing clear systems of service provided. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

Potential Negative Impact							
	S3.2		Develop communication protocols between educational and residential staff	Poor communication, Poor Agency Climate	1. Insure SCSDb works with the SCDOE in developing clear systems of communication. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

Potential Negative Impact							
		O3.2.1	Determine what information needs to be shared and who will share the information between the educational program and residential program	Poor communication, Poor Agency Climate	1. Insure SCSDb works with the SCDOE in developing clear systems of communication. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

Potential Negative Impact							
		O3.2.2	Establish agreed upon communication methods between educational staff and residential staff	Poor communication, Poor Agency Climate	1. Insure SCSDb works with the SCDOE in developing clear systems of communication. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							<b>Potential Negative Impact</b>	
G4			Improve the effective use of technology	Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDB works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.



							Potential Negative Impact
S4.1		Effectively integrate instruction into technology	Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O4.1.1	Implement one to one devices as funding is available	Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							<b>Potential Negative Impact</b>	
		O4.1.2	Provide professional development training to staff in the effective use of technology	Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O4.1.3	Hire a technology integrator/coach/coordinator as funding is available	Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		O4.1.4	Secure and implement instructional technology resources	Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							<b>Potential Negative Impact</b>	
		O4.1.5	Determine and implement accountability measures for technology proficiency	Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDB works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
G5			Develop and implement a recruitment plan	Fewer sensory disabled children served by qualified, certied staff	1. Insure SCSDb works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
S5.1			Develop and implement a staff recruitment plan	Lack of qualified, certified staff to serve sensory disabled students	1. Insure SCSDb works with the SCDOE and State OHR to insure a qualified workforce. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.



							Potential Negative Impact	
		O5.1.1	Attend recruitment fairs to seek highly qualified staff	Lack of qualified, certified staff to serve sensory disabled students	1. Insure SCSDb works with the SCDOE and State OHR to insure a qualified workforce. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		O5.1.2	Recruit highly qualified staff from colleges and universities prior to graduation	Lack of qualified, certified staff to serve sensory disabled students	1. Insure SCSDb works with the SCDOE and State OHR to insure a qualified workforce. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O5.1.3	Establish partnerships with major universities to recruit highly qualified staff	Lack of qualified, certified staff to serve sensory disabled students	1. Insure SCSDb works with the SCDOE and State OHR to insure a qualified workforce. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact
		O5.1.4	Develop recruitment materials to give to potential staff	Lack of qualified, certified staff to serve sensory disabled students	1. Insure SCSDb works with the SCDOE and State OHR to insure a qualified workforce. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR  The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
S5.2			Develop and implement a student recruitment plan	Fewer sensory disabled children receiving needed services	1. Insure SCSDb works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O5.2.1	Develop recruitment materials for parents and school districts	Fewer sensory disabled children receiving needed services	1. Insure SCSDb works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O5.2.2	Develop and implement a retention plan to include evaluation of exit survey information	Fewer sensory disabled children receiving needed services	1. Insure SCSDb works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							Potential Negative Impact	
		O5.2.3	Provide an opportunity for Outreach staff to visit campus on a regular school day as part of developing ambassadors for SCSDB	Fewer sensory disabled children receiving needed services	1. Insure SCSDB works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.



							Potential Negative Impact	
		O5.2.4	Provide an opportunity for division/department staff members to visit schools as part of developing ambassadors for SCSDB	Fewer sensory disabled children receiving needed services	1. Insure SCSDB works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

							<b>Potential Negative Impact</b>	
		O5.2.5	Create a virtual tour of SCSDB	Fewer sensory disabled children receiving needed services	1. Insure SCSDB works with the SCDOE and SCCIO to develop such resources, as needed. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

## Reviews/Audits

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$750
Total Employee Time	15 hours
# of Employees who worked on it	2 Direct, 5 Indirect

**Similar Information Requested** Information Requested below is also requested in...

Other Report:	N/A
Question # of the Other Report:	N/A

**Instructions:** In this Chart please list all external or internal reviews, audits, investigations or studies ("Reviews") of the agency during the past five (5) fiscal years. If a particular Review relates/impacts more than one goal, strategy or objective, **make a separate row for each different Associated Goal, Strategy and Objective** by copying and pasting the Review to as many separate rows as needed. Please remember to provide copies of the report from the Review and any other information generated by the entity performing the Review (in word/excel if available, if not, please scan in .pdf version). NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Review Item #	Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)	Associated Goal, Strategy or Objective # which relates to the matter/issue under review (only one per row)
1	EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually	Goal 5
2	HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014	Goal 5
3	State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually	Goal 1
4	Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013	Goal 5
5	OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually	Goal 1
6	AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012	Goal 1
6	AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012	Goal 2
6	AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012	Goal 3
6	AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012	Goal 4
6	AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012	Goal 5
7	CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012	Goal 1
7	CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012	Goal 2
7	CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012	Goal 3
7	CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012	Goal 4
7	CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012	Goal 5
8	OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104	Goal 1
9	IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013	Goal 1
10	OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015	Goal 1
11	Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014	Goal 1
11	Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014	Goal 5
12	State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011	Goal 1
12	State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011	Goal 2
12	State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011	Goal 3
12	State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011	Goal 4

**Reviews/Audits**

12	State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011	Goal 5
13	State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013	Goal 1
13	State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013	Goal 2
13	State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013	Goal 3
13	State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013	Goal 4
13	State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013	Goal 5
14	State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014	Goal 1
14	State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014	Goal 2
14	State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014	Goal 3
14	State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014	Goal 4
14	State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014	Goal 5
15	Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014	Goal 1
15	Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014	Goal 1
	<b>Other Reviews Beyond 5 Years:</b>						
16	State Auditor's Report 2007						
17	State Auditor's Report 2006						
18	State Auditor's Report 2004						
19	LAC Report 2003						

## Strategic Plan - Strategy and Objective Details

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete

Cost	\$2,000
Total Employee Time	40 hours
# of Employees who worked on it	1

### Similar Information Requested

Information Requested below	
Other Report:	N/A
Question # of the Other Report:	N/A

**Instructions:** Below is a template to use for each Objective (and Strategy if there are no objectives listed under a Strategy) listed in the Strategically Planned Public Benefits Chart. It is recommended that the agency copy and paste the data in this tab into multiple other tabs or into a separate excel workbook, while it is still blank. The agency will then have a blank version to complete for each separate Objective, and when necessary, Strategy. Please save the information related to each Strategy and Objective as a separate excel worksheet. Label the Tab, "G\_\_\_, S\_\_\_, O\_\_\_" and insert the applicable numbers in the blanks after each goal, strategy and objective (For example "G1, S1.1, O1.1.1"). Most of the subsets of questions below are self-explanatory and the information may be copied from other Charts in this Report. However, some, like Performance Measures, have additional questions. **NOTE: Call the Committee Staff for assistance in how to filter the other charts completed by the agency in this report so the agency can see which ones it identified as relating to each of the strategies/objectives and easily copy and paste that information into this chart.**

### STRATEGY OR OBJECTIVE

Strategy or Objective #	G1
Description	Improve student achievement in English Language Arts
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	High quality educational programming is essential to assist children with sensory impairments (deaf/hard of hearing, blind/visual impairment, and sensory multi-disabled) realize their maximum potential.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	N/A
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Curriculum and Instruction, President's Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 1, the major funding program areas are Education, Residential, Support Services, Outreach, and Administration.				
Direct Costs of Results					
Total Costs of Results					

By Major Program Area in 2014-15	<i>Education 7,525,327.12, Support Services 6,171,451.27, Residential 3,531,443.71, Administration 4,983,813.10, Physical Support 1,508,678.46, Outreach 5,418,804.42</i>
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities connected with this strategy or objective. Call the Committee Staff for assistance in how to sort the partner entities in the other chart so the agency can see which ones it has identified as relating to each of the agency's strategies and objectives and easily copy and paste it into this chart.

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

## Strategic Plan - Strategy and Objective Details

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please complete the template below for each Performance Measure that applies to this objective.

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
8 Years	Mastery of IEP Goals	95%	91%	98%	91%	90%	100%	83%	100%	1

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?	Education Oversight Committee State Accountability Measure									
Reasoning for 2014-15 Target Value?	SCSDB strives annually for 100% Mastery									
Was 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Reasoning for missing 2014-15 Target Value, if missed?	Unique Needs of Individual Students									
Work being done to improve deficiencies?	Continued Focus to Assist Each Student Reach Maximum Potential									
Reasoning for 2015-16 Target Value?	SCSDB strives annually for 100% Mastery									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Provide the names of employees who are responsible for...	Teachers/Principals									
Comparison of actual performance to target value	From 2009-2015, SCSDB has been within 10% or less of target goal.									
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for continuing process improvement and ultimately increasing the competitiveness and profitability of the business itself)	Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.									
Making any changes needed to ensure the target value is reached	Students and teachers continue to strive to reach 100%.									
Names and Titles of individuals who set this as a performance	Education Oversight Committee State Accountability Measure									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
8 Years	Mastery of IEP Goals-Male	94%	92%	99%	90%	88%	100%	86%	100%	2

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?	Education Oversight Committee State Accountability Measure									
Reasoning for 2014-15 Target Value?	SCSDB strives annually for 100% Mastery									
Was 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Reasoning for missing 2014-15 Target Value, if missed?	Unique Needs of Individual Students									
Work being done to improve deficiencies?	Continued Focus to Assist Each Student Reach Maximum Potential									
Reasoning for 2015-16 Target Value?	SCSDB strives annually for 100% Mastery									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Provide the names of employees who are responsible for...	Teachers/Principals									
Comparison of actual performance to target value	From 2009-2015, SCSDB has been within 10% or less of target goal.									
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for continuing process improvement and ultimately increasing the competitiveness and profitability of the business itself)	Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.									
Making any changes needed to ensure the target value is reached	Students and teachers continue to strive to reach 100%.									
Names and Titles of individuals who set this as a performance	Education Oversight Committee State Accountability Measure									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
8 Years	Mastery of IEP Goals-Female	96%	91%	97%	91%	92%	100%	79%	100%	3

## Strategic Plan - Strategy and Objective Details

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	Education Oversight Committee State Accountability Measure									
Reasoning for 2014-15 Target Value?	SCSDB strives annually for 100% Mastery									
Was 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Reasoning for missing 2014-15 Target Value, if missed?	Unique Needs of Individual Students									
Work being done to improve deficiencies?	Continued Focus to Assist Each Student Reach Maximum Potential									
Reasoning for 2015-16 Target Value?	SCSDB strives annually for 100% Mastery									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Provide the names of employees who are responsible for...	Teachers/Principals									
Comparison of actual performance to target value	From 2009-2015, SCSDB has been within 10% or less of target goal.									
Determination of whether corrective action is necessary (key	Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.									
Making any changes needed to ensure the target value is reached	Students and teachers continue to strive to reach 100%.									
Names and Titles of individuals who set this as a performance	Education Oversight Committee State Accountability Measure									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
8 Years	Brigance Composite	90%	89%	97%	93%	89%	100%	95%	100%	4

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	Education Oversight Committee State Accountability Measure									
Reasoning for 2014-15 Target Value?	SCSDB strives annually for 100% Mastery									
Was 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Reasoning for missing 2014-15 Target Value, if missed?	Unique Needs of Individual Students									
Work being done to improve deficiencies?	Continued Focus to Assist Each Student Reach Maximum Potential									
Reasoning for 2015-16 Target Value?	SCSDB strives annually for 100% Mastery									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Provide the names of employees who are responsible for...	Teachers/Principals									
Comparison of actual performance to target value	From 2009-2015, SCSDB has been within 11% or less of target goal.									
Determination of whether corrective action is necessary (key	Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.									
Making any changes needed to ensure the target value is reached	Students and teachers continue to strive to reach 100%.									
Names and Titles of individuals who set this as a performance	Education Oversight Committee State Accountability Measure									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
8 Years	Brigance ELA-Male	97%	86%	98%	90%	88%	100%	96%	100%	5

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	Education Oversight Committee State Accountability Measure									
Reasoning for 2014-15 Target Value?	SCSDB strives annually for 100% Mastery									
Was 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Reasoning for missing 2014-15 Target Value, if missed?	Unique Needs of Individual Students									
Work being done to improve deficiencies?	Continued Focus to Assist Each Student Reach Maximum Potential									
Reasoning for 2015-16 Target Value?	SCSDB strives annually for 100% Mastery									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Provide the names of employees who are responsible for...	Teachers/Principals									
Comparison of actual performance to target value	From 2009-2015, SCSDB has been within 14% or less of target goal.									
Determination of whether corrective action is necessary (key	Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.									
Making any changes needed to ensure the target value is reached	Students and teachers continue to strive to reach 100%.									
Names and Titles of individuals who set this as a performance	Education Oversight Committee State Accountability Measure									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
8 Years	Brigance ELA-Female	90%	94%	98%	89%	89%	100%	94%	100%	6

### Questions Related to Performance Measure



## Strategic Plan - Strategy and Objective Details

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		Education Oversight Committee State Accountability Measure								
Was 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Mastery								
Reasoning for missing 2014-15 Target Value, if missed?		Standard Target								
Work being done to improve deficiencies?		Unique Needs of Individual Students								
Reasoning for 2015-16 Target Value?		Continued Focus to Assist Each Student Reach Maximum Potential								
Is the 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Mastery								
Provide the names of employees who are responsible for...		Standard Target								
Comparison of actual performance to target value		Teachers/Principals								
Determination of whether corrective action is necessary (key		From 2009-2015, SCSDB has been within 11% or less of target goal.								
Making any changes needed to ensure the target value is reached		Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.								
Names and Titles of individuals who set this as a performance		Students and teachers continue to strive to reach 100%.								
		Education Oversight Committee State Accountability Measure								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
8 Years	Brigance Math-Male	87%	90%	95%	95%	88%	100%	97%	100%	7

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		Education Oversight Committee State Accountability Measure								
Was 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Mastery								
Reasoning for missing 2014-15 Target Value, if missed?		Standard Target								
Work being done to improve deficiencies?		Unique Needs of Individual Students								
Reasoning for 2015-16 Target Value?		Continued Focus to Assist Each Student Reach Maximum Potential								
Is the 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Mastery								
Provide the names of employees who are responsible for...		Standard Target								
Comparison of actual performance to target value		Teachers/Principals								
Determination of whether corrective action is necessary (key		From 2009-2015, SCSDB has been within 13% or less of target goal.								
Making any changes needed to ensure the target value is reached		Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.								
Names and Titles of individuals who set this as a performance		Students and teachers continue to strive to reach 100%.								
		Education Oversight Committee State Accountability Measure								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
8 Years	Brigance Math-Female	89%	86%	97%	90%	93%	100%	91%	100%	8

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		Education Oversight Committee State Accountability Measure								
Was 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Mastery								
Reasoning for missing 2014-15 Target Value, if missed?		Standard Target								
Work being done to improve deficiencies?		Unique Needs of Individual Students								
Reasoning for 2015-16 Target Value?		Continued Focus to Assist Each Student Reach Maximum Potential								
Is the 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Mastery								
Provide the names of employees who are responsible for...		Standard Target								
Comparison of actual performance to target value		Teachers/Principals								
Determination of whether corrective action is necessary (key		From 2009-2015, SCSDB has been within 14% or less of target goal.								
Making any changes needed to ensure the target value is reached		Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.								
Names and Titles of individuals who set this as a performance		Students and teachers continue to strive to reach 100%.								
		Education Oversight Committee State Accountability Measure								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
8 Years	Student Placement upon Completion	92.30%	100%	81%	65%	95%	100%	N/A	100%	9

### Questions Related to Performance Measure

## Strategic Plan - Strategy and Objective Details

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		Education Oversight Committee State Accountability Measure								
Was 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Mastery								
Reasoning for missing 2014-15 Target Value, if missed?		Standard Target								
Work being done to improve deficiencies?		Unique Needs of Individual Students								
Reasoning for 2015-16 Target Value?		SCSDB strives annually for 100% Mastery								
Is the 2014-15 Target a standard target, moderate challenge or a		Continued Focus to Assist Each Student Reach Maximum Potential								
Provide the names of employees who are responsible for...		Standard Target								
Comparison of actual performance to target value		Teachers/Principals								
Determination of whether corrective action is necessary (key		From 2009-2015, SCSDB has been within 35% or less of target goal.								
Making any changes needed to ensure the target value is reached		Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.								
Names and Titles of individuals who set this as a performance		SCSDB continues to improve collaboration with transition agencies for student placement.								
		Education Oversight Committee State Accountability Measure								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
3 Years	Braille Pages	N/A	N/A	N/A	100,661	120,644	As Needed	149,039	As Needed	10

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		Examining the number of Braille Pages Produced helps SCSDB gauge the need for Braille materials in SC.								
Reasoning for 2014-15 Target Value?		This measure is based upon the requests for Braille materials/textbooks for blind students in SC.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		This measure is based upon the requests for Braille materials/textbooks for blind students in SC.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Provide the names of employees who are responsible for...		Scott Falcone, Director of Outreach Services								
Comparison of actual performance to target value		Met								
Determination of whether corrective action is necessary (key		None needed								
Making any changes needed to ensure the target value is reached		Continue of expand technology and services available through Leath Correctional Facility, as needed.								
Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
3 Years	Braille Tactile Pages	N/A	N/A	N/A	6,392	11,382	As Needed	13,717	As Needed	11

