

# **Greer High School School Portfolio 2014-2015**



## **Greer High School Greenville County Schools**

Principal, Marion D. Waters  
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Greer, South Carolina 29651  
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[www.greenville.k12.sc.us/greerhs](http://www.greenville.k12.sc.us/greerhs)

“Where Tradition Gives Rise to Excellence”

Superintendent, Mr. W. Burke Royster  
*Scope of Plan 2013-14 through 2017-18*



# SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

## REQUIRED - SCHOOL INFORMATION AND SIGNATURES

**SCHOOL:** Greer High School

**DISTRICT:** Greenville County Schools

**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18 (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2015-16 (*one year*)

### Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		03/20/2015
PRINTED NAME	SIGNATURE	DATE

### SUPERINTENDENT

Mr. W. Burke Royster		03/20/2015
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Jenny Perry		03/20/2015
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

<b>Mr. Marion Waters</b>		<b>03/20/2015</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 3000 East Gap Creek Rd.  
Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355-5701

PRINCIPAL'S E-MAIL ADDRESS: [mwaters@greenville.k12.sc.us](mailto:mwaters@greenville.k12.sc.us)

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Marion Waters
2. TEACHER	Nathan Flounders
3. PARENT/GUARDIAN	Angie Staton
4. COMMUNITY MEMBER	Larry James
5. SCHOOL IMPROVEMENT COUNCIL	Jenny Perry
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

POSITION

NAME

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**\*REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

## ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

### Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

\_\_\_\_\_ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

x **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

x **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

x **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

x **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

\_\_\_\_\_ **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

\_\_\_\_\_ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of

parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

x      **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

\_\_\_\_\_ **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

\_\_\_\_\_ **Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

\_\_\_\_\_ **Developmentally Appropriate Curriculum for PreK–3**

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

\_\_\_\_\_ **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

x      **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.



## TABLE OF CONTENTS

Introduction.....	7
Executive Summary.....	8
School Profile.....	11
Mission, Vision, and Beliefs.....	16
Data Analysis and Needs Assessment.....	18
School Renewal Plan – Student Achievement.....	19
Goal 1: Student Achievement .....	32
School Renewal Plan – Teacher/Administration Quality.....	33
Goal 2: Teacher/Administration Quality.....	39
School Renewal Plan – School Climate.....	40
Goal 3: School Climate.....	48
School Report Card and ESEA Website Links .....	50

## **INTRODUCTION TO THE SCHOOL PORTFOLIO GREER HIGH SCHOOL**

The Greer High School portfolio documents changes and progress in our efforts to improve our school. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Greer High School and includes actual evidence of our work. It defines who we are, our vision, goals, plans, and progress for the school, as well as achievements in the context of client demographics, needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of fostering student learning in preparation for life after high school.

A team of teachers developed the narrative for our portfolio based on input from the whole staff. After discussions within departments, teachers were divided into multi-department teams. Each team studied the data to create a portion of this document. The narrative content resulted from staff discussions of the three area goals.

The Staff of Greer High School



# **GREER HIGH SCHOOL EXECUTIVE SUMMARY 2014-2015**

## **Students**

The current enrollment at Greer High School is over eleven hundred students. These students include students of various ethnicities, abilities, and social status. Our students participate in classes ranging from AP/ IB, honors, fine arts, and career classes to Occupational Diploma classes and Intellectual Disabilities class. This year classes in “Advanced Manufacturing Program” were added. More than fifteen percent of our students are classified as special education. Over fifty percent of our students receive free or reduced meals. Regardless of the student, each teacher at Greer High is dedicated to assisting students’ to reach their highest potential.

Our actual population is continuously changing. Since September 1, 2014, ninety-seven students have enrolled, and one hundred twenty-six students have exited. Since 2012-13 the average score for our EOC exams in all areas has increased an average of 10.5%, more than double the increase from the previous year. Our EOC average results exceeded “schools like us” with individual course grades higher in all subjects except biology. HSAP passage rate in 2013 showed a .2% increase over 2012 scores while schools like us maintained the same passage rate. In 2014 our HSAP rate dropped 3.7% while schools like us had a 5.9% decrease.

Greer High School’s retention rate had no change from last year and the dropout rate decreased by 0.7%. While Greer High’s four-year graduation rate increased by 5% and our five-year cohort graduation rate increased by 1.5% we are still behind the rate for schools like us.

While the percentage of students taking the SAT in 2014 decreased by .3%, the average composite score decreased 41 points. There was a slight increase (0.3%) in the number of students taking the ACT as well as a slight increase (0.3%) in the average composite score. The number of students taking AP classes increased in 2013-14 by 75 students while the percentage of students receiving a 3 or better is down 4.4%. Our IB DP program continues to be a roller coaster. The number of DP tests in 2013-14 decreased from 72 to 40 while the passage rate dropped from 38.1% to 50.0%.