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		Examining the number of Braille Pages Produced helps SCSDB gauge the need for Braille materials in SC.								
Reasoning for 2014-15 Target Value?		This measure is based upon the requests for Braille materials/textbooks for blind students in SC.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		This measure is based upon the requests for Braille materials/textbooks for blind students in SC.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Provide the names of employees who are responsible for...		Scott Falcone, Director of Outreach Services								
Comparison of actual performance to target value		Met. The increase in pages is in part a result to technology advancements and the availability to now create tactile graphics.								
Determination of whether corrective action is necessary (key		None needed								
Making any changes needed to ensure the target value is reached		Continue of expand technology and services available through Leath Correctional Facility, as needed.								
Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
4 Years	Literacy Enrichment-Library Classes	N/A	N/A	255	236	328	275	329	275	12

## Strategic Plan - Strategy and Objective Details

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	Measure was selected to determine if an increase was realized with focus on ELA Performance and Literacy.									
Reasoning for 2014-15 Target Value?	275 is a increase from previous results.									
Was 2014-15 Target a standard target, moderate challenge or a	New Standard Target									
Reasoning for missing 2014-15 Target Value, if missed?	Met									
Work being done to improve deficiencies?	None									
Reasoning for 2015-16 Target Value?	275 level was maintained to determine if increase continued.									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Provide the names of employees who are responsible for...	Galena Gaw, Media Specialist									
Comparison of actual performance to target value	The goal was exceeded by 53.									
Determination of whether corrective action is necessary (key	None Needed									
Making any changes needed to ensure the target value is reached	None Needed									
Names and Titles of individuals who set this as a performance	Page McCraw, Director of Curriculum and Instruction									
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>
3 Years	Literacy Enrichment-Accelerated Reader	N/A	N/A	N/A	37	69	50	111	50	13

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	Measure was selected to determine if an increase was realized with focus on ELA Performance and Literacy.									
Reasoning for 2014-15 Target Value?	50 is a increase from previous results.									
Was 2014-15 Target a standard target, moderate challenge or a	New Standard Target									
Reasoning for missing 2014-15 Target Value, if missed?	Met									
Work being done to improve deficiencies?	None									
Reasoning for 2015-16 Target Value?	50 level was maintained to determine if increase continued.									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Provide the names of employees who are responsible for...	Galena Gaw, Media Specialist									
Comparison of actual performance to target value	The goal was exceeded by 19.									
Determination of whether corrective action is necessary (key	None Needed									
Making any changes needed to ensure the target value is reached	None Needed									
Names and Titles of individuals who set this as a performance	Page McCraw, Director of Curriculum and Instruction									
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>
3 Years	Literacy Enrichment-Book Fair	N/A	N/A	N/A	179	207	200	175	200	14

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	Measure was selected to determine if an increase was realized with focus on ELA Performance and Literacy.									
Reasoning for 2014-15 Target Value?	200 is a increase from previous results.									
Was 2014-15 Target a standard target, moderate challenge or a	New Standard Target									
Reasoning for missing 2014-15 Target Value, if missed?	Met									
Work being done to improve deficiencies?	None									
Reasoning for 2015-16 Target Value?	200 level was maintained to determine if increase continued.									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Provide the names of employees who are responsible for...	Galena Gaw, Media Specialist									
Comparison of actual performance to target value	The goal was exceeded by 7.									
Determination of whether corrective action is necessary (key	None Needed									
Making any changes needed to ensure the target value is reached	None Needed									
Names and Titles of individuals who set this as a performance	Page McCraw, Director of Curriculum and Instruction									
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>

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3 Years	Literacy Enrichment-Special Events	N/A	N/A	N/A	150	188	175	194	175	15
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**Questions Related to Performance Measure**

Why was this performance measure chosen as a gauge of whether		Measure was selected to determine if an increase was realized with focus on ELA Performance and Literacy.								
Reasoning for 2014-15 Target Value?		175 is a increase from previous results.								
Was 2014-15 Target a standard target, moderate challenge or a		New Standard Target								
Reasoning for missing 2014-15 Target Value, if missed?		Met								
Work being done to improve deficiencies?		None								
Reasoning for 2015-16 Target Value?		175 level was maintained to determine if increase continued.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Provide the names of employees who are responsible for...		Galena Gaw, Media Specialist								
Comparison of actual performance to target value		The goal was exceeded by 13.								
Determination of whether corrective action is necessary (key		None Needed								
Making any changes needed to ensure the target value is reached		None Needed								
Names and Titles of individuals who set this as a performance		Page McCraw, Director of Curriculum and Instruction								
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>
8 Years	State Surveys-Student	89%	83%	36%	i/S	76%	100%	88.20%	100%	16

**Questions Related to Performance Measure**

Why was this performance measure chosen as a gauge of whether		Education Oversight Committee State Accountability Measure								
Reasoning for 2014-15 Target Value?		SCSDB strives annually for 100% Mastery								
Was 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Reasoning for missing 2014-15 Target Value, if missed?		Changes in Uniform Discipline Code								
Work being done to improve deficiencies?		Continued Focus to 100% Satisfaction in All Areas								
Reasoning for 2015-16 Target Value?		SCSDB strives annually for 100% Satisfaction								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Provide the names of employees who are responsible for...		Agency Staff								
Comparison of actual performance to target value		From 2009-2015, SCSDB has been within 25% or less of target goal. Small sample sizes impacted other two years.								
Determination of whether corrective action is necessary (key		Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.								
Making any changes needed to ensure the target value is reached		SCSDB continues to examine results to guide any needed changes.								
Names and Titles of individuals who set this as a performance		Education Oversight Committee State Accountability Measure								
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>
8 Years	State Surveys-Staff	86%	92%	100%	82%	78%	100%	78.20%	100%	17

**Questions Related to Performance Measure**

Why was this performance measure chosen as a gauge of whether		Education Oversight Committee State Accountability Measure								
Reasoning for 2014-15 Target Value?		SCSDB strives annually for 100% Satisfaction								
Was 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Reasoning for missing 2014-15 Target Value, if missed?		Less off site professional development as a result of budget cuts								
Work being done to improve deficiencies?		Continued Focus to 100% Satisfaction in All Areas								
Reasoning for 2015-16 Target Value?		SCSDB strives annually for 100% Satisfaction								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Provide the names of employees who are responsible for...		Agency Leadership Staff								
Comparison of actual performance to target value		SCSDB continues to examine details based on wide changes in results each year.								
Determination of whether corrective action is necessary (key		Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.								
Making any changes needed to ensure the target value is reached		SCSDB continues to examine results to guide any needed changes.								
Names and Titles of individuals who set this as a performance		Education Oversight Committee State Accountability Measure								
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>

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8 Years	State Surveys-Parents	88%	92%	86%	100%	94%	100%	90.70%	100%	18
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**Questions Related to Performance Measure**

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		Education Oversight Committee State Accountability Measure								
Was 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Satisfaction								
Reasoning for missing 2014-15 Target Value, if missed?		Standard Target								
Work being done to improve deficiencies?		Although goal was not met, parents seems to be more satisfied overall								
Reasoning for 2015-16 Target Value?		Continued Focus to 100% Satisfaction in All Areas								
Is the 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Satisfaction								
Provide the names of employees who are responsible for...		Standard Target								
Comparison of actual performance to target value		Agency Staff								
Determination of whether corrective action is necessary (key		SCSDB continues to examine details based on wide changes in results each year.								
Making any changes needed to ensure the target value is reached		Excellent Absolute Rating on School Report Card demonstrates SCSDB is within overall expectations established by the Education Oversight Committee.								
Names and Titles of individuals who set this as a performance		SCSDB continues to examine results to guide any needed changes.								
		Education Oversight Committee State Accountability Measure								
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>
4 Years	OT Evaluations	N/A	N/a	136	136	106	As Needed	80	As Needed	19

**Questions Related to Performance Measure**

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		Evaluations are completed based on determination of IEP teams in accordance to IDEA law.								
Was 2014-15 Target a standard target, moderate challenge or a		Evaluations are completed based on determination of IEP teams in accordance to IDEA law.								
Reasoning for missing 2014-15 Target Value, if missed?		Standard Target								
Work being done to improve deficiencies?		Met								
Reasoning for 2015-16 Target Value?		Evaluation are continued to be completed based upon IDEA law.								
Is the 2014-15 Target a standard target, moderate challenge or a		Evaluations are completed based on determination of IEP teams in accordance to IDEA law.								
Provide the names of employees who are responsible for...		Standard Target								
Comparison of actual performance to target value		Director of Related Services								
Determination of whether corrective action is necessary (key		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Individual IEP teams in accordance to IDEA law.								
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>
5 Years	PT Evaluations	N/A	91	97	99	133	As Needed	72	As Needed	20

**Questions Related to Performance Measure**

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		Evaluations are completed based on determination of IEP teams in accordance to IDEA law.								
Was 2014-15 Target a standard target, moderate challenge or a		Evaluations are completed based on determination of IEP teams in accordance to IDEA law.								
Reasoning for missing 2014-15 Target Value, if missed?		Standard Target								
Work being done to improve deficiencies?		Met								
Reasoning for 2015-16 Target Value?		Evaluation are continued to be completed based upon IDEA law.								
Is the 2014-15 Target a standard target, moderate challenge or a		Evaluations are completed based on determination of IEP teams in accordance to IDEA law.								
Provide the names of employees who are responsible for...		Standard Target								
Comparison of actual performance to target value		Director of Related Services								
Determination of whether corrective action is necessary (key		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Individual IEP teams in accordance to IDEA law.								
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>
5 Years	Speech Evaluations	N/A	158	162	308	234	As Needed	245	As Needed	21

## Strategic Plan - Strategy and Objective Details

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	Evaluations are completed based on determination of IEP teams in accordance to IDEA law.									
Reasoning for 2014-15 Target Value?	Evaluations are completed based on determination of IEP teams in accordance to IDEA law.									
Was 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Reasoning for missing 2014-15 Target Value, if missed?	Met									
Work being done to improve deficiencies?	Evaluation are continued to be completed based upon IDEA law.									
Reasoning for 2015-16 Target Value?	Evaluations are completed based on determination of IEP teams in accordance to IDEA law.									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Provide the names of employees who are responsible for...	Director of Related Services									
19	N/A									
Determination of whether corrective action is necessary (key	N/A									
Making any changes needed to ensure the target value is reached	N/A									
Names and Titles of individuals who set this as a performance	Individual IEP teams in accordance to IDEA law.									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
5 Years	Audiology Evaluations	N/A	198	142	200	45	As Needed	132	As Needed	22

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	Evaluations are completed based on determination of IEP teams in accordance to IDEA law.									
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	Evaluations are completed based on determination of IEP teams in accordance to IDEA law.									
Work being done to improve deficiencies?	Standard Target									
Reasoning for 2015-16 Target Value?	Met									
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	Evaluation are continued to be completed based upon IDEA law.									
Comparison of actual performance to target value	Evaluations are completed based on determination of IEP teams in accordance to IDEA law.									
Determination of whether corrective action is necessary (key	Standard Target									
Making any changes needed to ensure the target value is reached	Director of Related Services									
Names and Titles of individuals who set this as a performance	N/A									
	N/A									
	N/A									
	Individual IEP teams in accordance to IDEA law.									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
4 Years	Educational Psychology Evaluations	N/A	N/A	63	91	36	As Needed	19	As Needed	23

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	Evaluations are completed based on determination of IEP teams in accordance to IDEA law.									
Reasoning for 2014-15 Target Value?	Evaluations are completed based on determination of IEP teams in accordance to IDEA law.									
Was 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Reasoning for missing 2014-15 Target Value, if missed?	Met									
Work being done to improve deficiencies?	Evaluation are continued to be completed based upon IDEA law.									
Reasoning for 2015-16 Target Value?	Evaluations are completed based on determination of IEP teams in accordance to IDEA law.									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target									
Provide the names of employees who are responsible for...	Director of Related Services									
Comparison of actual performance to target value	N/A									
Determination of whether corrective action is necessary (key	N/A									
Making any changes needed to ensure the target value is reached	N/A									
Names and Titles of individuals who set this as a performance	Individual IEP teams in accordance to IDEA law.									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #

**Strategic Plan - Strategy and Objective Details**

2 Years	Electronic Classroom Observation Tool	N/A	N/A	N/A	0	1	1	1	1	24
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**Questions Related to Performance Measure**

Why was this performance measure chosen as a gauge of whether		This objective focused on campus needs for safety and accessibility.								
Reasoning for 2014-15 Target Value?		Corrections are made as identified and needed.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Reasoning for missing 2014-15 Target Value, if missed?		Met								
Work being done to improve deficiencies?		N/a								
Reasoning for 2015-16 Target Value?		Strategic goal no longer associated with measure.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Provide the names of employees who are responsible for...		Charles Farr, Maintenance								
Comparison of actual performance to target value		N/A								
Determination of whether corrective action is necessary (key		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Bill James, Director of Operations								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
5 Years	SCSDB Parent Satisfaction Survey-Educational Programs	88%	92%	96%	92%	N/A	100%	98%	100%	90

**Questions Related to Performance Measure**

Why was this performance measure chosen as a gauge of whether		SCSDB Survey of Parents on Satisfaction with Educational Programs								
Reasoning for 2014-15 Target Value?		SCSDB strives annually for 100% Satisfaction								
Was 2014-15 Target a standard target, moderate challenge or a		Sardard Target								
Reasoning for missing 2014-15 Target Value, if missed?		Overall, parents demonstrate communicate a satisfaction with program.								
Work being done to improve deficiencies?		SCSDB strives annually for 100% Satisfaction								
Reasoning for 2015-16 Target Value?		N/A								
Is the 2014-15 Target a standard target, moderate challenge or a		N/A								
Provide the names of employees who are responsible for...		Sara Kollock, Director of Educational Services								
Comparison of actual performance to target value		SCSDB reviews result to determine any needed changes each year.								
Determination of whether corrective action is necessary (key		SCSDB reviews result to determine any needed changes each year.								
Making any changes needed to ensure the target value is reached		SCSDB reviews result to determine any needed changes each year.								
Names and Titles of individuals who set this as a performance		Agency President								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
5 Years	SCSDB Student Satsifaction Survey-Educational Programs	89%	84%	85%	96%	N/A	100%	96%	100%	91

**Questions Related to Performance Measure**

Why was this performance measure chosen as a gauge of whether		SCSDB Survey of Students on Satisfaction with Educational Programs								
Reasoning for 2014-15 Target Value?		SCSDB strives annually for 100% Satisfaction								
Was 2014-15 Target a standard target, moderate challenge or a		Sardard Target								
Reasoning for missing 2014-15 Target Value, if missed?		Overall, parents demonstrate communicate a satisfaction with program.								
Work being done to improve deficiencies?		SCSDB strives annually for 100% Satisfaction								
Reasoning for 2015-16 Target Value?		N/A								
Is the 2014-15 Target a standard target, moderate challenge or a		N/A								
Provide the names of employees who are responsible for...		Sara Kollock, Director of Educational Services								
Comparison of actual performance to target value		SCSDB reviews result to determine any needed changes each year.								
Determination of whether corrective action is necessary (key		SCSDB reviews result to determine any needed changes each year.								

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Making any changes needed to ensure the target value is reached		SCSDB reviews result to determine any needed changes each year.								
Names and Titles of individuals who set this as a performance		Agency President								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
5 Years	SCSDB Parent Satisfaction Survey-Residential Programs	97%	99%	98%	98%	N/A	100%	100%	100%	92

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		SCSDB Survey of Parents on Satisfaction with Residential Programs								
Reasoning for 2014-15 Target Value?		SCSDB strives annually for 100% Satisfaction								
Was 2014-15 Target a standard target, moderate challenge or a		Sardard Target								
Reasoning for missing 2014-15 Target Value, if missed?		Overall, parents demonstrate communicate a satisfaction with program.								
Work being done to improve deficiencies?		SCSDB strives annually for 100% Satisfaction								
Reasoning for 2015-16 Target Value?		SCSDB reviews result to determine any needed changes each year.								
Is the 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Satisfaction								
Provide the names of employees who are responsible for...		John Reynolds, Director of Residential Services								
Comparison of actual performance to target value		SCSDB reviews result to determine any needed changes each year.								
Determination of whether corrective action is necessary (key		SCSDB reviews result to determine any needed changes each year.								
Making any changes needed to ensure the target value is reached		SCSDB reviews result to determine any needed changes each year.								
Names and Titles of individuals who set this as a performance		Agency President								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
5 Years	SCSDB Student Satisfaction Survey-Residential Programs	89%	95%	96%	96%	N/A	100%	92%	100%	93

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		SCSDB Survey of Students on Satisfaction with Residential Programs								
Reasoning for 2014-15 Target Value?		SCSDB strives annually for 100% Satisfaction								
Was 2014-15 Target a standard target, moderate challenge or a		Sardard Target								
Reasoning for missing 2014-15 Target Value, if missed?		Overall, parents demonstrate communicate a satisfaction with program.								
Work being done to improve deficiencies?		SCSDB strives annually for 100% Satisfaction								
Reasoning for 2015-16 Target Value?		SCSDB reviews result to determine any needed changes each year.								
Is the 2014-15 Target a standard target, moderate challenge or a		SCSDB strives annually for 100% Satisfaction								
Provide the names of employees who are responsible for...		John Reynolds, Director of Residential Services								
Comparison of actual performance to target value		SCSDB reviews result to determine any needed changes each year.								
Determination of whether corrective action is necessary (key		SCSDB reviews result to determine any needed changes each year.								
Making any changes needed to ensure the target value is reached		SCSDB reviews result to determine any needed changes each year.								
Names and Titles of individuals who set this as a performance		Agency President								

## REVIEWS/AUDITS

**Instructions:** The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative impacts which relate or impact this strategy or objective. Call the Committee Staff for assistance in how to sort the negative impacts in the other chart so the agency can see which ones it has identified as relating to each of the agency's strategies and objectives and easily copy and paste it into this chart.