The above summarizes the challenges that face Greer High School. We must determine a way to not only keep students in school but also to increase their success level.

## **Teachers**

The rewards of teaching and learning at Greer High are evident when one considers that the average number of years teachers have taught at Greer High is ten years with twenty-one teachers having spent their entire career at Greer High. This year we have ten teachers in their first year at Greer High. Many of our students are second or third generation of Greer High students. The challenges are enormous, but the rewards of teaching and learning at Greer High have consistently enhanced Greer High School’s mission for

countless generations of students, teachers, and administrators. The state of our school and community is solid but much remains to be done. As leaders, we must strive never to be satisfied with the *status quo*. As professionals, we are committed to personal growth and to insuring that our students are provided the very best education possible. The 21<sup>st</sup> century is an exciting and promising time in education. Our goal is to keep Greer High on the cutting edge of educational Best Practices as students prepare for life after high school graduation.

### **School Climate**

Like most American high schools, Greer High faces challenges and opportunities each year. Promethean Boards were installed in those classes without boards during the 2013-14 school year and wireless connectivity was activated during the summer of 2015. This has created more flexibility for teachers and students as well as issues dealing with the available technology. To date, Greer High has kept its academic and extra-curricular programs intact. No additional compensation is awarded to teachers for extra duties such as clubs/team sponsors. The faculty, staff, and administration are to be commended for going the extra mile and sacrificing in order to keep key programs in place.

The demographics of Greer are continually changing and the school now faces the challenges of meeting the needs and providing educational services for special populations – from AP and IB to special education students to a growing Hispanic population for which English usage is limited. Greer High works in partnership with state and local agencies on matters related to drug and alcohol abuse, mental health, adult education, and juvenile justice. Into this fertile mix, schools are competing for the best and brightest teachers to come and be a part of teaching and inspiring our students. Teacher recruitment and retention present another challenge in today's competitive market. Our staff members have participated in numerous staff professional and/or technology in-service opportunities to remain current with student skills, employer, and/or state requirements.

### **Challenges**

Challenges that face Greer High are a reflection of our society. Today's students have grown up in a world of immediate gratification. Most teachers have limited interaction with individual students due to class size. Increasing numbers of our students live in or at poverty level (more than half our students receive free or reduced meals). Greer High's ESOL population continues to grow and brings another set of challenges for the school. Parental involvement is dwindling, a growing number of students lack basic fitness levels, and students' attitudes and behaviors (absences, tardiness, apathy, disrespect) continue to plague educators. State and National curricular demands will change the classes that are taught and how they are taught. Teacher training will be an added task. Greer High is

struggling with technology use in the classroom. Each classroom has internet access and at least one computer. The addition of wireless allows BYOD instruction and/or activities while presenting the problem of meaningful instruction while monitoring access.

### **Awards**

- Virtual Enterprise Program has garnered many state, regional, and national awards relative to its business plan. In April 2013 the VE students placed 6<sup>th</sup> in the national business competition and had members on the top to groups in the Global Business Challenge. In April 2014 they returned to NYC for competition and in the fall of 2014 presented at this year's An Evening to Benefit VEI.  
In the 2014-15 school year, Eden'
- Greer High Band students are consistently recognized in All-County and All-Region Bands. This year marks the third consecutive year that the band program has earned superior ratings in both marching band and concert band.
- Greer High's Choral Music Program has members that are consistently recognized at the state level in both group and individual for performance and sight reading.
- Greer High's Art Program continues to have students recognized for their award winning art entries in local, state, and national competitions.
- Greer High has been very successful in the South Carolina PTA's Art Reflections Contest annually placing in several of the top categories.
- Greer High is very competitive in athletics. In the past six years team region championships have been won as well as individual state championships. In 2011-2012 received Class AAA-Region 3 Award of Excellence for Exemplary Display of Sportsmanship, Ethics, & Integrity
- Greer High School's senior class has been awarded over three million dollars in scholarships (academic and athletic) each year for the past three years.

## SCHOOL PROFILE

According to the catalogue of Greer High School, in the mid-1870s Miss Sallie Cannon offered eight years of school in Greer in a small house near J.L. Green's residence. From that humble start, the Greer schools have had remarkable growth along with the town. In fact, there have been six different locations for the high school.

In 1922, Davenport High School was completed. It was named for Mr. D.D. Davenport who paid most of the \$150,000.00 construction cost. The class of 1923 published the first yearbook, *The Bantam*. In the same year the eleventh grade was added, and Mr. Bill Gambrell was the coach of Greer High's first football team. The class of 1924 had four literary societies, which, according to former class member Edward C. Bailey, "studied journalism, writing, and poetry." They published *Pep*, a literary journal.

In 1927, Elizabeth Jones won the school-wide competition for writing the best "Alma Mater", which is still being sung today. The school motto, "Parantes pro Civitate" (preparing for citizenship), the coat of arms (containing the State Palmetto Tree, the yellow jacket, the peach) and first class ring were selected in 1935.