## Strategic Plan - Strategy and Objective Details

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability	External-Education	Education Oversight	Annually	Annually
OSEP District Profiles	Office of Exceptional Children	External-SC	SC Department of	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

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Most Potential Negative Impact	3 G.A. Options	Level Requires	Outside Help to	Level Requires
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## Strategic Plan - Strategy and Objective Details

Limited Reading Skills for Children with Sensory Disabilities	<p>1. Insure SCSDB works with Reading Initiatives in collaboration with the SCDOE.</p> <p>2. Insure that SCSDB works with Education Oversight Committee for reading support as related to accountability measures.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective. Call the Committee Staff for assistance in how to sort the laws in the other chart so the agency can see which ones it has identified as relating to or impacting each of the agency's strategies and objectives and easily copy and paste it into this chart.

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for
IDEA	This law ensures services to
Title 59 Ch 47	Code of Laws for Agency/School

### LAWS TO FURTHER EVALUATE

## Strategic Plan - Strategy and Objective Details

**Instructions:** The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective which the agency recommended the Committee further evaluate. Call the Committee Staff for assistance in how to sort the laws in the other chart so the agency can see which ones it has identified as relating to or impacting each of the agency's strategies and objectives and easily copy and paste it into this chart.

Statute/Regulation/Provisos	Summary of Statutory	Law Item #	Recommend	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	S1.1
Description	Develop a campus-wide focus on literacy
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Lasting improvements in reading achievement is essential. Children with limited reading skills struggle to learn and are at risk for diminished success over their lifetimes.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Curriculum and Instruction, President's Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

## Strategic Plan - Strategy and Objective Details

Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually
OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
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OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Limited Reading Skills for Children with Sensory Disabilities	<p>1. Insure SCSDB works with Reading Initiatives in collaboration with the SCDOE.</p> <p>2. Insure that SCSDB works with Education Oversight Committee for reading support as related to accountability measures.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance	8		
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.1.1
Description	Develop a campus-wide literacy focus around the theme of Read for Your Life
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Reading is essential for success, and children learn best when provided a motivated environment that supports them as they learn.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.1

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Curriculum and Instruction, President's Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development,etc. This position is similar to an Assistant Superintendent in a School District.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

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# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
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Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1



## Strategic Plan - Strategy and Objective Details

Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

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OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
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CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
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OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
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Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

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Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Limited Reading Skills for Children with Sensory Disabilities	<p>1. Insure SCSDB works with Reading Initiatives in collaboration with the SCDOE.</p> <p>2. Insure that SCSDB works with Education Oversight Committee for reading support as related to accountability measures.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

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Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance

### LAWS TO FURTHER EVALUATE

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## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.1.2
Description	Investigate the need for a literacy coach and secure future funding for such a position, if warranted
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Reading is essential for success, and children learn best when provided a motivated environment that supports them as they learn.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.1

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Curriculum and Instruction, President's Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

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SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

## Strategic Plan - Strategy and Objective Details

Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually
OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
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IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
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Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
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### POTENTIAL NEGATIVE IMPACT

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Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Limited Reading Skills for Children with Sensory Disabilities	<p>1. Insure SCSDB works with Reading Initiatives in collaboration with the SCDOE.</p> <p>2. Insure that SCSDB works with Education Oversight Committee for reading support as related to accountability measures.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

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Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance

### LAWS TO FURTHER EVALUATE

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## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.1.3
Description	Read across the curriculum in all content areas
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Children becomes better readers when provided increased opportunities to read a wide variety of material.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.1

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Curriculum and Instruction, President's Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development,etc. This position is similar to an Assistant Superintendent in a School District.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

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Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

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# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1



## Strategic Plan - Strategy and Objective Details

Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

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### POTENTIAL NEGATIVE IMPACT

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Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Limited Reading Skills for Children with Sensory Disabilities	<p>1. Insure SCSDB works with Reading Initiatives in collaboration with the SCDOE.</p> <p>2. Insure that SCSDB works with Education Oversight Committee for reading support as related to accountability measures.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

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Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance

### LAWS TO FURTHER EVALUATE

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## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.1.4
Description	Provide reading materials, as needed
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Children have an increased quantity and diversity in texts in classrooms and residential setting.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.1

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Curriculum and Instruction, President's Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs
The Walker Foundation	Books for Children
Department of Corrections, Leath	Braille Materials/Books

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

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### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

## Strategic Plan - Strategy and Objective Details

Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
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## Strategic Plan - Strategy and Objective Details

Limited Reading Skills for Children with Sensory Disabilities	<p>1. Insure SCSDB works with Reading Initiatives in collaboration with the SCDOE.</p> <p>2. Insure that SCSDB works with Education Oversight Committee for reading support as related to accountability measures.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
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IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.1.5
Description	Provide professional development in reading/literacy for educational and residential staff
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Assure that children are served by staff who provided effective reading instruction.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.1

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
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## Strategic Plan - Strategy and Objective Details

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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
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### PERFORMANCE MEASURES

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### Questions Related to Performance Measure

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## Strategic Plan - Strategy and Objective Details

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## Strategic Plan - Strategy and Objective Details

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## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.1.6
Description	Seek appropriate assessments to determine student performance in reading
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Assessments inform instruction by providing essential data on student progress and areas of weakness.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.1

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Curriculum and Instruction, President's Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

## Strategic Plan - Strategy and Objective Details

Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually
OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Limited Reading Skills for Children with Sensory Disabilities	<p>1. Insure SCSSDB works with Reading Initiatives in collaboration with the SCDOE.</p> <p>2. Insure that SCSSDB works with Education Oversight Committee for reading support as related to accountability measures.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.1.7
Description	Provide professional development in using reading assessment performance to guide teaching and learning
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	The analysis of student reading levels assists teachers to provide direct instruction designed to meet the individual learning needs of each student.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.1

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Curriculum and Instruction, President's Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development,etc. This position is similar to an Assistant Superintendent in a School District.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1



## Strategic Plan - Strategy and Objective Details

Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually
OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Limited Reading Skills for Children with Sensory Disabilities	<p>1. Insure SCSDB works with Reading Initiatives in collaboration with the SCDOE.</p> <p>2. Insure that SCSDB works with Education Oversight Committee for reading support as related to accountability measures.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.1.8
Description	Provide professional development in the effects of poverty on student performance for educational and residential staff
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Environmental factors can make children more vulnerable and negatively impact their social and emotional development. Understanding the influence of poverty on a child's development assists staff to recognize how such circumstances can impact a child's ability to be successful in school.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.1

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302

## Strategic Plan - Strategy and Objective Details

Dept/Divison	Curriculum and Instruction, President's Office
Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development,etc. This position is similar to an Assistant Superintendent in a School District.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

<i>Instructions:</i> The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities		
<b>Current Partner Entities</b>	<b>Ways Agency works with Current Partners</b>	
SC State Department of Education	Educational Programs	
The United Way	Poverty Training/Opening Speaker	

### PERFORMANCE MEASURES

<i>Instructions:</i> The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

## Strategic Plan - Strategy and Objective Details

Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually
OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

## Strategic Plan - Strategy and Objective Details

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Limited Reading Skills for Children with Sensory Disabilities	1. Insure SCSDb works with Reading Initiatives in collaboration with the SCDOE. 2. Insure that SCSDb works with Education Oversight Committee for reading support as related to accountability measures. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Read to Succeed Act	A Comprehensive State Plan to improve Reading Performance

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	S1.2
Description	Effectively use instructional time to improve student performance
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Maximizing academic learning time engages students in productive learning.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Sara Kollock
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Educational Services
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Office of Educational Services

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

<i>Instructions:</i> The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities	
<b>Current Partner Entities</b>	<b>Ways Agency works with Current Partners</b>
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

<i>Instructions:</i> The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1



## Strategic Plan - Strategy and Objective Details

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually
OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Lack of improvement in Student Performance/Achievement	<p>1. Insure SCSDb works with the SCDOE in use of scheduling requirements and student needs.</p> <p>2. Insure that SCSDb collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O.1.2.1
Description	Develop strategies to protect core instructional time
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Engaging students in appropriately leveled instruction insures that learning is taking place.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.2

### RESPONSIBLE LEAD

Name	Sara Kollock
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Educational Services
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Office of Educational Services
Dept/Division Summary	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually
OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually

## Strategic Plan - Strategy and Objective Details

AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Lack of improvement in Student Performance/Achievement	<p>1. Insure SCSDb works with the SCDOE in use of scheduling requirements and student needs.</p> <p>2. Insure that SCSDb collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	01.2.2
Description	Schedule related services so that core instructional time is not interrupted
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Students received needed related services (occupational therapy, physical therapy, speech therapy, orientation and mobility training) without continuous disruption to the school day, particularly in core content areas.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.2

### RESPONSIBLE LEAD

Name	Travis Durham
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Related Services
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Office of Related Services
Dept/Division Summary	The Office of Related Services supervises nursing, speech, school psychology, occupational therapy, physical therapy, school guidance, PBIS, medical care, and medicaid.

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually



## Strategic Plan - Strategy and Objective Details

OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Lack of improvement in Student Performance/Achievement	<p>1. Insure SCSDb works with the SCDOE in use of scheduling requirements and student needs.</p> <p>2. Insure that SCSDb collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	01.2.3
Description	Improve master scheduling to reduce the amount of lost instructional time due to transition
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Coordination of schedules for all schools allowed students to be transported to attend Career and Technology classes in an efficient manner as possible.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.2

### RESPONSIBLE LEAD

Name	Cherie Winkler
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Teacher Quality/Teacher Certification/Textbooks and Testing Coordinator
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Curriculum and Instruction, President's Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

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# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

## Strategic Plan - Strategy and Objective Details

Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
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OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Lack of improvement in Student Performance/Achievement	<p>1. Insure SCSDb works with the SCDOE in use of scheduling requirements and student needs.</p> <p>2. Insure that SCSDb collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.2.4
Description	Provide training to principals in instructional leadership
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	A summer leadership academy for administrators afforded principals needed training in effective instructional leadership.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.2

### RESPONSIBLE LEAD

Name	Sara Kollock
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Educational Services
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Office of Educational Services
Dept/Division Summary	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Leadership Professional Development Opportunities/Division Meetings

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
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## Strategic Plan - Strategy and Objective Details

State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually
OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Lack of improvement in Student Performance/Achievement	1. Insure SCSDB works with the SCDOE in developing instructional leadership skills. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.2.5
Description	Provide time for principals to conduct classroom observations
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Coordination of division meeting schedules reduced the amount of time principals were required to attend meetings outside of their schools allowing principals increased time to conduct classroom observations.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.2

### RESPONSIBLE LEAD

Name	Sara Kollock
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Educational Services
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Office of Educational Services

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

<i>Instructions:</i> The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities	
<b>Current Partner Entities</b>	<b>Ways Agency works with Current Partners</b>
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

<i>Instructions:</i> The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

## Strategic Plan - Strategy and Objective Details

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually
OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Lack of improvement in Student Performance/Achievement	1. Insure SCSDB works with the SCDOE in developing instructional leadership skills. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O1.2.6
Description	Secure a tool for classroom observations
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	After much research on the observation tools available for purchase, the CIO at SCSDDB developed an effective observation tool for the school saving the agency the cost to purchase an observation database.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G1
Higher Goal Strategy Supports:	S1.2

### RESPONSIBLE LEAD

Name	Page B. McCraw
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Curriculum and Instruction
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Curriculum and Instruction, President's Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Curriculum and Instruction deals with all educational matters related to instruction included standards, curriculum, textbooks and materials, testing, teacher certification, reading coaches, professional development, etc. This position is similar to an Assistant Superintendent in a School District.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Direct Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1
Total Costs of Results	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1	SEE GOAL 1

By Major Program Area in 2014-15	SEE GOAL 1
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Leadership Professional Development Opportunities/Division Meetings

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 1	SEE PERFORMANCE MEASURES FOR GOAL 1	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1



## Strategic Plan - Strategy and Objective Details

Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 1

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
State Report Cards	Annual State Accountability State Report Card	External-Education Oversight Committee	Education Oversight Committee	Annually	Annually
OSEP District Profiles	Office of Exceptional Children Compliance Reports	External-SC Department of Education	SC Department of Education	Annually	Annually
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
OEC Audit-Special Education Program	Audit of Special Education Program	External-SC Department of Education	SC Department of Education	March 14, 2102	February 17, 2104
IDEA Fiscal Monitoring	Tier Reviews of Special Education Programs	External-SC Department of Education	SC Department of Education	August, 2013	October, 2013
OCTE Audit	Audit of Perkins/Career and Technology Education Programs	External-SC Department of Education	SC Department of Education	March 10, 2015	March 16, 2015
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
Transportation Review	State Fleet Certification	External	Budget and Control Board	June 16, 2014	June 16, 2014
Transportation Review	DHEC Fuel Storage Certification	External	DHEC	August 13, 2014	August 13, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Lack of improvement in Student Performance/Achievement	1. Insure SCSDb works with the SCDOE in developing instructional leadership skills. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	G2
Description	Ensure safety for students and staff
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Safety is a priority at SCSD. Safety is a priority at SCSD.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	N/A
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Bill James
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Past Director of Operations
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	School Operations
Dept/Division Summary	The Director of Operations during 2013-2014 supervised maintenance, finance, HR, and transportation.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
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## Strategic Plan - Strategy and Objective Details

Support Costs Apportioned	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal , the majore funding programs included Physical Support and Administration.
Direct Costs of Results	
Total Costs of Results	

By Major Program Area in 2014-15	<i>Education 7,525,327.12, Support Services 6,171,451.27, Residential 3,531,443.71, Administration 4,983,813.10, Physical Support 1,508,678.46, Outreach 5,418,804.42</i>
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Leadership Professional Development Opportunities/Division Meetings

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
1 Year	Maintenance Work Orders	N/A	N/A	N/A	N/A	4,790	As Needed	6,321	As Needed	25

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	This objective focused on campus needs for safety and accessibility. Corrections are made as identified and needed.
Was 2014-15 Target a standard target, moderate challenge or a	Standard Target
Reasoning for missing 2014-15 Target Value, if missed?	Met
Work being done to improve deficiencies?	N/a
Reasoning for 2015-16 Target Value?	Strategic goal no longer associated with measure.
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target
Provide the names of employees who are responsible for...	Charles Farr, Maintenance
Comparison of actual performance to target value	N/A

## Strategic Plan - Strategy and Objective Details

Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		N/A								
Making any changes needed to ensure the target value is reached		N/A								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
2 Years	Access Control System	N/A	N/A	N/A	N/A	1	5	8	13	26

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		This objective focused on campus needs for safety and accessibility.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		Will continue to implement systems, as needed.								
Reasoning for 2015-16 Target Value?		The target goals are established based on location of students/facility needs.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Provide the names of employees who are responsible for...		Trad Robinson, CIO								
Comparison of actual performance to target value		SCSDB will meet target this year. Increase in 2015-2016 target may occur based on needs and feasibility.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		N/A								
Making any changes needed to ensure the target value is reached		SCSDB will meet target this year. Increase in 2015-2016 target may occur based on needs and feasibility.								
Names and Titles of individuals who set this as a performance		Trad Robinson, CIO								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
2 Years	Building Emergency	N/A	N/A	N/A	N/A	1	1	1	1	27

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		This objective focused on campus needs for safety and accessibility.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		Will continue to implement systems, as needed.								
Reasoning for 2015-16 Target Value?		The target goals are established based on location of students/facility needs.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Provide the names of employees who are responsible for...		Trad Robinson, CIO								
Comparison of actual performance to target value		Met								
Determination of whether corrective action is necessary (key		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Trad Robinson, CIO								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
2 Years	Building Emergency Notification System Media	N/A	N/A	N/A	N/A	45	74	187	74	28

## Strategic Plan - Strategy and Objective Details

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		This objective focused on campus needs for safety and accessibility.								
Reasoning for 2014-15 Target Value?		The target goals are established based on location of students/facility needs.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		Will continue to implement systems, as needed.								
Reasoning for 2015-16 Target Value?		The target goals are established based on location of students/facility needs.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Provide the names of employees who are responsible for...		Trad Robinson, CIO								
Comparison of actual performance to target value		Media ports will continue to be added as facilities require.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		N/A								
Making any changes needed to ensure the target value is reached		SCSDB will meet target this year. Increase in 2015-2016 target may occur based on needs and feasibility.								
Names and Titles of individuals who set this as a performance		Trad Robinson, CIO								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
2 Years	Campus Safety-ID RFID	N/A	N/A	N/A	N/A	400	700	759	as needed	29

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		Campus Safety-ID RFID Badges coincide with access to facilities								
Reasoning for 2014-15 Target Value?		Campus Safety-ID RFID Badges are created and issued as needed for facility access. The target goal has been set with expectation that the access system will expand over time.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Reasoning for missing 2014-15 Target Value, if missed?		Campus Safety-ID RFID Badges are created and issued as needed for facility access. The target goal has been set with expectation that the access system will expand over time.								
Work being done to improve deficiencies?		No deficiencies noted.								
Reasoning for 2015-16 Target Value?		Campus Safety-ID RFID Badges are created and issued as needed for facility access. The target goal has been set with expectation that the access system will expand over time.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard Target								
Provide the names of employees who are responsible for...		Trad Robinson, CIO								
Comparison of actual performance to target value		Campus Safety-ID RFID Badges are created and issued as needed for facility access. The target goal has been set with expectation that the access system will expand over time.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		Campus Safety-ID RFID Badges are created and issued as needed for facility access. The target goal has been set with expectation that the access system will expand over time.								
Making any changes needed to ensure the target value is reached		Campus Safety-ID RFID Badges are created and issued as needed for facility access. The target goal has been set with expectation that the access system will expand over time.								
Names and Titles of individuals who set this as a performance		Trad Robinson, CIO								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
1 Year	Building Emergency	N/A	N/A	N/A	N/A	138	138	138	138	30

## Strategic Plan - Strategy and Objective Details

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	This objective focused on campus needs for safety and accessibility.
Reasoning for 2014-15 Target Value?	The target goals are established based on location of students/facility needs.
Was 2014-15 Target a standard target, moderate challenge or a	Standard Target
Reasoning for missing 2014-15 Target Value, if missed?	N/A
Work being done to improve deficiencies?	Met
Reasoning for 2015-16 Target Value?	The target goals are established based on location of students/facility needs. Target may increase as student/facility needs change.
Is the 2014-15 Target a standard target, moderate challenge or a	Standard Target
Provide the names of employees who are responsible for...	Trad Robinson, CIO
Comparison of actual performance to target value	Met
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and	N/A
Making any changes needed to ensure the target value is reached	SCSDB met target. Increase in 2015-2016 target may occur based on needs and feasibility.
Names and Titles of individuals who set this as a performance	Trad Robinson, CIO

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Students Participating in	N/A	N/A	42	300	389	300	375	300	31

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	Safety training for students is critical to insure safety for each child.
Reasoning for 2014-15 Target Value?	All students should receive training.
Was 2014-15 Target a standard target, moderate challenge or a	Standard
Reasoning for missing 2014-15 Target Value, if missed?	Met
Work being done to improve deficiencies?	N/A
Reasoning for 2015-16 Target Value?	All students should receive training.
Is the 2014-15 Target a standard target, moderate challenge or a	Standard
Provide the names of employees who are responsible for...	Keith Sherlin, Campus Safety and Security
Comparison of actual performance to target value	Exceeded goal
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and	N/A
Making any changes needed to ensure the target value is reached	N/A
Names and Titles of individuals who set this as a performance	Scott Ramsey, Director of Safety/Security and Governmental Affairs

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Staff Participating in Safety	100%	100%	100%	100%	100%	100%	100%	100%	32

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	Safety training for all staff members is critical.
Reasoning for 2014-15 Target Value?	All staff members should receive training.
Was 2014-15 Target a standard target, moderate challenge or a	Standard
Reasoning for missing 2014-15 Target Value, if missed?	Met
Work being done to improve deficiencies?	N/A

## Strategic Plan - Strategy and Objective Details

Reasoning for 2015-16 Target Value?		All staff members should receive training.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Keith Sherlin, Campus Safety and Security								
Comparison of actual performance to target value		Met								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Scott Ramsey, Director of Safety/Security and Governmental Affairs								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
3 Years	Security Cameras	N/A	N/A	N/A	0	33	58	103	As Needed	33

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		SCSDB has focused to determine best locations for up to date devices to insure campus coverage.								
Reasoning for 2014-15 Target Value?		SCSDB has focused to determine best locations for up to date devices to insure campus coverage.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		SCSDB has focused to determine best locations for up to date devices to insure campus coverage.								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		SCSDB has focused to determine best locations for up to date devices to insure campus coverage.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Trad Robinson, CIO								
Comparison of actual performance to target value		SCSDB has focused to determine best locations for up to date devices to insure campus coverage.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		n/A								
Making any changes needed to ensure the target value is reached		The target may be adjusted as the need for additional devices becomes necessary.								
Names and Titles of individuals who set this as a performance		Trad Robinson, CIO								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
4 Years	Staff Participating in	N/A	N/A	28	11	56	40	40	40	34

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		Classes are provided based upon staff needs. Forty is the typical number of slots available for planned classes.								
Reasoning for 2014-15 Target Value?		Classes are provided based upon staff needs. Forty is the typical number of slots available for planned classes.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Classes are provided based upon staff needs. Forty is the typical number of slots available for planned classes.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Keith Sherlin, Campus Safety and Security								



## Strategic Plan - Strategy and Objective Details

Comparison of actual performance to target value		Exceeded target								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Keith Sherlin, Campus Safety and Security								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
5 Years	Number of Welcome Center	N/A	8,704	12,205	16,424	13,282	All	13,266	All	35

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		All visitors must be checked via license check system before entering campus.								
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?		Standard								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		All visitors must be checked via license check system before entering campus.								
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...		Standard								
Comparison of actual performance to target value		N/A								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Scott Ramsey, Director of Safety/Security and Governmental Affairs								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
3 Years	School Resource Officers	N/A	N/A	N/A	1	2	2	2	2	36

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?		SCSDB realized a need for a 2nd shift resource officer.								
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?		To provide increase safety for our students, particularly by providing coverage for residential setting.								
Work being done to improve deficiencies?		Standard								
Reasoning for 2015-16 Target Value?		Met								
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...		To provide increase safety for our students, particularly by providing coverage for residential setting.								
Comparison of actual performance to target value		Standard								
		Scott Ramsey, Director of Safety/Security and Governmental Affairs								

## Strategic Plan - Strategy and Objective Details

Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and	N/A
Making any changes needed to ensure the target value is reached	N/A
Names and Titles of individuals who set this as a performance	Scott Ramsey, Director of Safety/Security and Governmental Affairs

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Failure to provide safe environment for sensory disabled children	1. Insure SCSDB works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School
IDEA	This law ensures services to children with disabilities.
Title 59 Ch 47	Code of Laws for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	S2.1
Description	Provide a safe environment during school and residential time
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	A campus safety and security team meets on a regular basis to reduce the potential for accidents and security risks.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G2
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Bill James
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Past Director of Operations
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	School Operations
Dept/Division Summary	The Director of Operations during 2013-2014 supervised maintenance, finance, HR, and transportation.

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Direct Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Total Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2

By Major Program Area in 2014-15	SEE GOAL 2
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
Spartanburg Sheriff's Department	School Resource Officers

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 2	SEE PERFORMANCE MEASURES FOR GOAL 2	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011

## Strategic Plan - Strategy and Objective Details

State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted

## Strategic Plan - Strategy and Objective Details

IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O2.1.1
Description	Evaluate campus grounds and facilities for needed improvements to ensure a safe environment
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	The buildings, grounds, and equipment are inspected regularly for potential hazards an compliance with OSHA standards.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G2
Higher Goal Strategy Supports:	S2.1

### RESPONSIBLE LEAD

Name	Bill James
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Past Director of Operations
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	School Operations

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Director of Operations during 2013-2014 supervised maintenance, finance, HR, and transportation.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Direct Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Total Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2

By Major Program Area in 2014-15	SEE GOAL 2
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	School Safety

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 2	SEE PERFORMANCE MEASURES FOR GOAL 2	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative



## Strategic Plan - Strategy and Objective Details

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective. Provide fiscal support, as needed, for capital projects.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O2.1.2
Description	Evaluate campus grounds and facilities for needed improvements to ensure accessibility in creating safe environment
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	The buildings, grounds, and equipment are inspected on a regular basis to insure accessibility compliance with ADA requirements.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G2
Higher Goal Strategy Supports:	S2.1

### RESPONSIBLE LEAD

Name	Bill James
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Past Director of Operations
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	School Operations
Dept/Division Summary	The Director of Operations during 2013-2014 supervised maintenance, finance, HR, and transportation.

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Direct Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Total Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2

By Major Program Area in 2014-15	SEE GOAL 2
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	School Safety

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 2	SEE PERFORMANCE MEASURES FOR GOAL 2	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012

## Strategic Plan - Strategy and Objective Details

State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective. Provide fiscal support, as needed, for capital projects.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

## Strategic Plan - Strategy and Objective Details

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

<i>Instructions:</i> The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective				
Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O2.1.3
Description	Make improvements, as warranted, based upon evaluation of campus for safety issues
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Upon each inspection, the maintenance department completes any repairs or upgrades in order to continue to maintain a safe environment.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G2
Higher Goal Strategy Supports:	S2.1

### RESPONSIBLE LEAD

Name	Bill James
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Past Director of Operations

## Strategic Plan - Strategy and Objective Details

Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	School Operations
Dept/Division Summary	The Director of Operations during 2013-2014 supervised maintenance, finance, HR, and transportation.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Direct Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Total Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2

By Major Program Area in 2014-15	SEE GOAL 2
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	School Safety

### PERFORMANCE MEASURES

<i>Instructions:</i> The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 2	SEE PERFORMANCE MEASURES FOR GOAL 2	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2

## Strategic Plan - Strategy and Objective Details

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective. Provide fiscal support, as needed, for capital projects.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O2.1.4
Description	Provide electronic building access system to provide a safe and secure environment
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Newly installed electronic building access systems insure secure facilities for students and staff members.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G2
Higher Goal Strategy Supports:	S2.1

### RESPONSIBLE LEAD

Name	Trad Robinson
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	CIO
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Chief Information Office
Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Direct Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2

## Strategic Plan - Strategy and Objective Details

Total Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
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By Major Program Area in 2014-15	SEE GOAL 2
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

<b>Current Partner Entities</b>	<b>Ways Agency works with Current Partners</b>
SC State Department of Education	School Safety

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 2	SEE PERFORMANCE MEASURES FOR GOAL 2	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

## Strategic Plan - Strategy and Objective Details

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

## Strategic Plan - Strategy and Objective Details

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O2.1.5
Description	Continue installation of building notification system
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Building electronic notification systems provide visual and auditory alarm notifications that are accessible for the agency's sensory impaired population.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G2
Higher Goal Strategy Supports:	S2.1

### RESPONSIBLE LEAD

Name	Trad Robinson
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	CIO
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Chief Information Office
Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Direct Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Total Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2

By Major Program Area in 2014-15	SEE GOAL 2
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	School Safety

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 2	SEE PERFORMANCE MEASURES FOR GOAL 2	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011

## Strategic Plan - Strategy and Objective Details

State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted

## Strategic Plan - Strategy and Objective Details

IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O2.1.6
Description	Continue to review emergency procedures and provide training, as needed
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	The safety and security team review procedures and provide training to students and staff in areas such as bus evacuation, campus lock down, weather hazard procedures, CPR, emergency drills, first aid, defensive driving, kitchen safety, and so on.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G2
Higher Goal Strategy Supports:	S2.1

### RESPONSIBLE LEAD

Name	Scott Ramsey
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Safety/Security and Governmental Affairs



## Strategic Plan - Strategy and Objective Details

Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	President's Office
Dept/Division Summary	The President's Office is the Agency Head Office and associated areas of supervision.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Direct Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Total Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2

By Major Program Area in 2014-15	SEE GOAL 2
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	School Safety

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 2	SEE PERFORMANCE MEASURES FOR GOAL 2	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2

### REVIEWS/AUDITS

## Strategic Plan - Strategy and Objective Details

<i>Instructions:</i> The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative					
<b>Matter(s) or Issue(s) Under Review</b>	<b>Reason Review was Initiated</b> (outside request, internal policy, etc.)	<b>Was Reviewing Entity External or Internal?</b>	<b>Entity Performing the Review</b>	<b>Date Review Began</b> (MM/DD/YYYY)	<b>Date Review Ended</b> (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

## POTENTIAL NEGATIVE IMPACT

<i>Instructions:</i> The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative				
<b>Most Potential Negative Impact</b>	<b>3 G.A. Options</b>	<b>Level Requires Outside Help</b>	<b>Outside Help to Request</b>	<b>Level Requires Inform G.A.</b>

## Strategic Plan - Strategy and Objective Details

Failure to provide safe environment for sensory disabled children	1. Insure SCSDB works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, Spartanburg County Sheriff's Department	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O2.1.7
Description	Provide an additional School Resource Officer as funding is available
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Through partnership with the Spartanburg County Sheriff's Office, a second shift school resource officer has been secured.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G2
Higher Goal Strategy Supports:	S2.1

### RESPONSIBLE LEAD

Name	Scott Ramsey
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Safety/Security and Governmental Affairs
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	President's Office
Dept/Division Summary	The President's Office is the Agency Head Office and associated areas of supervision.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Direct Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2
Total Costs of Results	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2	SEE GOAL 2

## Strategic Plan - Strategy and Objective Details

By Major Program Area in 2014-15	SEE GOAL 2
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
Spartanburg Sheriff's Department	School Resource Officers

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 2	SEE PERFORMANCE MEASURES FOR GOAL 2	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 2

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

## Strategic Plan - Strategy and Objective Details

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Failure to provide safe environment for sensory disabled children	1. Insure SCSDb works with the SCDOE in developing a safe learning environment. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, Spartanburg County Sheriff's Department	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School

### LAWS TO FURTHER EVALUATE

## Strategic Plan - Strategy and Objective Details

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	G3
Description	Develop clear communication procedures
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Effective communication create a more efficient environment reducing the amount of time spent in duplicating responses.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	N/A
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Sara Kollock
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Educational Services
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Office of Educational Services

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 3, the major funding program areas included Education, Residential, Support Services, Outreach, Physical Support and Administration.				
Direct Costs of Results					
Total Costs of Results					

By Major Program Area in 2014-15	<i>Education 7,525,327.12, Support Services 6,171,451.27, Residential 3,531,443.71, Administration 4,983,813.10, Physical Support 1,508,678.46, Outreach 5,418,804.42</i>
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
2 Year	Inventory of Services	N/A	N/A	N/A	0	1	N/A	N/A	N/A	



## Strategic Plan - Strategy and Objective Details

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		SCSDB needed to create an inventory of services to insure proper, efficient communication.								
Reasoning for 2014-15 Target Value?		1 time project								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Met								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		N/A								
Is the 2014-15 Target a standard target, moderate challenge or a		N/A								
Provide the names of employees who are responsible for...		Maggie Park, Past President								
Comparison of actual performance to target value		Met								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Maggie Park, Past President								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
1 Year	Educational/Residential Communication Protocol	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		SCSDB needed to create clear lines of communication to insure efficiency.								
Reasoning for 2014-15 Target Value?		1 time project with updates when warranted								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Met								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		N/A								
Is the 2014-15 Target a standard target, moderate challenge or a		N/A								
Provide the names of employees who are responsible for...		John Reynold, Director of Residential Life Services and Sara Kollock, Director of Educational Services								
Comparison of actual performance to target value		Met								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for continuing process improvement and ultimately increasing the		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Maggie Park, Past President								

### REVIEWS/AUDITS

*Instructions:* The Agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

## Strategic Plan - Strategy and Objective Details

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Poor communication, Poor Agency Climate	<p>1. Insure SCSDb works with the SCDOE and state OHR in developing clear systems of communication.</p> <p>2. Insure that SCSDb collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE, SCOHR, SCCIO	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	S3.1
Description	Develop clear communication points for each division
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Clear lines of communication and communication points for each division improved the overall agency climate.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G3
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Sara Kollock
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Educational Services
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Office of Educational Services
Dept/Division Summary	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Direct Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Total Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3

By Major Program Area in 2014-15	SEE GOAL 3
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 3	SEE PERFORMANCE MEASURES FOR GOAL 3	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Determination of whether corrective action is necessary (key Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012

## Strategic Plan - Strategy and Objective Details

State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Poor communication, Poor Agency Climate	1. Insure SCSDB works with the SCDOE and state OHR in developing clear systems of communication. 2. Insure that SCSDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR, SCCIO	The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

## Strategic Plan - Strategy and Objective Details

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

<i>Instructions:</i> The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective				
Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O3.1.1
Description	Establish a communication philosophy for the School for the Deaf
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	The School for the Deaf participated in several research studies focused to improve communication and literacy for deaf students. Additionally, SCSDB continued to explore the cochlear implant program.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G3
Higher Goal Strategy Supports:	S3.1

### RESPONSIBLE LEAD

Name	Sara Kollock
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months

## Strategic Plan - Strategy and Objective Details

Position	Director of Educational Services
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Office of Educational Services
Dept/Division Summary	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Direct Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Total Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3

By Major Program Area in 2014-15	SEE GOAL 3
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
CEASD	Accreditation for School for the Deaf, Professional Development Conferences

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 3	SEE PERFORMANCE MEASURES FOR GOAL 3	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3



## Strategic Plan - Strategy and Objective Details

Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Poor communication, Poor Agency Climate	<p>1. Insure SCSDB works with the SCDOE Office of Exceptional Children to implement best practices for deaf/hard of hearing students.</p> <p>2. Insure that SCSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE, CEASD	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O3.1.2
Description	Establish talking points to communicate the inventory of services for each division/department
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	An inventory of services was developed for each division to communicate clearly the role of each division.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G3
Higher Goal Strategy Supports:	S3.1

### RESPONSIBLE LEAD

Name	Maggie Park
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Past President
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	President's Office
Dept/Division Summary	The President's Office is the Agency Head Office and associated areas of supervision.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Direct Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Total Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3

## Strategic Plan - Strategy and Objective Details

By Major Program Area in 2014-15 SEE GOAL 3

### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 3	SEE PERFORMANCE MEASURES FOR GOAL 3	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

## Strategic Plan - Strategy and Objective Details

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Poor communication, Poor Agency Climate	1. Insure SCSDb works with the SCDOE and state OHR in developing clear systems of service provided. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

## Strategic Plan - Strategy and Objective Details

<i>Instructions:</i> The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective				
Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	S3.2
Description	Develop communication protocols between educational and residential staff
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	The establishment of communication protocols improved communication between three shifts of staff members that serve students while on campus.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G3
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	John Reynolds
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Residential Life Services, Transportation
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Office of Residential Life Services and Transportation
Dept/Division Summary	The Office of Residential Life Services oversees all components of Residential Program and Transportation.