In 1940-41, Greer High had its first band, the first edition of the Greer High Times was distributed with a subscription rate of fifty cents per year, and the yearbook changed its name from *The Reflector* to *Le Flambeau*.

Davenport served as Greer's high school until 1953 when the building on North Main Street was completed. Davenport then became Davenport Junior High School until it was destroyed by fire in 1970. The auditorium was added to the North Main Street campus in 1955-56. Greer High School was renovated and enlarged in 1970 when the new library and additional air-conditioned science classrooms on the first floor were added.

In 1974, the Piedmont Heritage Fund sponsored a school program to get students interested in the history and heritage of Greer. The result was a magazine, *Clingstone*. It was called "*Clingstone*" because to most of us, peaches are... "at the heart of Greer -- a kind of witness that the seeds of the past are still growing in the present. The flesh of the clingstone peach clings to the most important part of the fruit: the seed, which passes its lasting qualities on to succeeding generations; we want to do the same in this magazine"(Clingstone, Winter, 1974).

Today Greer High School is one of 18 high schools in the Greenville County School District. It is located on East Gap Creek Rd in Greer, South Carolina on 107 acres of land and contains 275,000 square feet of floor space which is equivalent to 6.3 acres. This amount of space is also the equivalent of 91 houses each containing 3000 square feet. Greer High School is a grade 9 through 12 public school built in 1998 that can accommodate up to 2000 students but currently houses 1058 students with 62 full time and 4 part time instructional staff members as well as 4 administrators, 2 media specialists, 3 full time

guidance counselors, 2 half time guidance counselors, a Curriculum Resource Teacher, and a half-time IB coordinator.

Greer High School consist of 110 classrooms that have direct and wireless internet access; occupied classrooms are equipped with Promethean Boards; Science Labs, Computer Labs, and Virtual Enterprise Laboratories; a Fine Arts wing equipped with various stage production, scene shop and dressing rooms, a Theatre/Auditorium with Computer Tech Lighting and Sound Room, Dark Room for Photography and Yearbook Productions, a Television Production Facility, and a Choral Room; a multi-purpose Commons Area that houses a PTSA Student Store, the School Cafeteria, and a faculty dining room; a spacious media center; and an athletic program that boasts a gymnasium with a seating capacity of 2000+, an auxiliary gymnasium, weight training rooms, and a community football stadium that seats 6,000 spectators. The site includes a lighted baseball field, two softball fields, one soccer field, one football field, six tennis courts, a nine-lane track and high jump area. Also available are restrooms, ticket booths and storage facilities.

The school is designed in an “H” format. The commons area doubles as a cafeteria. The auditorium seats 600. Classrooms are housed on both the first and second floors. On the second floor science classrooms surround a science research lab. A food and nutrition lab as well as a clothing lab is located on the first floor. The Media Center is located on the first floor. It has 35 computers available for student use. The building also contains 5 computer labs. These labs contain a total of 215 computers for student use. All occupied classrooms are equipped with Promethean Boards. Many teachers utilize document cameras as a supplemental tool. Each classroom has at least one computer. All computers in the school are networked.

Greer High is fortunate to have active participation by the PTSA, SIC, Athletic Boosters, and Band Boosters. The PTSA supports our teachers by funding teacher grants twice a year as well as sponsoring various events (Teacher Appreciation Week, etc). The PTSA and Athletic Booster Club also provide scholarships for our students.

## **Greer High Faculty and Staff**

The Greer High Faculty consists of fifty-seven full time teachers and four half time teachers. More than three-fourths of the faculty holds advanced degrees with several teachers currently pursuing advanced degrees. Teachers who come to Greer tend to stay. The average years teacher have been at GHS is ten – ranging from teachers in their first year to a career of thirty seven years – at Greer High. Twenty-one teachers have taught only at Greer High.

The faculty is assisted by four administrators with a combined one hundred six years in teaching and administration as well a Curriculum Resource Teacher and a half time IB Coordinator. Three full time guidance counselors are assigned students by last name allowing counselors to work with the same students for three years. Two part-time counselors serve the 9<sup>th</sup> grade. Four special education aides work with teachers and students in two Occupational Diploma classes and one Intellectual Disabled class. Other positions include attendance clerks, ISS coordinator, receptionists, bookkeepers, guidance clerk, nurses, cafeteria, and custodial staff.

## **Greer High School Students**

Greer High School currently serves over eleven hundred students. After a period of declining enrollment the last two years the enrollment has risen. The population of the city of Greer and surrounding areas has undergone dramatic changes in the last 10 years. Greer area schools have certainly experienced the changes.