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Direct Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Total Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3

By Major Program Area in 2014-15	SEE GOAL 3
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 3	SEE PERFORMANCE MEASURES FOR GOAL 3	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Determination of whether corrective action is necessary (key Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012

## Strategic Plan - Strategy and Objective Details

CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Poor communication, Poor Agency Climate	1. Insure SCSDb works with the SCDOE in developing clear systems of communication. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS



## Strategic Plan - Strategy and Objective Details

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O3.2.1
Description	Determine what information needs to be shared and who will share the information between the educational program and residential program
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	A stronger partnership was developed between residential and educational staff.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G3
Higher Goal Strategy Supports:	S3.2

### RESPONSIBLE LEAD

Name	John Reynolds
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months

## Strategic Plan - Strategy and Objective Details

Position	Director of Residential Life Services, Transportation
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Office of Residential Life Services and Transportation
Dept/Division Summary	The Office of Residential Life Services oversees all components of Residential Program and Transportation.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Direct Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Total Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3

By Major Program Area in 2014-15	SEE GOAL 3
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
School Improvement Council	Parental Involvement

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 3	SEE PERFORMANCE MEASURES FOR GOAL 3	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Determination of whether corrective action is necessary (key)	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3

## Strategic Plan - Strategy and Objective Details

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Poor communication, Poor Agency Climate	<p>1. Insure SCSDB works with the SCDOE in developing clear systems of communication.</p> <p>2. Insure that SCSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE, SCOHR	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O3.2.2
Description	Establish agreed upon communication methods between educational staff and residential staff
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Improvements were made in the lines of communication concerning student discipline, student health, homework assignments, and improving student independence.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G3
Higher Goal Strategy Supports:	S3.2

### RESPONSIBLE LEAD

Name	John Reynolds
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Residential Life Services, Transportation
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Office of Residential Life Services and Transportation
Dept/Division Summary	The Office of Residential Life Services oversees all components of Residential Program and Transportation.

### MONEY SPENT

## Strategic Plan - Strategy and Objective Details

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Direct Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3
Total Costs of Results	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3	SEE GOAL 3

By Major Program Area in 2014-15	SEE GOAL 3
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
School Improvement Council	Parental Involvement

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 3	SEE PERFORMANCE MEASURES FOR GOAL 3	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 3

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011

## Strategic Plan - Strategy and Objective Details

State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Poor communication, Poor Agency Climate	1. Insure SCSDb works with the SCDOE in developing clear systems of communication. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCOHR	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted

## Strategic Plan - Strategy and Objective Details

IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	G4
Description	Improve the effective use of technology
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	The nextwork infrastructure was improved to provide complete coverage of campus increasing wireless access points and improving nextwork security with a "Next Generation" security appliance.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	N/A
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Trad Robinson
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	CIO
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Chief Information Office



## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 4, the major funding program areas included Education, Outreach, and Physical Support.				
Direct Costs of Results					
Total Costs of Results					

By Major Program Area in 2014-15	<i>Education 7,525,327.12, Support Services 6,171,451.27, Residential 3,531,443.71, Administration 4,983,813.10, Physical Support 1,508,678.46, Outreach 5,418,804.42</i>
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Technology Division Meeting
SC State Department of Education	PowerSchool/Enrich
SC CIO Office	Agency Technology Security

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
2 Years	Network Equipment-Switches	N/A	N/a	N/A	N/A	79	79	79	79	39

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether In order to implement one to one devices for students, upgrades to network switches was required.

## Strategic Plan - Strategy and Objective Details

Reasoning for 2014-15 Target Value?		The number of network switches afforded the infrastructure needed to support technology program.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		Goal Met								
Reasoning for 2015-16 Target Value?		In order to implement one to one devices for students, upgrades to network switches was required.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Trad Robinson, CIO								
Comparison of actual performance to target value		Met								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Trad Robinson, CIO								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
2 Years	Network Equipment-Wireless Access Points	N/A	N/a	N/A	N/A	162	162	162	162	40

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		In order to implement one to one devices for students, an increase in wireless access points was required.								
Reasoning for 2014-15 Target Value?		The number of wireless access points afforded the infrastructure needed to support technology program.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		Goal Met								
Reasoning for 2015-16 Target Value?		In order to implement one to one devices for students, an increase in wireless access points was required.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Trad Robinson, CIO								
Comparison of actual performance to target value		Met								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Trad Robinson, CIO								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
2 Years	Fiber Connections-1GigE to 10 GigE	N/A	N/A	N/A	1GigE	10GigE	10GigE	10GigE	10GigE	41

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		An increase in fiber connections was required to support technology program.								
Reasoning for 2014-15 Target Value?		This increase allowed support needed for one of one program.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Goal Met								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		An increase in fiber connections was required to support technology program.								

## Strategic Plan - Strategy and Objective Details

Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Trad Robinson, CIO								
Comparison of actual performance to target value		Met								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Trad Robinson, CIO								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
3 Years	One to One Devices-Macbooks	N/A	N/A	N/A	1	201	As Needed	236	As Needed	42

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		Macbooks are the devices used for one to one program in middle school and high school programs.								
Reasoning for 2014-15 Target Value?		Macbooks are the devices used for one to one program in middle school and high school programs.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Met Goal								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Macbooks are the devices used for one to one program in middle school and high school programs.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Trad Robinson, CIO								
Comparison of actual performance to target value		Goal Met								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		N/A								
Making any changes needed to ensure the target value is reached		Additional devices will be added as roll out of program continues based upon needs.								
Names and Titles of individuals who set this as a performance		Trad Robinson, CIO								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
3 Years	One to One Devices-iPads/iOS Devices	N/A	N/A	N/A	12	138	As Needed	254	As Needed	43

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		iPads are the devices used for one to one program in middle school and high school programs.								
Reasoning for 2014-15 Target Value?		iPads are the devices used for one to one program in middle school and high school programs.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Met Goal								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		iPads are the devices used for one to one program in middle school and high school programs.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Trad Robinson, CIO								
Comparison of actual performance to target value		Goal Met								

## Strategic Plan - Strategy and Objective Details

Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for continuing process improvement and ultimately increasing the		N/A								
Making any changes needed to ensure the target value is reached		Additional devices will be added as roll out of program continues based upon needs.								
Names and Titles of individuals who set this as a performance		Trad Robinson, CIO								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
2 Years	Technology Integrator/Coach/Coordinator	N/A	N/A	N/A	N/A	1	1	1	1	44

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	Technology Integrator/Coach/Coordinator was essential to provide instructional support for program.
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	Standard
Work being done to improve deficiencies?	Goal Met
Reasoning for 2015-16 Target Value?	N/A
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	Technology Integrator/Coach/Coordinator was essential to provide instructional support for program.
Comparison of actual performance to target value	Standard
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for	Goal Met
Making any changes needed to ensure the target value is reached	N/A
Names and Titles of individuals who set this as a performance	Trad Robinson, CIO

### REVIEWS/AUDITS

<i>Instructions:</i> The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative					
Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

## Strategic Plan - Strategy and Objective Details

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School

## Strategic Plan - Strategy and Objective Details

IDEA	This law ensures services to children with disabilities.
Title 59 Ch 47	Code of Laws for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	S4.1
Description	Effectively integrate instruction into technology
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Student opportunities in effectively using technology were increased.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G4
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Trad Robinson
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	CIO
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Chief Information Office

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Direct Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Total Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4

By Major Program Area in 2014-15	SEE GOAL 4
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Technology Division Meeting

### PERFORMANCE MEASURES

<i>Instructions:</i> The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 4	SEE PERFORMANCE MEASURES FOR GOAL 4	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

## Strategic Plan - Strategy and Objective Details

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	<p>1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology.</p> <p>2. Insure that SCSDb collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE, SCCIO	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Title 59 Ch 47

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O4.1.1
Description	Implement one to one devices as funding is available
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	An accessible, one to one device program was implemented that included assistive technology such as refreshable braille, voice capabilities, and other accessibility features.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G4
Higher Goal Strategy Supports:	S4.1

### RESPONSIBLE LEAD

Name	Trad Robinson
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	CIO
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Chief Information Office
Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Direct Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4

## Strategic Plan - Strategy and Objective Details

Total Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
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By Major Program Area in 2014-15	SEE GOAL 4
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Technology Division Meeting
Spartanburg School District 7	One to One Device Training for Mainstream Students

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 4	SEE PERFORMANCE MEASURES FOR GOAL 4	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013

## Strategic Plan - Strategy and Objective Details

State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
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### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Title 59 Ch 47

## Strategic Plan - Strategy and Objective Details

### LAWS TO FURTHER EVALUATE

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Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O4.1.2
Description	Provide professional development training to staff in the effective use of technology
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Online and face to face training are provided to staff on a regular basis.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G4
Higher Goal Strategy Supports:	S4.1

### RESPONSIBLE LEAD

Name	Trad Robinson
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	CIO
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Chief Information Office
Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Direct Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Total Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4

By Major Program Area in 2014-15	SEE GOAL 4
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Technology Division Meeting

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 4	SEE PERFORMANCE MEASURES FOR GOAL 4	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012

## Strategic Plan - Strategy and Objective Details

State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

## Strategic Plan - Strategy and Objective Details

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Title 59 Ch 47

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O4.1.3
Description	Hire a technology integrator/coach/coordinator as funding is available
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Technology integrator provides training and support to students and staff on a daily basis.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G4
Higher Goal Strategy Supports:	S4.1

<b>RESPONSIBLE LEAD</b>	Trad Robinson
Name	12 Months
Length of Time (individual has been responsible for goal, strategy or objective) in months	CIO
Position	355 Cedar Springs Road, Spartanburg, SC 29302
Office Address	Chief Information Office



## Strategic Plan - Strategy and Objective Details

Dept/Division	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.
Dept/Division Summary	Chief Information Office

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Direct Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Total Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4

By Major Program Area in 2014-15	SEE GOAL 4
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Technology Division Meeting

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 4	SEE PERFORMANCE MEASURES FOR GOAL 4	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

## Strategic Plan - Strategy and Objective Details

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	<p>1. Insure SCSSDB works with the SCDOE in implementing best practices in the use of technology.</p> <p>2. Insure that SCSSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Title 59 Ch 47

### LAWS TO FURTHER EVALUATE

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Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O4.1.4
Description	Secure and implement instructional technology resources
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	An online resource library of instructional materials and resources is available for staff.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G4
Higher Goal Strategy Supports:	S4.1

### RESPONSIBLE LEAD

Name	Trad Robinson
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	CIO
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Chief Information Office
Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Direct Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Total Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4

## Strategic Plan - Strategy and Objective Details

By Major Program Area in 2014-15 SEE GOAL 4

### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Technology Division Meeting

### PERFORMANCE MEASURES

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SEE PERFORMANCE MEASURES FOR GOAL 4	SEE PERFORMANCE MEASURES FOR GOAL 4	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
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Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4

### REVIEWS/AUDITS

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Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
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CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
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## Strategic Plan - Strategy and Objective Details

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Title 59 Ch 47

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O4.1.5
Description	Determine and implement accountability measures for technology proficiency
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Technology proficiency is assessed through individual formative assessment of student use.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G4
Higher Goal Strategy Supports:	S4.1

### RESPONSIBLE LEAD

Name	Trad Robinson
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	CIO
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Chief Information Office
Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
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## Strategic Plan - Strategy and Objective Details

Support Costs Apportioned	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Direct Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4
Total Costs of Results	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4	SEE GOAL 4

By Major Program Area in 2014-15	SEE GOAL 4
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Technology Division Meeting

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 4	SEE PERFORMANCE MEASURES FOR GOAL 4	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Determination of whether corrective action is necessary (key Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 4

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013



## Strategic Plan - Strategy and Objective Details

State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014
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### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Decreased ability among sensory disabled students to use technology and assistive technology needed to find future success; Decreased accessibility to regular world for sensory disabled students	1. Insure SCSDb works with the SCDOE in implementing best practices in the use of technology. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Title 59 Ch 47

## Strategic Plan - Strategy and Objective Details

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	G5
Description	Develop and implement a recruitment plan
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	A focus for recruitment of students and staff was provided.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	N/A
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Monique Callaham
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	HR Director
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Office of Human Resources
Dept/Division Summary	The Office of Human Resources oversees all aspects of this personnel division and supervise ASL program.

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SCSDB does not capture cost data at the strategic plan level. Strategic planning instead includes the tracking of strategic goals to major program areas. For Goal 5, the major funding program areas Education, Outreach, and Administration.				
Direct Costs of Results					
Total Costs of Results					

By Major Program Area in 2014-15	<i>Education 7,525,327.12, Support Services 6,171,451.27, Residential 3,531,443.71, Administration 4,983,813.10, Physical Support 1,508,678.46, Outreach 5,418,804.42</i>
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

<i>Instructions:</i> The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please										
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Days to fill vacancy	22.75	12.25	30	58	31	30	65	30	45

#### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	This performance measure allows SCSDB to gauge the efficiency in filling positions.
Was 2014-15 Target a standard target, moderate challenge or a stretch?	30 days allows for limited time in vacancy, when possible.
Reasoning for missing 2014-15 Target Value, if missed?	Stretch
Work being done to improve deficiencies?	Some positions were held or a long term substitute was used to finish year.
Reasoning for 2015-16 Target Value?	SCSDB continues to partner with others to increase awareness for teaching needs and job availability.
Is the 2014-15 Target a standard target, moderate challenge or a stretch?	30 days allows for limited time in vacancy, when possible.
Provide the names of employees who are responsible for...	Stretch
	Monique Callaham, HR

## Strategic Plan - Strategy and Objective Details

Comparison of actual performance to target value		SCSDB did not meet the target. The 65 days is an average result; however, holding some positions allowed for filling some positions on a temporary basis to determine if agency could reorganize to increase efficiency.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for making any changes needed to ensure the target value is reached)		Corrective action is not needed at this time. SCSDB understands that an increase in the number of days may be a result of cost saving measures.								
Making any changes needed to ensure the target value is reached		Will continue to strive to meet 30 day timeline when a regular position is filled.								
Names and Titles of individuals who set this as a performance		Page B. McCraw, Interim President								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	EEO Attainment Goal	92.40%	92.10%	91.30%	84.90%	92.70%	93%	89.40%	93%	46

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	EEO Attainment Goal is submitted annually to State OHR.									
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	A slight increase was set to assist in working toward such a goal.									
Reasoning for missing 2014-15 Target Value, if missed?	Standard									
Work being done to improve deficiencies?	SCSDB had an underutilization for E3 technician jobs for white females and one for E8 service managers jobs for black males.									
Reasoning for 2015-16 Target Value?	Recruitment efforts will continue in the areas.									
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	A slight increase was set to assist in working toward such a goal.									
Provide the names of employees who are responsible for...	Standard									
Comparison of actual performance to target value	Monique Callaham, HR									
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for making any changes needed to ensure the target value is reached)	SCSDB had an underutilization for E3 technician jobs for white females and one for E8 service managers jobs for black males.									
Reasoning for 2015-16 Target Value?	Corrective action is not warranted at this time. As part of the agency's mission, a commitment is made to hiring a diverse work staff and the agency recognizes that 14.8% of our staff have sensory impairment.s									
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	Recruitment efforts will continue in the areas. Additionally, information is provided to directors on a regular basis as to consideration to equal employment.									
Provide the names of employees who are responsible for...	Goals are set by State OHR base upon formulas. SCSDB set a 93% by the agency head.									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Staff Leaving for Better Job-Of Those Leaving	21%	17%	0%	18%	19%	10% or more	23%	10% or more	47

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?	SCSDB supports the advancement of staff but also wants to maintain a qualified workforce. If staff are leaving, the agency would prefer this exit is a result of advancement.									
Reasoning for 2014-15 Target Value?	10% was a standard measure									
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	Standard									
Reasoning for missing 2014-15 Target Value, if missed?	Goal Met									
Work being done to improve deficiencies?	N/A									
Reasoning for 2015-16 Target Value?	10% was a standard measure									
Is the 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	Standard									
Provide the names of employees who are responsible for...	Monique Callaham, HR									

## Strategic Plan - Strategy and Objective Details

Comparison of actual performance to target value		Of staff leaving during 2014-2015, 23% of staff leaving SCSDB left for advancement.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		None needed at this time.								
Making any changes needed to ensure the target value is reached		Continue to monitor reasons for exit.								
Names and Titles of individuals who set this as a performance		Agency Head								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Staff Leaving for Higher Rate of Pay	14%	2.50%	0%	5%	3%	3%	5%	3%	48

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		SCSDB supports the advancement of staff but also wants to maintain a qualified workforce. If staff are leaving, the agency would prefer this exit is a result of advancement.								
Reasoning for 2014-15 Target Value?		10% was a standard measure								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Goal Met								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		10% was a standard measure								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Monique Callahan, HR								
Comparison of actual performance to target value		Of staff leaving during 2014-2015, 5% of staff leaving SCSDB left for self reported pay increase.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for continuing process improvement and ultimately increasing the		Although corrective action is not needed at this time, SCSDB is aware of the difficulty realized across SC in securing bus drivers. During 2015-2016, SCSDB will examine rates across SC among school districts to insure the classification of bus drivers affords a salary base that is competitive to attract and retain such employees.								
Making any changes needed to ensure the target value is reached		Continue to monitor reasons for exit.								
Names and Titles of individuals who set this as a performance		Agency Head								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Staff Leaving for Better Working Conditions	0%	2.50%	0%	9%	0%	5%	2.60%	5%	49

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		SCSDB supports the advancement of staff but also wants to maintain a qualified workforce. If staff are leaving, the agency would prefer this exit is a result of advancement rather than simply better working conditions.								
Reasoning for 2014-15 Target Value?		5% was a standard measure								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Goal Met								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		5% was a standard measure								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Monique Callahan, HR								

## Strategic Plan - Strategy and Objective Details

Comparison of actual performance to target value		Of staff leaving during 2014-2015, only 2.6% of staff leaving SCSDB left for better working conditions as self reported.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and		N/A								
Making any changes needed to ensure the target value is reached		Continue to monitor reasons for exit.								
Names and Titles of individuals who set this as a performance		Agency Head								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Staff Leaving for Family Circumstances	36%	33%	0%	14%	14%	10%	7.70%	10%	50

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		SCSDB recognizes that home situations such as relocation of spouse or needs of other family members can impact an staff member's employment.								
Reasoning for 2014-15 Target Value?		10% was a standard measure								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Goal Met								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		10% was a standard measure								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Monique Callaham, HR								
Comparison of actual performance to target value		Of staff leaving during 2014-2015, only 7.7% of staff leaving SCSDB left for family reasons as self reported.								
Determination of whether corrective action is necessary (key		N/A								
Making any changes needed to ensure the target value is reached		Continue to monitor reasons for exit.								
Names and Titles of individuals who set this as a performance		Agency Head								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
3 Years	Staff Terminations	N/A	N/A	N/A	16%	19%	0%	30.80%	0%	51

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether		A high qualify workforce is essential to the agency. Circumstances do warrant at times termination.								
Reasoning for 2014-15 Target Value?		SCSDB makes every effort to hire a qualified workforce.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		A high qualify workforce is essential to the agency. Circumstances do warrant at times termination.								
Work being done to improve deficiencies?		Although terminations were realized, circumstances warranted such action.								
Reasoning for 2015-16 Target Value?		A high qualify workforce is essential to the agency. Circumstances do warrant at times termination.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Monique Callaham, HR								
Comparison of actual performance to target value		SCSDB realized an increase in terminations in the percentage of those leaving.								
Determination of whether corrective action is necessary (key		None needed								
Making any changes needed to ensure the target value is reached		SCSDB will always strive to have a qualified workforce; however, the agency will never hesitate to terminate an employment when warranted.								
Names and Titles of individuals who set this as a performance		Agency Head								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Teachers with RACs	9%	3%	5%	14%	6.45%	0%	7.50%	0%	52

## Strategic Plan - Strategy and Objective Details

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?	The SCDOE allows a 3 year window for teachers to become fully certified in certain circumstances. SCSDB always seeks to hire fully certified staff but recognizes that certifications required for our special school often requires the ability to seek a RAC.									
Reasoning for 2014-15 Target Value?	The SCDOE allows a 3 year window for teachers to become fully certified in certain circumstances. SCSDB always seeks to hire fully certified staff but recognizes that certifications required for our special school often requires the ability to seek a RAC.									
Was 2014-15 Target a standard target, moderate challenge or a stretch?	Stretch									
Reasoning for missing 2014-15 Target Value, if missed?	The SCDOE allows a 3 year window for teachers to become fully certified in certain circumstances. SCSDB always seeks to hire fully certified staff but recognizes that certifications required for our special school often requires the ability to seek a RAC.									
Work being done to improve deficiencies?	SCSDB partners with local colleges and universities to assist teachers to obtain dual certifications.									
Reasoning for 2015-16 Target Value?	The SCDOE allows a 3 year window for teachers to become fully certified in certain circumstances. SCSDB always seeks to hire fully certified staff but recognizes that certifications required for our special school often requires the ability to seek a RAC.									
Is the 2014-15 Target a standard target, moderate challenge or a stretch?	Standard									
Provide the names of employees who are responsible for...	Cherie Winkler, Teacher Certification									
Comparison of actual performance to target value	SCSDB had 7.5% of teaching staff with a temporary licensure during 2014-2015.									
Determination of whether corrective action is necessary (key factor)	Noe at this time.									
Making any changes needed to ensure the target value is reached	Will continue to support teachers through Title II funds, as available for testing fees and tuition reimbursement.									
Names and Titles of individuals who set this as a performance measure	Page B. McCraw, Interim President									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Campus Student Enrollment Data	279	267	292	304	292	As Needed	262	As Needed	53

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?	SCSDB serves children under IDEA as the least restrictive environment for students based upon the IEP team decision.									
Reasoning for 2014-15 Target Value?	SCSDB serves children under IDEA as the least restrictive environment for students based upon the IEP team decision.									
Was 2014-15 Target a standard target, moderate challenge or a stretch?	Standard									
Reasoning for missing 2014-15 Target Value, if missed?	N/A									
Work being done to improve deficiencies?	SCSDB has established a strategic planning team to determine any areas for improvement to insure those families with eligible students are aware of the services									
Reasoning for 2015-16 Target Value?	SCSDB serves children under IDEA as the least restrictive environment for students based upon the IEP team decision.									
Is the 2014-15 Target a standard target, moderate challenge or a stretch?	Standard									
Provide the names of employees who are responsible for...	Sara Kollock, Educational Services and principals at each school.									
Comparison of actual performance to target value	Overall, SCSDB realized a decline in campus enrollment for 2014-2015 as a result of a large student completion the prior year. The greatest decline has occurred at the Blind School.									

## Strategic Plan - Strategy and Objective Details

Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for		SCSDB is focusing to examine exit data and will work in the future to expand 4 and 5 year old services through Early Intervention. SCSDB is also exploring the possibility of a satellite early childhood program in the coastal area. SCSDB serves children ages 0 to 3 in homes. Expanding to include 4 and 5 year olds would provide much needed services to these children and their families. Additionally, this would allow SCSDB to maintain a connection to these families to encourage campus enrollment, when appropriate.								
Making any changes needed to ensure the target value is reached		SCSDB will provide a focus on student recruitment at the blind school during the next year. SCSDB has reorganized the admissions staff to dedicate more efforts in the area of recruitment.								
Names and Titles of individuals who set this as a performance		Agency Head								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Outreach VI Students	439	332	336	172	178	As Needed	194	As Needed	54

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		SCSDB serves children under IDEA as the least restrictive environment for students based upon the IEP team decision. In Outreach Services, school districts contract with SCSDB for expert services for children with visual impairments.								
Reasoning for 2014-15 Target Value?		Services are needed based on student population and district needs.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Services are needed based on student population and district needs.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Scott Falcone, Director of Outreach Services								
Comparison of actual performance to target value		Over the past 5 years, a decline has been realized in the need for services for VI students. Campus enrollment has also seen a decline at the blind school. However, for 2014-2015, this increased to 194.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for		None at this time								
Making any changes needed to ensure the target value is reached		SCSDB has begun to monitor early intervention numbers to determine if indeed there is a continued decline in children with visual impairments or is the decrease in numbers is simply a span of time where a reduced number of children have visual impairments.								
Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
5 Years	Students Receiving Orientation and Mobility Services	N/A	119	120	134	179	As Needed	161	As Needed	55

### Questions Related to Performance Measure



## Strategic Plan - Strategy and Objective Details

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		SCSDB serves children under IDEA as the least restrictive environment for students based upon the IEP team decision. In Outreach Services, school districts contract with SCSDB for expert services for children with visual impairments. For Orientation and Mobility (O&M), SCSDB Outreach provides services on campus and to school districts.								
Reasoning for 2014-15 Target Value?		Services are needed based on student population and district needs.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Services are needed based on student population and district needs.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Scott Falcone, Director of Outreach Services								
Comparison of actual performance to target value		SCSDB has realized and increase in the number of services needed to 179 and 161 respectively over the past two years.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this		Corrective action is not needed at this time. However, a shortage does exist in the staff available/certified to provide such services. SCSDB has partnered with USC Upstate as the school explores beginning such a program.								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>
5 Years	Access Technology Students	N/A	40	22	14	19	As Needed	18	As Needed	56

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		SCSDB serves children under IDEA as the least restrictive environment for students based upon the IEP team decision. In Outreach Services, school districts contract with SCSDB for expert services for children with visual impairments to support the use of assistive technology.								
Reasoning for 2014-15 Target Value?		Services are needed based on student population and district needs.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Services are needed based on student population and district needs.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Scott Falcone, Director of Outreach Services								
Comparison of actual performance to target value		SCSDB provides services based on need.								
Determination of whether corrective action is necessary (key		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>
5 Years	Project Magnify Students	N/A	21	28	32	26	As Needed	25	As Needed	57

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		SCSDB serves children under IDEA as the least restrictive environment for students based upon the IEP team decision. In Outreach Services, school districts contract with SCSDB for expert services for children with visual impairments.								
Reasoning for 2014-15 Target Value?		Services are needed based on student population and district needs.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Services are needed based on student population and district needs.								

## Strategic Plan - Strategy and Objective Details

Is the 2014-15 Target a standard target, moderate challenge or a	Standard									
Provide the names of employees who are responsible for...	Scott Falcone, Director of Outreach Services									
Comparison of actual performance to target value	SCSDB provides services based on need.									
Determination of whether corrective action is necessary (key	N/A									
Making any changes needed to ensure the target value is reached	N/A									
Names and Titles of individuals who set this as a performance	Scott Falcone, Director of Outreach Services									
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>	<b>PM Item #</b>
5 Years	Little Locomotive Students	N/A	27	45	57	63	As Needed	62	As Needed	58

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		SCSDB provides white cane and orientation/mobility training to children through Outreach Services. This early intervention training is essential for these children and their families, especially as these children begin to navigate.								
Reasoning for 2014-15 Target Value?		Services are provided based on needs of children and families								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		N/A								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Services are needed based on student population and district needs.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Scott Falcone, Director of Outreach Services								
Comparison of actual performance to target value		SCSDB provides services based on need.								
Determination of whether corrective action is necessary (key		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Outreach Hearing Students	70	79	71	72	73	As Needed	92	As Needed	59

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?	SCSDB serves children under IDEA as the least restrictive environment for students based upon the IEP team decision. In Outreach Services, school districts contract with SCSDB for expert services for children with hearing impairments.									
Reasoning for 2014-15 Target Value?	Services are needed based on student population and district needs.									
Was 2014-15 Target a standard target, moderate challenge or a	Standard									
Reasoning for missing 2014-15 Target Value, if missed?	N/A									
Work being done to improve deficiencies?	N/A									
Reasoning for 2015-16 Target Value?	Services are needed based on student population and district needs.									
Is the 2014-15 Target a standard target, moderate challenge or a	Standard									
Provide the names of employees who are responsible for...	Scott Falcone, Director of Outreach Services									
Comparison of actual performance to target value	Numbers for Outreach Hearing Services have remained steady over the past 6 years with a slight increase in 2014-2015.									
Determination of whether corrective action is necessary (key	N/A									
Making any changes needed to ensure the target value is reached	N/A									
Names and Titles of individuals who set this as a performance	Scott Falcone, Director of Outreach Services									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
5 Years	Interpreting Hours for SCSDB	N/A	2,506.00	5,438.25	4,111.75	5,031.25	As Needed	3,962.75	As Needed	60

### Questions Related to Performance Measure

## Strategic Plan - Strategy and Objective Details

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		Interpreting hours are provided based on individual needs of students and staff members. Accessibility is a major focus at SCSDB.								
Reasoning for 2014-15 Target Value?		Interpreting hours are provided based on individual needs of students and staff members. Accessibility is a major focus at SCSDB.								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Target Met								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Interpreting hours are provided based on individual needs of students and staff members. Accessibility is a major focus at SCSDB.								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Scott Falcone, Director of Outreach Services								
Comparison of actual performance to target value		SCSDB realized an increase in the hours of interpreting needed on campus during recent years; however, this number declined in 2014-2015.								
Determination of whether corrective action is necessary (key		None at this time								
Making any changes needed to ensure the target value is reached		SCSDB Outreach carefully plans and schedules these much needed services.								
Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
5 Years	Interpreting Hours-Outside	N/A	8,738.00	6,655.25	2,516.50	3,075.75	As Needed	2,816.75	As Needed	60

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		Interpreting hours are provided based on individual needs of students and staff member. Accessibility is a major focus and Outreach Services works to provide these much needed services to school districts, other agencies, and entities, as needed..								
Reasoning for 2014-15 Target Value?		Interpreting hours are provided based on individual needs of students and staff member. Accessibility is a major focus and Outreach Services works to provide these much needed services to school districts, other agencies, and entities, as needed..								
Was 2014-15 Target a standard target, moderate challenge or a		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Target Met								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Interpreting hours are provided based on individual needs of students and staff member. Accessibility is a major focus and Outreach Services works to provide these much needed services to school districts, other agencies, and entities, as needed..								
Is the 2014-15 Target a standard target, moderate challenge or a		Standard								
Provide the names of employees who are responsible for...		Scott Falcone, Director of Outreach Services								
Comparison of actual performance to target value		SCSDB realized an increase in the hours of interpreting needed in recent years. SCSDB is working to expand services to meet this driving demand. Contractual services are limited to the availability of interpreting staff.								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and effectiveness of the process, which is an essential condition for		Outreach Services is currently working with agency administration to employ a staff member to assist with the growing demands of this program. Over the past five years, there has been a decline in the number of outside interpreting services as a result of budget cuts and SCSDB's lack of ability to meet the continued need in South Carolina. Attention is needed to expanding this area to meet the ever growing needs for other entities while providing these services based on the expertise of the agency.								
Making any changes needed to ensure the target value is reached		SCSDB Outreach carefully plans and schedules these much needed services. Future updates to technology and software will assist this department in the future.								

## Strategic Plan - Strategy and Objective Details

Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								PM Item #
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	
6 Years	Kelly's Kids Enrollment (Campus Enrollment)	16	18	16	16	21	16	16	16	61

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?	Kelly's Kids is a program that exists as a result of a partnership between SCSDb and First Steps. SCSDb provides much needed early childcare for children with sensory impairments in the Spartanburg area.
Reasoning for 2014-15 Target Value?	Based on program guidelines and staffing availability/funding, the program typically is at capacity with 16 children.
Was 2014-15 Target a standard target, moderate challenge or a stretch challenge?	Standard
Reasoning for missing 2014-15 Target Value, if missed?	Goal Met
Work being done to improve deficiencies?	N/A
Reasoning for 2015-16 Target Value?	Based on program guidelines and staffing availability/funding, the program typically is at capacity with 16 children.
Is the 2014-15 Target a standard target, moderate challenge or a stretch challenge?	Standard
Provide the names of employees who are responsible for...	Terri Cross, Program Director
Comparison of actual performance to target value	Goal Met
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and	N/A
Making any changes needed to ensure the target value is reached	N/A

Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								PM Item #
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	
6 Years	Early Intervention Enrollment	691	556	552	442	507	As Needed	506	As Needed	62

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?	Through a partnership with First Steps-Baby Net, SCSDb provided early intervention to children with vision and/or hearing impairments and their families across the state of South Carolina. Services are based on need and referrals from Baby Net.
Reasoning for 2014-15 Target Value?	Through a partnership with First Steps-Baby Net, SCSDb provided early intervention to children with vision and/or hearing impairments and their families across the state of South Carolina. Services are based on need and referrals from Baby Net.
Was 2014-15 Target a standard target, moderate challenge or a stretch challenge?	Standard
Reasoning for missing 2014-15 Target Value, if missed?	Goal Met
Work being done to improve deficiencies?	N/A
Reasoning for 2015-16 Target Value?	Through a partnership with First Steps-Baby Net, SCSDb provided early intervention to children with vision and/or hearing impairments and their families across the state of South Carolina. Services are based on need and referrals from Baby Net.
Is the 2014-15 Target a standard target, moderate challenge or a stretch challenge?	Standard
Provide the names of employees who are responsible for...	Scott Falcone, Director of Outreach Services
Comparison of actual performance to target value	Goal Met
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state of process performance, one that will prevent defects from happening; and (4) to maintain or enhance the efficiency and	Services are provided to children ages 0 to 3. A need exists to expand such services to 4 and 5 year old children and their families. Such services would be reimbursable under Medicaid. SCSDb plans to explore such expansion during budget process of the next legislative session.