The spring of 2015 student enrollment at Greer High is 18% Hispanic, 58% Caucasian, and 20% African American. The Hispanic population is increasing as the African American decreases. The primary language spoken for our student population is English; however, approximately 12% of the population lists another language as primary including Spanish, Russian, Vietnamese, Arabic, Swedish, and Tagalog. Greer High School's population is currently made up of 578 males (51%) and 552 females (49%).

Greer High School serves over 150 students who are classified as special education. For the last 3 years, the Special Education students have represented from 11% to 15% of our school population with LD being the largest group. To better prepare our special education students, they are scheduled a tutorial class to allow for academic assistance as needed. In addition to classroom instruction our Occupational Diploma Program students are given the opportunity to train with employment specialists and our Intellectual Disabled students are taught to live, work, and recreate. Inclusive Practices are scheduled to begin in 2015-16.

The number of students receiving free or reduced lunch increased from 45% in 2010-11 to 51% in 2014-15.

Greer High School's retention rate steadily declined from the 2008-2009 rate of 6.3% to 4.5% in 2013-14. Our dropout rate dropped from 5.3% to 4.7% in 2013-14. Student attendance rates at Greer High School steadily declined over the years but have begun to stabilize. The attendance for students was unavailable for 2013-14.

### **Features and Programs**

- International Baccalaureate Diploma Program (Grades 11 and 12) and Middle Years IB Program (Grades 6-10). The IB Program is an international program that is operated in the Greer High feeder program through Chandler Creek Elementary, Greer Middle, and Greer High. It is a seamless program that provides students with a world class education. The program is fully integrated throughout the curriculum in elementary and middle schools and is the foundation for student entry into the IB Diploma Program in the eleventh and twelfth grades. Students who earn an IB Diploma are nationally and internationally recognized and sought after by prestigious colleges and universities.
- In addition to IB, Greer High's curriculum provides students a full array of college preparatory, honors, and AP courses.
- Greer High is a High Schools That Works site. The High Schools That Works Program is provided under the auspices of the Southern Regional Educational Board in Atlanta, Ga. Thousands of high schools are in the HSTW network in more than thirty states. Educational best practices and the implementation of quality educational practices in both academic and career development provide the basis for HSTW inclusion.
- Greer High is one of a select few high schools housing Project Lead the Way pre-engineering program. This engineering program is offered to students who intend to be engineers and who need an introduction into rigorous science, math, problem-solving, design, and development processes that engineers use daily in the field. Computer assisted 3-Dimensional functions are included in all courses.
- This year (2014-15) classes in "Advanced Manufacturing Program" were added with additional classes planned for 2015-16.
- Greer High offers multiple-levels of Virtual Enterprise. The VE program is a national curriculum offered through Virtual Enterprise and the SC Virtual Enterprise Network. The program simulates the establishment of a virtual business environment and provides competitive opportunities for success and participation in thirty-six countries. The goal is to create a product that can be marketed for profit. From the Board Room to the production floor, students assume various roles in the operation, management and success of the organization.
- Greer High offers five levels of foreign language in Spanish, German, and French. The last two levels of foreign language are IB HL or SL and require international assessment.
- Greer High has a thriving arts program that offers students opportunities for growth in both music and the visual arts. Students are afforded the opportunities for musical expression in orchestra, symphonic band, marching band, jazz band, choral

music, honor choir, and choral ensemble. In the visual arts students may explore art design in two and three dimensional formats as well as individual art design. The performing arts allow students to engage in a wide range of genre studies and offer them opportunities to perform and compete at the local, county, state, and national levels.

- Greer High offers students opportunities for participation and growth in a variety of sports. The following sports are provided for females – cross country, volleyball, tennis, basketball, softball, track, and soccer. Males are provided opportunities in football, cross country, tennis, basketball, wrestling, baseball, soccer, track, and golf. Greer High participates in the AAA state conference and is a member school of the South Carolina High School League.
- Clubs allow the student body to participate in a variety of extracurricular experiences. Our clubs include: Academic Team, Beta Club, Chess Club, FBLA, FCA, French Club, Green Light Club, Key Club, Leo Club, Mu Alpha Theta, National Art Society, National Honor Society, and Prom Committee.
- Student Government plays an active role in student life conducting a variety of activities and events for the entire student body.



## **Greer High Mission Statement**

The mission of Greer High School is to provide educational experiences, in cooperation with the home and community that prepare students for lifelong learning and for ethical, productive participation in a democratic society and the global community.

### ***To accomplish this mission we will:***

- Raise the academic challenge and performance of each student
- Ensure quality personnel in all positions
- Provide a school environment supportive of learning
- Effectively manage and further develop necessary financial resources
- Improve public understanding and support of public schools.

The IB Mission Statement adds another dimension to accomplishing our mission.

- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **Philosophy**

### ***We Believe.....***

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

### ***Our Vision***

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

## **Data Analysis and Needs Assessment**

### **Student Achievement Needs Assessment**

- HSAP results – in the past five years our passage rate has fluctuated for several years. The 2014 passage rate was the highest in the last 5 years. While the HSAP is no longer given, our progress shows we were achieving our goal.
- On-time graduation has continued to increase although it is still below schools like us
- Although the EOC in 2014 had the highest percent of students scoring with a 70 or above in the past five years, there is a need for improvement in all areas.
- The number of students in AP courses in 2013-14 was higher than 2012-13 with the percent scored a 3 or above also higher. Our numbers are much lower than the years 2009 – 10 through 2012 – 12.
- SAT- 2014 again saw a decrease in the number of students taking the SAT but the overall average fell from 2013.
- ESEA Federal Accountability Rating for 2013-14 rose to 77.4 (C rating) from 49.3 (F rating) in 2013-14.

### **Teacher and Administrator Quality**

- Professional Development at Greer continues to focus on strategies to improve student achievement, technology integration, and IB development with 16 hours offered for all teachers and an additional 15 hours for specific groups.
- Faculty members attended a variety of Professional Development sessions that were sponsored by the district on topics that were content specific as well as those focusing on Common Core.

### **School Climate Needs Assessment**

- Attendance was unavailable for 2014
- Expulsion rate – The out-of-school suspension or expulsions for violent and/or criminal offenses increase to 1.1%

### **Learning Environment**

- Percentage of teachers satisfied with the learning environment increase to 90.3% in 2014
- Percentage of students satisfied with the learning environment fell to 64.8% in 2014
- Percentage of parents satisfied with the learning environment increased to 77% in 2014

/

- Percentage of teachers satisfied with the safety during the school day rose slightly to 96.78% in 2014.
- Percentage of students satisfied with the safety during the school day decreased slightly to 75.6% in 2014
- Percentage of parents satisfied with the safety during the school day decrease to 75%.

## SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement    ☐ Teacher/Administrator Quality    ☐ School Climate    ☐ Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups on ACT each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard as measured by the ACT.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard as measured by the ACT.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

ELA – School – High	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>ELA – District - HS</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>Math – School - High</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>Math – District - HS</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

**ANNUAL OBJECTIVE:** Annually meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

**DATA SOURCE(S):** WorkKeys report produced by ACT

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*



## EOCEP % ENGLISH I

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 70.7% in 2012 to 75.7% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	71.7	72.7	73.7	74.7	75.7
School Actual	70.7	76.0	80.9				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4	77.4				

End of Course data for HS only includes EOCEP scores for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders at GCS traditional high schools and charter high schools.

## EOCEP % ALGEBRA I

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 77.7% in 2012 to 82.7% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	78.7	79.7	80.7	81.7	82.7
School Actual	77.7	82.6	84.7				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2	82.7				

End of Course data for HS only includes EOCEP scores for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders at GCS traditional high schools and charter high schools.

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in science each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 62.1% in 2012 to 67.1% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	63.1	64.1	65.1	66.1	67.1
School Actual	62.1	74.4	75.1				
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5				

## EOCEP % US HISTORY AND THE CONSTITUTION

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 55.5% in 2012 to 60.5% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1.5 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	57.0	58.5	60.0	61.5	63.0
School Actual	55.5	66.0	67.6				
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3				

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including Advanced Placement (AP) exams and the Scholastic Aptitude Tests (SAT).

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 50% in 2011 to 55% by 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

**DATA SOURCE(S):** AP report produced by the College Board

	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X		51	52	53	54	55
School Actual	50	44	35	29				
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55	54				

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Annually increase by 2 points each, the mean scores on respective subtests and the mean composite score on the SAT.

**ANNUAL OBJECTIVE:** Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 6 points.

**DATA SOURCE(S):** SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	464	466	468	470	472
Critical Reading Actual	462	462	472				
Math Projected	X	X	464	466	468	470	472
Math Actual	462	462	461				
Writing Projected	X	X	439	441	443	445	447
Writing Actual	437	455	446				
Composite Projected	X	X	1368	1374	1380	1386	1392
Composite Actual	1362	1420	1379				

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496	499				
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496				
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472				
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467				

## GRADUATION RATE

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the on-time (4 year cohort) student graduation rate by 1.5 percentage points each year, from 68.0% in 2012 to 75.5% in 2018.

**ANNUAL OBJECTIVE:** Increase the on-time student graduation rate by 1.5 percentage points annually.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	69.5	71.0	72.5	74.0	75.5
School Actual	68.0	68.8	73.8				
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7				



<b><u>STRATEGY</u> <u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Sources</u></b>	<b><u>Indicators of</u> <u>Implementation</u></b>
USA Test Prep for EOC courses	Annual renewal	Department Chairs, Administration	Annual cost \$325 each or \$1300 annually	Local funds, department funds, PTSA grants	Increased scores on EOC exams
Test taking skills through advisory	On-going	CRT, Grade level Advisory Leaders	\$400	PTSA grants, local funds	Increased scores in all testing areas
Collaboration time with and between departments	On-going	Administration, CRT, Department Chairs	N/A	N/A	Greater emphasis on Common Core
After school programs for test prep – Ex. SAT	On-going	Administration	\$2000	PTSA grant	Increased scores in SAT, etc

## PROFESSIONAL DEVELOPMENT

☐ Student Achievement    ☒ Teacher/Administrator Quality    ☐ School Climate    ☐ Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Teachers will participate in Professional Development that emphasis student centeredness and best practices in curriculum instruction.