### Strategic Plan - Strategy and Objective Details

Making any changes needed to ensure the target value is reached		SCSDB would need additional budget authority to be able to expand such services that are reimbursable under Medicaid.								
Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
5 Years	Students Served-Deaf/Blind Project	N/A	98	127	133	130	As Needed	65	As Needed	63

#### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		Services are provided through the Deaf/Blind Project based upon need for services across the state of South Carolina. The Deaf/Blind Project is a federal program and SCSDB is the agency awarded this project through a grant from the US Department of Education.								
Reasoning for 2014-15 Target Value?		Services are provided through the Deaf/Blind Project based upon need for services across the state of South Carolina. The Deaf/Blind Project is a federal program and SCSDB is the agency awarded this project through a grant from the US Department of Education.								
Was 2014-15 Target a standard target, moderate challenge or a stretch challenge?		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Goal Met								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Services are provided through the Deaf/Blind Project based upon need for services across the state of South Carolina. The Deaf/Blind Project is a federal program and SCSDB is the agency awarded this project through a grant from the US Department of Education.								
Is the 2014-15 Target a standard target, moderate challenge or a stretch challenge?		Standard								
Provide the names of employees who are responsible for...		Scott Falcone, Director of Outreach Services								
Comparison of actual performance to target value		Goal Met								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state)		N/A								
Making any changes needed to ensure the target value is reached		N/A								
Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets	PM Item #
6 Years	Instructional Resource Center/Braille Production Center-Students Served	126	121	207	189	163	As Needed	181	As Needed	64

#### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether the objective had been accomplished?		Instructional Resource Center/Braille Production Center provides Braille textbooks and instructional materials for children across the state of South Carolina. Large print materials are also created at the campus center. Braille materials are created through a partnership with Leath Correctional Facility.								
Reasoning for 2014-15 Target Value?		Materials are provided as needed.								
Was 2014-15 Target a standard target, moderate challenge or a stretch challenge?		Standard								
Reasoning for missing 2014-15 Target Value, if missed?		Goal Met								
Work being done to improve deficiencies?		N/A								
Reasoning for 2015-16 Target Value?		Materials are provided as needed.								
Is the 2014-15 Target a standard target, moderate challenge or a stretch challenge?		Standard								
Provide the names of employees who are responsible for...		Scott Falcone, Director of Outreach Services								
Comparison of actual performance to target value		Goal Met								
Determination of whether corrective action is necessary (key objectives of correction are: (1) to remove defects, in many cases this is worker-controllable; (2) to remove the causes of defects, this may be worker or management controllable; (3) to attain a new state)		Correction is not needed at this time; however, the increased need in services this year along with the ability to develop tactile graphics has realized a need for future increased funding to meet employment costs at the prison.								
Making any changes needed to ensure the target value is reached		Technology has been expanded to meet needs of this program.								
Names and Titles of individuals who set this as a performance		Scott Falcone, Director of Outreach Services								

## Strategic Plan - Strategy and Objective Details

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually
HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Fewer sensory disabled children served by qualified, certified staff	<p>1. Insure SCSDSDB works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC.</p> <p>2. Insure that SCSDSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE, SCOHR	<p>The educational objectives at SCSDSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59	Education Law for Agency/School
IDEA	This law ensures services to children with disabilities.
Title 59 Ch 47	Code of Laws for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

## Strategic Plan - Strategy and Objective Details

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	S5.1
Description	Develop and implement a staff recruitment plan
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Students were provided instruction by certified, highly qualified staff, particularly in critical need areas.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Monique Callaham
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	HR Director
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Office of Human Resources
Dept/Division Summary	The Office of Human Resources oversees all aspects of this personnel division and supervise ASL program.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
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## Strategic Plan - Strategy and Objective Details

Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

By Major Program Area in 2014-15	SEE GOAL 5
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually
HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013

## Strategic Plan - Strategy and Objective Details

AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Lack of qualified, certified staff to serve sensory disabled students	<p>1. Insure SCSDSDB works with the SCDOE and State OHR to insure a qualified workforce.</p> <p>2. Insure that SCSDSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE, SCOHR	<p>The educational objectives at SCSDSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title II	Highly Qualified Teachers

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		
Title II	Highly Qualified Teachers	4		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O5.1.1
Description	Attend recruitment fairs to seek highly qualified staff
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	The HR director participated in recruitment events seeking highly qualified staff.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	S5.1

### RESPONSIBLE LEAD

Name	Monique Callaham
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	HR Director
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Office of Human Resources
Dept/Division Summary	The Office of Human Resources oversees all aspects of this personnel division and supervise ASL program.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

## Strategic Plan - Strategy and Objective Details

Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
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By Major Program Area in 2014-15	SEE GOAL 5
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

<b>Current Partner Entities</b>	<b>Ways Agency works with Current Partners</b>
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually
HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012

## Strategic Plan - Strategy and Objective Details

CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Lack of qualified, certified staff to serve sensory disabled students	<p>1. Insure SCSDB works with the SCDOE and State OHR to insure a qualified workforce.</p> <p>2. Insure that SCSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE, SCOHR	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>

## Strategic Plan - Strategy and Objective Details

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Code of Laws for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	05.1.2
Description	Recruit highly qualified staff from colleges and universities prior to graduation
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	SCSDB partnered with local colleges and teacher cadet programs in high schools to create an awareness of SCSDB and the opportunities available.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	S5.1

### RESPONSIBLE LEAD

Name	Monique Callaham
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## Strategic Plan - Strategy and Objective Details

Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	HR Director
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Office of Human Resources
Dept/Division Summary	The Office of Human Resources oversees all aspects of this personnel division and supervise ASL program.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

By Major Program Area in 2014-15	SEE GOAL 5
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### PARTNERS

<i>Instructions:</i> The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities	
<b>Current Partner Entities</b>	<b>Ways Agency works with Current Partners</b>
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

<i>Instructions:</i> The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5



**Strategic Plan - Strategy and Objective Details**

Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
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**REVIEWS/AUDITS**

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually
HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

**POTENTIAL NEGATIVE IMPACT**

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Lack of qualified, certified staff to serve sensory disabled students	<p>1. Insure SCSDSDB works with the SCDOE and State OHR to insure a qualified workforce.</p> <p>2. Insure that SCSDSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE, SCOHR	<p>The educational objectives at SCSDSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Code of Laws for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	05.1.3
Description	Establish partnerships with major universities to recruit highly qualified staff
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Partnerships were developed with institutions of higher learning.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	S5.1

### RESPONSIBLE LEAD

Name	Maggie Park
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Past President
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	President's Office
Dept/Division Summary	The President's Office is the Agency Head Office and associated areas of supervision.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

## Strategic Plan - Strategy and Objective Details

By Major Program Area in 2014-15 SEE GOAL 5

### PARTNERS

<i>Instructions:</i> The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities	
<b>Current Partner Entities</b>	<b>Ways Agency works with Current Partners</b>
University of SC Upstate	Vision Teacher Certification Program
Converse College	Deaf/Hard of Hearing Teacher Certification Program

### PERFORMANCE MEASURES

<i>Instructions:</i> The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please									
<b># of years agency has tracked the measure</b>	<b>Performance Measure Description</b>	<b>2009-10 Results</b>	<b>2010-11 Actual Results</b>	<b>2011-12 Actual Results</b>	<b>2012-13 Actual Results</b>	<b>2013-14 Actual Results</b>	<b>2014-15 Targets</b>	<b>2014-15 Actual Results</b>	<b>2015-16 Targets</b>
SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

### REVIEWS/AUDITS

<i>Instructions:</i> The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative					
<b>Matter(s) or Issue(s) Under Review</b>	<b>Reason Review was Initiated</b> (outside request, internal policy, etc.)	<b>Was Reviewing Entity External or Internal?</b>	<b>Entity Performing the Review</b>	<b>Date Review Began</b> (MM/DD/YYYY)	<b>Date Review Ended</b> (MM/DD/YYYY)
EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually
HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013

## Strategic Plan - Strategy and Objective Details

AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Lack of qualified, certified staff to serve sensory disabled students	<p>1. Insure SCSDSDB works with the SCDOE and State OHR to insure a qualified workforce.</p> <p>2. Insure that SCSDSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE, SCOHR	<p>The educational objectives at SCSDSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Code of Laws for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O5.1.4
Description	Develop recruitment materials to give to potential staff
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Recruitment materials and presentation boards are available.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	S5.1

### RESPONSIBLE LEAD

Name	Katie Rice
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	The President's Office is the Agency Head Office and associated areas of supervision.
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Chief Information Office
Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

## Strategic Plan - Strategy and Objective Details

Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

By Major Program Area in 2014-15	SEE GOAL 5
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

<b>Current Partner Entities</b>	<b>Ways Agency works with Current Partners</b>
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually
HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012



## Strategic Plan - Strategy and Objective Details

CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Lack of qualified, certified staff to serve sensory disabled students	<p>1. Insure SCSDB works with the SCDOE and State OHR to insure a qualified workforce.</p> <p>2. Insure that SCSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE, SCOHR	<p>The educational objectives at SCSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>

## Strategic Plan - Strategy and Objective Details

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Code of Laws for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	S5.2
Description	Develop and implement a student recruitment plan
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	An analysis of student exit information provided focus for areas of improvement in student recruitment.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	N/A

### RESPONSIBLE LEAD

Name	Linda Coon
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months

## Strategic Plan - Strategy and Objective Details

Position	Director of Student Services/Special Education
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Office of Student Services
Dept/Division Summary	The Office of Student Services oversees special education, records, student advocacy, state reporting, campus reception and mail, student recruitment, and community relations.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

By Major Program Area in 2014-15	SEE GOAL 5
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### PARTNERS

<i>Instructions:</i> The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities	
<b>Current Partner Entities</b>	<b>Ways Agency works with Current Partners</b>
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

<i>Instructions:</i> The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

**Strategic Plan - Strategy and Objective Details**

Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
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**REVIEWS/AUDITS**

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually
HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

**POTENTIAL NEGATIVE IMPACT**

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Fewer sensory disabled children receiving needed services	<p>1. Insure SCSSDB works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC.</p> <p>2. Insure that SCSSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	05.2.1
Description	Develop recruitment materials for parents and school districts
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Recruitment materials are available and shared with parents/local school districts.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	S5.2

### RESPONSIBLE LEAD

Name	Katie Rice
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	The President's Office is the Agency Head Office and associated areas of supervision.
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Chief Information Office
Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

## Strategic Plan - Strategy and Objective Details

Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

By Major Program Area in 2014-15	SEE GOAL 5
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### PARTNERS

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<b>Current Partner Entities</b>	<b>Ways Agency works with Current Partners</b>
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually
HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012

## Strategic Plan - Strategy and Objective Details

CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
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State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Fewer sensory disabled children receiving needed services	1. Insure SCSDDB works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC. 2. Insure that SCSDDB collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE	The educational objectives at SCSDDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.



## Strategic Plan - Strategy and Objective Details

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O5.2.2
Description	Develop and implement a retention plan to include evaluation of exit survey information
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Exit survey data demonstrated areas of focus for improvement.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	S5.2

### RESPONSIBLE LEAD

Name	Linda Coon
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## Strategic Plan - Strategy and Objective Details

Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Student Services/Special Education
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Office of Student Services
Dept/Division Summary	The Office of Student Services oversees special education, records, student advocacy, state reporting, campus reception and mail, student recruitment, and community relations.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

By Major Program Area in 2014-15	SEE GOAL 5
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### PARTNERS

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Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

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SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

## Strategic Plan - Strategy and Objective Details

Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
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HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
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CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
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### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Fewer sensory disabled children receiving needed services	<p>1. Insure SCSSDB works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC.</p> <p>2. Insure that SCSSDB collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSSDB are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSSDB's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSSDB continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSSDB are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSSDB's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O5.2.3
Description	Provide an opportunity for Outreach staff to visit campus on a regular school day as part of developing ambassadors for SCSDB
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	Outreach staff is better informed of campus program and serve as important links between local school districts and school program.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	S5.2

### RESPONSIBLE LEAD

Name	Scott Falcone
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Outreach Services
Office Address	101 Executive Center Drive, Suite 120, Saluda Building, Columbia, SC 29210
Dept/Divison	Statewide Division of Outreach Services

## Strategic Plan - Strategy and Objective Details

Dept/Division Summary	The Statewide Division of Outreach Services oversees programs at all three locations to include Spartanburg Campus, Colson Center in Charleston, and Outreach Center in Columbia. Programs of supervision include Braille Production Center, Instructional Resource Center, Kelly's Kids, Interpreting Services, Vision Services, Deaf/Hard of Hearing Services, Early Intervention, First Step Partnerships, and SCDOE Partnerships.
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### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

By Major Program Area in 2014-15	SEE GOAL 5
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### PARTNERS

<i>Instructions:</i> The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities	
Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

<i>Instructions:</i> The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please									
# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

## Strategic Plan - Strategy and Objective Details

Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually
HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
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## Strategic Plan - Strategy and Objective Details

Fewer sensory disabled children receiving needed services	<p>1. Insure SCSDb works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC.</p> <p>2. Insure that SCSDb collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Title 59 Ch 47

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation



## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O5.2.4
Description	Provide an opportunity for division/department staff members to visit schools as part of developing ambassadors for SCSDB
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	SCSDB operates in a more seamless unit rather than individual departments.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	S5.2

### RESPONSIBLE LEAD

Name	Sara Kollock
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	Director of Educational Services
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Divison	Office of Educational Services
Dept/Division Summary	The Office of Educational Services oversees the four schools on campus which include the School for the Deaf, the School for the Blind, the Applied Academic Center, and Cedar Springs Academy (Sensory Multi-Disabled School).

## Strategic Plan - Strategy and Objective Details

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

By Major Program Area in 2014-15	SEE GOAL 5
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### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SC State Department of Education	Educational Programs

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Matter(s) or Issue(s) Under Review	Reason Review was Initiated (outside request, internal policy, etc.)	Was Reviewing Entity External or Internal?	Entity Performing the Review	Date Review Began (MM/DD/YYYY)	Date Review Ended (MM/DD/YYYY)
EEO Annual Reports	State OHR-Annual Reports	External-State OHR	State OHR	Annually	Annually

## Strategic Plan - Strategy and Objective Details

HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012
Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

<b>Most Potential Negative Impact</b>	<b>3 G.A. Options</b>	<b>Level Requires Outside Help</b>	<b>Outside Help to Request</b>	<b>Level Requires Inform G.A.</b>
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## Strategic Plan - Strategy and Objective Details

Fewer sensory disabled children receiving needed services	<p>1. Insure SCSDb works with the SCDOE and school districts to meet the needs of all sensory impaired children in SC.</p> <p>2. Insure that SCSDb collaborates with other entities to guide improvements.</p> <p>3. Provide support for any needed program expansion to meet goal/strategy/objective.</p>	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.</p>	SCDOE	<p>The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.</p>
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### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
Title 59 Ch 47	Code of Laws for Agency/School

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation

## Strategic Plan - Strategy and Objective Details

Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		

### STRATEGY OR OBJECTIVE

Strategy or Objective #	O5.2.5
Description	Create a virtual tour of SCSDB
Public Benefits (Type of public benefit provided or public harm prevented by accomplishment of the strategy or objective (i.e. tangible benefit realized by citizens))	A virtual tour of Walker Hall is available on school webpage.

### STRATEGIC PLAN CONTEXT

Higher Strategy Objective Supports:	G5
Higher Goal Strategy Supports:	S5.2

### RESPONSIBLE LEAD

Name	Trad Robinson
Length of Time (individual has been responsible for goal, strategy or objective) in months	12 Months
Position	CIO
Office Address	355 Cedar Springs Road, Spartanburg, SC 29302
Dept/Division	Chief Information Office
Dept/Division Summary	The Chief Information Office oversees IT, IT Security, Instructional Technology, and Public Information.

### MONEY SPENT

Type of Cost	Cost Includes	2013-14 Actual	2014-15 Planned	2014-15 Actual	2015-16 Planned
Support Costs Apportioned	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Direct Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5
Total Costs of Results	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5	SEE GOAL 5

By Major Program Area in 2014-15	SEE GOAL 5
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## Strategic Plan - Strategy and Objective Details

### PARTNERS

*Instructions:* The agency already listed the partner entities which relate to each strategy and objective in the Strategically Planned Partners. Please sort that Chart by Strategy or Objective # and copy and paste the partner entities

Current Partner Entities	Ways Agency works with Current Partners
SCASA	Technology Division Meeting

### PERFORMANCE MEASURES

*Instructions:* The agency already listed the Performance Measures for each objective in the Performance Measures Explained Chart so it knows if there is one or multiple Performance Measures which apply to this objective. Please

# of years agency has tracked the measure	Performance Measure Description	2009-10 Results	2010-11 Actual Results	2011-12 Actual Results	2012-13 Actual Results	2013-14 Actual Results	2014-15 Targets	2014-15 Actual Results	2015-16 Targets
SEE PERFORMANCE MEASURES FOR GOAL 5	SEE PERFORMANCE MEASURES FOR GOAL 5	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE	SEE ABOVE

### Questions Related to Performance Measure

Why was this performance measure chosen as a gauge of whether	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2014-15 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Was 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for missing 2014-15 Target Value, if missed?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Work being done to improve deficiencies?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Reasoning for 2015-16 Target Value?	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Is the 2014-15 Target a standard target, moderate challenge or a	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Provide the names of employees who are responsible for...	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Comparison of actual performance to target value	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Determination of whether corrective action is necessary (key	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Making any changes needed to ensure the target value is reached	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5
Names and Titles of individuals who set this as a performance	SEE PERFORMANCE MEASURE INFORMATION FOR GOAL 5

### REVIEWS/AUDITS

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

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HR Audit Report	Audit of Delegated Transactions	External-State OHR	State OHR	July 1, 2012	June 30, 2014
Title II Audit	Title II Audit of Federal/State Grant	External-SC Department of Education	SC Department of Education	February 26, 2013	May 13, 2013
AdvancEd-SACS	Accreditation-Quality Assurance 5 Year Visit	External-AdvancEd-SACS	AdvancEd-SACS	January 29, 2012	January 31, 2012
CEASD Accreditation	Accreditation for Deaf School	External-CEASD	CEASD	October 14, 2012	October 17, 2012

## Strategic Plan - Strategy and Objective Details

Limited Scope Audit 2011-2012	IDEA, Teacher Quality, and Food Service	External-Auditing Services, SC Department of Education	SC Department of Education	October, 2012	May 6, 2014
State Auditor's Report 2010	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2010	June 10, 2011
State Auditor's Report 2012	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2012	June 28, 2013
State Auditor's Report 2013	Annual Financial Audit	External-State Auditor	SC State Auditor	June 30, 2013	May 16, 2014

### POTENTIAL NEGATIVE IMPACT

*Instructions:* The agency already listed the potential negative impacts which relate to each strategy and objective in the Potential Negative Impact Chart. Please sort that Chart by Strategy or Objective # and copy and paste the negative

Most Potential Negative Impact	3 G.A. Options	Level Requires Outside Help	Outside Help to Request	Level Requires Inform G.A.
Fewer sensory disabled children receiving needed services	1. Insure SCSDb works with the SCDOE and SCCIO to develop such resources, as needed. 2. Insure that SCSDb collaborates with other entities to guide improvements. 3. Provide support for any needed program expansion to meet goal/strategy/objective.	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Laws and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality educational programs for the deaf, blind and multi-sensory disabled children that we serve throughout the state. Failure to meet these objectives would negatively impact our educational services to children. SCSDb continually seeks assistance and guidance from the SCDOE to eliminate any negative impacts.	SCDOE, SCCIO	The educational objectives at SCSDb are developed using the general educational standards provided through the SC Code of Law and the interpretation of those statutes by the SCDOE. These objectives focus on continual improvement in SCSDb's ability to provide the highest quality of educational programs for the deaf, blind, and sensory multi-disabled children we serve throughout the state. Intervention would be warranted when the needs of children served were not met.

## Strategic Plan - Strategy and Objective Details

### LAWS AS BASIS

*Instructions:* The agency already listed the Laws which support each strategy and objective in the Strategic Plan-Laws as Basis Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact

Statute, Regulation, Proviso	Summary of Statutory Requirement and/or Authority Granted
IDEA	This law ensures services to children with disabilities.

### LAWS TO FURTHER EVALUATE

*Instructions:* The agency already listed the Laws to further evaluate in the Laws to Further Evaluate Chart. Please sort that Chart by Strategy or Objective # and copy and paste the laws which relate or impact this strategy or objective

Statute/Regulation/Provisos	Summary of Statutory Requirement and/or Authority Granted	Law Item #	Recommend Further Evaluation (Yes or leave blank)	Basis for Further Evaluation
Title 59	Education Law for Agency/School	1		
IDEA	This law ensures services to children with disabilities.	2		
Title 59 Ch 47	Code of Laws for Agency/School	7		



**Budget Search**

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

**Resources utilized to Complete Chart**

Cost	N/A
Total Employee Time	10 Minutes
# of Employees who worked on it	1

**Similar Information Requested** Information Requested below is also requested in...

Other Report:	N/A
Question # of the Other Report:	N/A

**Instructions:** Please list the types of searches the agency can perform within the electronic version(s) of its budget, maintained at the agency (i.e. budget by year, office, department, program, etc.), and the information the search would provide. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

**Search Available to Perform** **Information Search would Provide**

Using SCEIS function FMAVCRO1 our agency has the ability to view budget reports for the agency as a whole or by individual program/division. Using this same function we can distinguish between Operating and Personnel budget. The Funds Management reports in SAP (SCEIS) give us the tools we need to effectively view, report and manage the various program budgets at SCSD. SCSD is currently working to provide increased detail for for 2015-2016 Budget Year in order to more effectively align the budget to strategic goals.

## Agency Feedback

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

Cost	\$25.00
Total Employee Time	30 Minutes
# of Employees who worked on it	1

**Similar Information Requested** Information Requested below is also requested in...

Other Report:	N/A
Question # of the Other Report:	N/A

**Instructions:** Please answer the questions below to provide feedback to the Committee on this Program Evaluation Report.

<b>Please list changes to the Report questions, format, etc. the agency recommends to Committee.</b>	The document is well designed. Strategic Plan-Objective Details is a culminating document. Formuls to auto-popuplate would be helpful
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<b>Please list 2-3 benefits the agency sees in the public having access to the information requested in the report, in the format it was requested.</b>	As a state agency, SCsDB strives for transparency in all manners. The information included is this report is information SCsDB collects on a regular basis as a means to drive efforts for continuous improvement. Stakeholder involvement is a key component to continuous improvement, thus, providing an additional means for public access is important.
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<b>Please list 2-3 benefits in performing a study of the agency that the agency sees the Committee having by having the information requested in this report available and in this format.</b>	One of the greatest benefits is the awareness this endeavor provides of SCsDB. SCsDB is a multifaceted agency that includes school programs, outreach services, and partnership programs. This model creates an efficient means to provide much needed services to children with sensory impairments. Understanding the full breadth of the agency affords SCsDB to maintain efforts for continuous improvements.
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<b>Now that the agency has completed the report, please list 2-3 things the agency could do differently next time (or it could advise other agencies to do) to complete the report in less time and at a lower cost to the agency.</b>	SCsDB maintains agency dashboards that are finalized at the end of each by each division. SCsDB also strategically plans annually. Thus, although this study did require an additionally commitment of time from staff, a negative impact was avoided because of the agency's regular commitment to data collection. For the future, SCsDB looks forward to focusing efforts to establish goals that align more closely to program areas and funding.
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<b>Please add any other feedback the agency would like to provide</b> (add as many additional rows as necessary)	Often times, in recent years, SCsDB has collected a vast amount of data. This study/analysis has afforded the agency to reflect on this information and consider how such information can guide efforts to improve long range planning.
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## Agency Contacts

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

**Instructions:** Please list the contact information for the Current Head of the Agency first. Next, please provide the contact information for individuals at the agency the Legislative Oversight Committee should contact regarding the Oversight Study. Any correspondence from LOC about meeting or hearing dates and times, questions from the Committee, etc. will go to the Primary Contact and, if unavailable, the Secondary Contact. If the individuals serving as primary or secondary contact change or if the contact information for the primary or secondary contact change, the agency is responsible for informing LOC. If the agency wants to have the Current Head of the Agency serve as the Primary or Secondary Contact, please include that individuals information next to "Current Head of Agency" and then again next to Primary or Secondary Contact.

	<b>Current Head of Agency</b>	<b>Primary Contact</b>	<b>Secondary Contact</b>
Date of Hire	July, 2012	July, 2012	
Name	Page B. McCraw	Page B. McCraw	Scott Ramsey
Phone	864-577-7500	864-577-7500	864-577-7522
Email	<a href="mailto:pmccraw@scsdb.org">pmccraw@scsdb.org</a>	<a href="mailto:pmccraw@scsdb.org">pmccraw@scsdb.org</a>	<a href="mailto:sramsey@scsdb.org">sramsey@scsdb.org</a>
Asst. email (if applicable)	<a href="mailto:bknapp@scsdb.org">bknapp@scsdb.org</a>	<a href="mailto:bknapp@scsdb.org">bknapp@scsdb.org</a>	<a href="mailto:bknapp@scsdb.org">bknapp@scsdb.org</a>
<b>Mailing Address</b>			
Street	355 Cedar Springs Road	355 Cedar Springs Road	355 Cedar Springs Road
City, State	Spartanburg, SC	Spartanburg, SC	Spartanburg, SC
Zip Code	29302	29302	29302

## Agency Glossary

<b>Agency Responding</b>	Deaf and the Blind, School for the
<b>Date of Submission</b>	7/27/15

### Resources utilized to Complete Chart

Cost in Employee Time	\$50.00
Total Employee Time	1 hour
# of Employees who worked on it	1

**Similar Information Requested** Information Requested below is also requested in...

Other Report:	
Question # of the Other Report:	

**Instructions:** Please list the terms, phrases or acronyms the agency uses which the Committee or general public may not know, along with the meaning of the term, phrase or acronym. NOTE: Responses are not limited to the number of rows below that have borders around them, please list all that are applicable.

Term, Phrase or Acronym	Meaning of the Term, Phrase or Acronym
ADEPT	Assisting, Developing, Evaluating Professional Teaching
CEASD	Conference of Educational Administrators of Schools and Programs for the Deaf
CFO	Chief Financial Officer
CIO	Chief Information Officer
CSA	Cedar Springs Academy
CTE	Career and Technology Education
EAA	Educational Accountability Act
EEO	Equal Employment Opportunity
EOC	Educational Oversight Committee
EOC	Education Oversight Committee
EPMS	Employee Performance Management System
ESEA	Elementary and Secondary Education Act
FY	Fiscal Year
HR	Human Resources
IDEA	Individuals with Disabilities Act
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
IEP	Individualized Education Program
IRC	Instructional Resource Center
IT	Information Technology
O&M	Orientation and Mobility
OT	Occupational Therapy
PADEPP	Principals, Assisting, Developing, Evaluating Professional Performance
PT	Physical Therapy
RAC	Restricted Alternate Certification
SACS	Southern Association of Colleges and Schools
SACS/CASI	Schools Council on Accreditation and School Improvement
SCASA	South Carolina Association for School Administrators
SCCIO	South Carolina Chief Information Office
SCDOE	South Carolina Department of Education
SCEIS	South Carolina Enterprise Information System
SCOHR	South Carolina Office of Human Resources
SCSBA	South School Board Association
SCSDB	SC School for the Deaf and the Blind
SCSDB	South Carolina School for the Deaf and the Blind
SIC	School Improvement Council

Transportation Infrastructure Bank, State  
Deaf and the Blind, School for the  
Blind, Commission for the  
Public Safety, Department of  
Treasurer, S.C. Office of the

By practice the requirements in the law are no longer performed by the agency  
The requirements in the law are performed by another agency  
The Committee should consider adding to the law standard qualifications for certain positions within the agency  
The law prohibits or makes it more difficult to implement ideas or plans which may decrease administrative costs,  
increase efficiency, allow the agency to focus more on its mission, etc.  
Other

**Types of Partner Entities (PartnerEntityType)**

Non-Profit  
Federal Agency  
State Agency  
Private Company  
Individual  
Board  
Committee  
Other

**Types of Measures**

Outcome Measure  
Efficiency Measure  
Output Measure  
Input/Explanatory Measure

**Legislative Oversight Committee**

South Carolina House of Representatives

Post Office Box 11867

Columbia, South Carolina 29211

Telephone: (803) 212-6810 • Fax: (803) 212-6811



# **Program Evaluation Report Signature Pages**

# PROGRAM EVALUATION REPORT - SIGNATURE PAGES

## *The South Carolina School for the Deaf and the Blind*

Date of Submission: *July 27, 2015*

On the following pages are spaces for the signature of the Head of the Agency, Board/Commission Chair (if applicable) and all agency personnel who can verify the information utilized when answering the questions in this report.

Please read the information at the top of both pages prior to signing.

After all individuals have signed the document, please scan and send it to the Committee with the rest of the agency's Program Evaluation Report.

Also, please include documents with the original signatures in the complete Program Evaluation Report the agency submits in hard copy.

The signature pages are included on these separate pages because the Committee does not intend to publish the signature pages on the Committee website in an effort to avoid anyone copying the signatures of the individuals listed herein.

# PROGRAM EVALUATION REPORT - SIGNATURE PAGES

## Testimony Provided in Effort to Build Greater Confidence in State Government

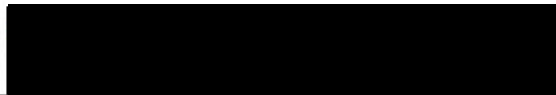
In an effort to build greater confidence in state government, I am signing my name below to affirm that I have reviewed and approve this report and the information contained in it. In addition, I affirm I am wilfully submitting the information in this report as testimony before the Committee, as those terms are used in S.C Code Section 2-2-100. I understand that providing false, materially misleading, or materially incomplete information is a criminal offense.

In addition, by way of their signature on the attached Personnel Involved Chart, each person listed on that sheet(s) affirms they are wilfully submitting the information, which appears in response to the question which is typed by their name in the Personnel Involved Chart, as testimony before the Committee, as those terms are used in S.C Code Section 2-2-100. Each person understands that providing false, materially misleading, or materially incomplete information is a criminal offense.

**Current Agency Director**

(Sign/Date):

(Type/Print Name):

	July 27, 2015
Page B. McCraw, PhD	

**If applicable,  
Board/Commission Chair**

(Sign/Date):

(Type/Print Name):

	July 27, 2015
Robert A. Dobson, III	

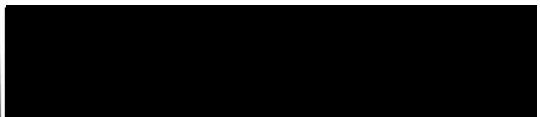



# PROGRAM EVALUATION REPORT - SIGNATURE PAGES

Please list the name of all personnel at the agency who can verify the information utilized when answering the questions in this report, their title, the specific question they affirm the answer to which is wilfully submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100 and the individual's handsigned signature.

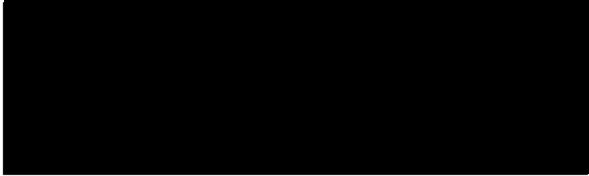
To avoid the agency needing to pass around the same sheet to multiple individuals who may be in separate offices, the Committee allows signatures to appear on multiple sheets, provided all necessary information is included.

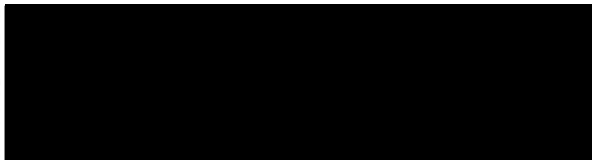
NOTE: Please add as many boxes as needed so all applicable personnel can sign.

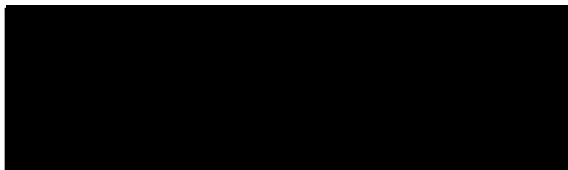
<b>Name</b>	Page B. McCraw
<b>Phone</b>	864-577-7500
<b>Email</b>	<a href="mailto:pmccraw@scsdb.org">pmccraw@scsdb.org</a>
<b>Department/Division</b>	President's Office
<b>Title</b>	Interim Presidents
<b>Question</b>	All Questions
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	

<b>Name</b>	Scott Ramsey
<b>Phone</b>	864-577-7522
<b>Email</b>	<a href="mailto:sramsey@scsdb.org">sramsey@scsdb.org</a>
<b>Department/Division</b>	President's Office
<b>Title</b>	Director of Safety/Security and Governmental Affairs
<b>Question</b>	Agency Dashboard Used to Complete Report Partner Detail
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	


# PROGRAM EVALUATION REPORT - SIGNATURE PAGES


<b>Name</b>	Trad Robinson
<b>Phone</b>	864-591-8638
<b>Email</b>	<a href="mailto:trobinson@scsdb.org">trobinson@scsdb.org</a>
<b>Department/Division</b>	Chief Information Office
<b>Title</b>	CIO
<b>Question</b>	Agency Dashboard Used to Complete Report
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	


<b>Name</b>	Sara Kollock
<b>Phone</b>	864-577-7557
<b>Email</b>	<a href="mailto:skollock@scsdb.org">skollock@scsdb.org</a>
<b>Department/Division</b>	Educational Services
<b>Title</b>	Director of Educational Services
<b>Question</b>	Agency Dashboard Used to Complete Report Partner Detail
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	

<b>Name</b>	Linda Coon
<b>Phone</b>	864-577-7521
<b>Email</b>	<a href="mailto:lcoon@scsdb.org">lcoon@scsdb.org</a>
<b>Department/Division</b>	Student Services
<b>Title</b>	Director of Student Services
<b>Question</b>	Agency Dashboard Used to Complete Report Partner Detail Audits
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	

# PROGRAM EVALUATION REPORT - SIGNATURE PAGES


<b>Name</b>	John Reynolds
<b>Phone</b>	864-577-7812
<b>Email</b>	<a href="mailto:jreynolds@scsdb.org">jreynolds@scsdb.org</a>
<b>Department/Division</b>	Residential Life Services/Transportation
<b>Title</b>	Director of Residential Life Services, Transportation
<b>Question</b>	Agency Dashboard Used to Complete Report Audits
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	

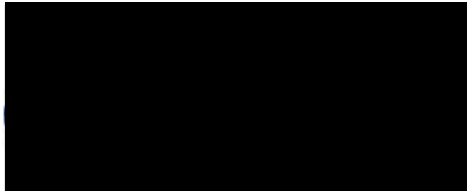
<b>Name</b>	Travis Durham
<b>Phone</b>	864-577-1534
<b>Email</b>	<a href="mailto:tdurham@scsdb.org">tdurham@scsdb.org</a>
<b>Department/Division</b>	Related Services
<b>Title</b>	Director of Related Services
<b>Question</b>	Agency Dashboard Used to Complete Report
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	

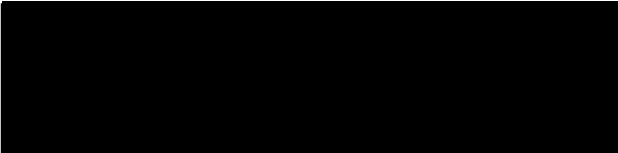
<b>Name</b>	Scott Falcone
<b>Phone</b>	803-896-9717
<b>Email</b>	<a href="mailto:sfalcone@scsdb.org">sfalcone@scsdb.org</a>
<b>Department/Division</b>	Outreach Services
<b>Title</b>	Director of Outreach Services
<b>Question</b>	Agency Dashboard Used to Complete Report Partner Detail
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	



# PROGRAM EVALUATION REPORT - SIGNATURE PAGES

<b>Name</b>	Ben Riddle
<b>Phone</b>	864-577-7544
<b>Email</b>	<a href="mailto:bridle@scsdb.org">bridle@scsdb.org</a>
<b>Department/Division</b>	Finance
<b>Title</b>	CFO
<b>Question</b>	Agency Dashboard Used to Complete Report All Financial/Budget Related Sheets
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	

<b>Name</b>	Cherie Winkler
<b>Phone</b>	864-577-7529
<b>Email</b>	<a href="mailto:cwinkler@scsdb.org">cwinkler@scsdb.org</a>
<b>Department/Division</b>	Curriculum and Instructions
<b>Title</b>	Teacher Quality/Teacher Certification/Textbooks and Testing Coordinator
<b>Question</b>	Audits Agency Dashboard Used to Complete Report
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	

<b>Name</b>	Monique Callaham
<b>Phone</b>	864-577-7511
<b>Email</b>	<a href="mailto:mcallaham@scsdb.org">mcallaham@scsdb.org</a>
<b>Department/Division</b>	HR
<b>Title</b>	Director of Finance
<b>Question</b>	Audits Agency Dashboard Used to Complete Report
<b>Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100</b>	

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<b>Department/Division</b>	
<b>Title</b>	
<b>Question</b>	
Individual's Signature which indicates the individual understands he/she is affirming the answer(s) provided to the specific question(s) listed above their name, are wilfully being submitted by them as testimony before the Committee, as those terms are used in S.C. Code Section 2-2-100	