**ANNUAL OBJECTIVE:** A minimum of twelve hours of local Professional Development with emphasis on student centeredness and best practices in curriculum instruction.

**DATA SOURCE(S):** Professional Development Portal

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015- 16	2016-17	2017-18
Projected	x	x	PD with emphasis on Common Core	PD focused on Inclusive Practices and collaboration			
Actual	26 hours of PD offered on a variety of topics including rigor.	14 hours of Professional Development for all teachers. An additional 17 hours for specific groups. Teachers also participated in various district sponsored PD	25 hours of Professional Development for all teachers. An additional 20 hours for specific groups. Teachers also participated in various district sponsored PD	17 hours of Professional Developments for all teachers. An additional 18 hours were offered for specific groups and/or interest. Teachers also participated in various district sponsored PD			

### Greer High Professional Development 2014-15

July 30, 2014	Creating a Google Website Session 1	This session provides basic training on transferring, creating, and/or maintaining a teacher website using Google Sites.
August 6, 2014	Creating a Google Website Session 2	This session continues the basic training on transferring, creating, and/or maintaining a teacher website using Google Sites.
August 13, 2014	Google Drive	The focus of this session is website content and Google Drive.
August 13, 2014	Overview of MYP	An overview of the MYP Programme for Greer Middle and High. Presentation gives updated information regarding the new framework for the programme and outlines plans for the year for the school.
August 18, 2014	US History	US History Teachers plan the implementation of the new curriculum/textbook with focus on best practices and collaborative planning.
August 26, 2014	School Health Index Committee Consensus Meeting	The committee will discuss and determine Greer High's health and safety strengths and weaknesses for the purpose of creating an action plan for improving student health while engaging the faculty and community.
September 4, 2014	Revised Algebra 1	Algebra 1 teachers will review the revised algebra assessments for Algebra 1A, Algebra 1B, CP Algebra and Honors Algebra
September 18, 2014	Utilizing the IB Online Curriculum Center	Faculty will learn to navigate and use the IB Online Curriculum Center to enhance IB lesson planning, develop a clearer understanding of the Middle Years Programme, and explore the IB MYP assessments.
September 25, 2014	School Health Index Committee Evaluation	School Health Team will be evaluating weaknesses from the SHI surveys, and discussing plans of action that would be required to strengthen those weakness.
October 3, 2014	Math Updates	Math teachers will review resources available to assist with the district goal to increase EOC scores. Information on courses replacing Algebra1A & 1B will be discussed as well as changes in SC Math Standards.
October 7, 2014	The New IB MYP Unit Planner	Teachers will receive instruction in using the new International Baccalaureate Middle Years Program Unit Planner along with how to integrate the new Global Contexts and IB Key concepts into their planning.
October 9, 2014	"The Supreme Court in U.S. Government: Case Law and Policy Implementation"	Jeremy Murphy will present this session on the Supreme Court and his experience at the Supreme Court Summer Institute.

October 8, 2014	Everfi African American History	The goal of the session is to work within the Social Studies Department to learn and understand how to develop a unit on African American history. The unit will cover U.S. History standards that focus on the development of slavery through the Civil War/Reconstruction Era and will go up to the Civil Rights Movement that developed in the 1960's. The session will discuss strategies on creating "interactive" activities that can be used within an Interactive Notebooking classroom. Along with activities, essay questions, and the development of teacher lesson plans, there will be a focus on how to use the learning program Everfi. Teachers will see samples lesson from the 306 Everfi African American history program and they will work to develop ideas on how to use the interactive computer program within their student's interactive notebooks.
November 5, 2014	Technology Integration Tools	Teachers will receive training on using Learn360 to enhance student learning. The session will also include a broad overview of all Google Apps to improve collaboration and technology integration in the classroom.
December 2, 2014	The New IB MYP Unit Planner Ppt 2	Teachers will receive additional instruction in using the new International Baccalaureate Middle Years Program Unit Planner along with how to integrate the statement of inquiry; formative and summative assessments
January 5, 2015	MYP Assessments	Teachers will be introduced to the new MYP assessment model that will be used in the 2016 evaluation. Teachers will use MYP assessment criterion-related model to develop varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB.
January 14, 2015	Approaches to learning/Learner Profile	This session will focus on the changes to the MYP Approaches to Learning in the shift from principals into practices. Emphasis will be on how planning must demonstrate a progression of skills to be taught and formatively assessed at different stages of the programme
February 17, 2015	Review of Assessments for MYP Evaluation	This focus of this session is the newly aligned MYP assessment criteria across all subject groups, with four objectives/criteria for each subject group.
November 19, 2014	Resources in Our Media Center	Teachers will learn about the many resources offered through the media center with instruction on downloading the Destiny Quest and Overdrive apps, downloading ebooks and audiobooks, writing book reviews with their students in Destiny Quest, researching using Discus databases. New books will be available to view and catalogs for ordering.
November 12, 2014	Inclusive Practices Introduction	Faculty will be introduced to Stetson's Step-by-Step Approach for Inclusive Schools. This session will focus on the myths of Inclusion as GHS begins to implement Inclusive Practices.

December 10, 2014	Accommodations and Modifications	In this second PD on Stetson's Step-by-Step Approach for Inclusive Schools the faculty will learn to recognize the difference between and the implementation of modifications and accommodations as they apply to students in the Inclusive Classroom.
January 7, 2015	the Power of 2	The models of Inclusive Practices will introduced to the faculty to develop a clear understanding of the multiple support models that may be provided for students with special needs. Teachers will begin to identify the opportunities for students to meet their Individual Education Plan's goals/objectives within the general education classroom.
January 21, 2015	Inclusive Practices in Action	The implementation of Inclusive Practices begins with developing procedures for instructional planning and scheduling for students. Teachers will follow this process using Stetson's Form 1 and 2 to identify student needs.
November 18, 2014	Math and Rubicon Atlas	The math department will meet with Valerie Muller to learn how to navigate Rubicon Atlas and utilize the content for district directed instructional planning,
December 1, 2014	social studies and Rubicon Atlas	The social studies department will meet with Tami Finley to learn how to navigate Rubicon Atlas and utilize the content for district directed instructional planning,
December 2, 2014	English and Rubicon Atlas	The English department will meet with Debbie Baron to learn how to navigate Rubicon Atlas and utilize the content for district directed instructional planning.
December 10, 2014	Science and Rubicon Atlas	The Science department will meet with Chris Burras to learn how to navigate Rubicon Atlas and utilize the content for district directed instructional planning.
December 9, 2014	World Languages and Rubicon Atlas	The World Language department will meet with Debbie Carrero to learn how to navigate Rubicon Atlas and utilize the content for district directed instructional planning.
January 28, 2015	Formative Assessment	Faculty will discuss the importance of formative assessment as a tool to modify teaching and learning activities to improve student achievement. Formative Assessment Strategies for all content areas will be presented.
11/6/2014, 11/13/2014 & 12/11/2014	Google with Lance	Lance Curry from Instructional Technology will conduct individual session with teachers interested in Google Apps

January 12, 2015	Math Matters for 2015	the math dept. will meet to discuss the latest information from the district. Other topics to be addressed include course recommendations for next year, act standards that will be tested, and workkeys information.
March 13, 2015	MYP Part 3	Teachers will be taught the final steps for writing their International Baccalaureate MYP Unit Plans. We will review all aspects covered so far in the process, statements of inquiry, assessment, differentiation and the reflection process. Teachers will look at their current unit plans and make modifications as needed.
March 24, 2015	Grant Writing	Lisa Finley will walk the faculty through the how-tos necessary for successful grant writing.
March 25, 2015	PLCs	Teachers will be introduced to PLCs and their benefits in order to begin building the framework to develop school-wide strategies dedicated to helping students achieve their potential.
April 13, 2015	Livebinders and Google	In this session teachers will be introduced to Livebinders. As a way of demonstrating the benefits of Livebinders, teachers will have the opportunity to explore the "Google Livebinder" I created.
TBD	There's an App for That	edweb.net archived webinars - participants will discover apps that change the way students and teachers think about learning. The webinar features apps that promote essential 21st century learning skills – creativity, critical thinking, collaboration, communication, and apps that fuel creativity.
TBD	"Motivating the Reluctant Reader Through Technology"	Archived webinar from edweb.net discusses principals of motivating the reluctant reader through various technology resources.
TBD	Using Youtube in the classroom	Teachers will explore youtube.com, youtube.com/teachers, and youtube.com/schools with information on finding quality videos for content resources, flipping the classroom, and other classroom materials.
TBD	Getting Started with Google Classroom for Blended Learning	We will look at how to create a blended classroom online by using a number of tools including: Google Apps for Education, Remind, and Learning Bird. Through using online tools and services, we can create a blended learning environment, both online and offline. This session will look specifically at Google Classroom, to provide and deliver learning opportunities to students at home and at school. We will look at delivering learning materials to students via online services such as Learning Bird, and reminding students of tasks and learning materials by using Remind.com. We will also discuss opportunities to assess work via Google Classroom using Google Drive and Google Forms.

## Division of Academics: Focus for Professional Learning 2015-2016

### Student-centeredness, continued

- Assessment systems
- Student-Centered Coaching
- Student Support Systems: Multi-tiered System of Supports (MTSS)
- Inclusive Practices
- Assessment Systems
- Classroom Systems
- Effective PLCs and Data Teams
- Diverse Learners

- Roles and responsibilities of the LEA rep.
- Understanding Section 504

### Research and Quality Assurance

- Grant writing and resources
- ESEA/Federal Accountability
- State and District testing
- Data analysis

### Student-Centered Coaching

- Data as an essential component
- Enhancing teacher leadership
- Strategies for Coaches
- Student Support Systems
- Inclusive Practices
- Implementing academic and behavioral interventions
- Strategies for supporting students with Autism

### Curriculum and Instruction

- Instructional strategies for most diverse learners
- Standards-based instruction
- Specific content support
- Legal issues in Special Education (IDEA)

<b><u>STRATEGY</u> <u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Sources</u></b>	<b><u>Indicators of</u> <u>Implementation</u></b>
Minimum of twelve hours of PD with emphasis on Inclusive Practices, curriculum, and PLC's focused on Student Achievement offered at Greer High each year	On-going	Administration, CRT	Variable	Local funds, district fund	Increased teacher implementation of strategies of differentiation and successful practices to increase students learning and test score results
Teachers attend district provided PD	On-going	CRT, District personal	N/A	District	Increased teacher implementation of student centered practices.



## STUDENT ATTENDANCE

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning.

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card – School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual			N/AV				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

## STUDENT EXPULSION

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain a student expulsion rate below 0.5% of the total school population.

**ANNUAL OBJECTIVE:** Maintain an annual student expulsion rate below 0.5% of the total school population.

**DATA SOURCE(S):** SDE School Report Card – School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual			1.1%				
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%				

## PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 2.2% in 2012 to 77.2% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2012-13, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	73.2	74.2	75.2	76.2	77.2
School Actual	72.2	54.2	77.0				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 82.3% in 2012 to 87.3% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	83.3	84.3	85.3	86.3	87.3
School Actual	82.3	63.9	64.8				
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7	76.5				

## TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 89.2% in 2012 to 91.7% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	89.7	90.2	90.7	91.2	91.7
School Actual	89.2	91.5	90.3				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

## PARENT SATISFACTION – SAFETY

☐ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☒ School Climate  
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 78.9% in 2012 to 83.9% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	79.9	80.9	81.9	82.9	83.9
School Actual	78.9	65.2	61.5				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 78.9% in 2012 to 83.9% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	79.9	80.9	81.9	82.9	83.9
School Actual	78.9	65.2	75.6				
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2				

## TEACHER SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 78.9% in 2012 to 83.9% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	79.9	80.9	81.9	82.9	83.9
School Actual	78.9	65.2	96.8				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				



Goal 3. School Climate					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Create a student recognition plan for attendance.	Create a plan for 2013-2014 and revise annually as needed	Administration, CRT, Faculty representatives	\$400 per year	PTSA, Business partners	Increase % in annual student attendance rate
Review and revise, as necessary, the school's discipline code and consequences.	Review 2013-2014 with revisions as needed	Administration, Representatives from the faculty, students, and parents	N/A	N/A	Reduction in % OSS
Institute identification badges for faculty, staff, and students	Begin 2013-2014 and continue each year	District, administration	undetermined	District, local funds, donations	Increase in parent and student % satisfaction with school safety
Continue safety procedures previously implemented (ex. classroom doors locked during instruction time).	Revise procedures as necessary	Administration, faculty, and staff	N/A	N/A	Increase in parent and student % satisfaction with school safety
Periodically utilize advisory as conferencing opportunity to address students' grades and/or attendance.	On-going	Administration, guidance, advisory leaders	N/A	N/A	Increase in % learning environment satisfaction coupled with decrease in % student OSS
Teacher mentoring program with at-risk students	Beginning in 2013-2014 identification of at-risk students – behavioral issues, attendance, and grades	Diane Powell, Guidance, Administration, Faculty Committee	N/A	N/A	Increase in % learning environment satisfaction coupled with decrease in % student OSS

Community Meetings	Begin in 2013-2014 hold one school meeting in the community. Add additional meetings the following years.	Administration, local community leaders	undetermined	PTSA, local funds, business partnerships	Increase in parent, student, teacher % satisfaction with school safety and learning environment
Continue Semester Open House Events, Student Performances, and other opportunities for family and community to engage with school	On- going	Administration, PTSA, faculty groups	\$200 annually	PTSA, local funds, business partners, donations	Increase in parent, student, teacher % satisfaction with school safety and learning environment

## School Report Card and ESEA Website Links

[Greer High School 2014 School Report Card](#)

[Greer High School ESEA 2014 Report](#)