

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Southside 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		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tonya Parrott		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Carlos Brooks		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: Southside High School
6630 Frontage at White Horse Road
Greenville, South Carolina 29605

SCHOOL'S TELEPHONE: (864)-355-8700

PRINCIPAL'S E-MAIL ADDRESS: cbrooks@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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:	Carlos Brooks, Principal
2. TEACHER:	Jamie Blount, Teacher of the Year
3. PARENT/GUARDIAN:	Sharon Edwards, PTA President
4. COMMUNITY MEMBER:	Seldon Peden, Community Member
5. SCHOOL IMPROVEMENT COUNCIL:	Tonya Parrott, SIC Chair
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Curriculum Resource Teacher	Kathleen Stables
Mathematics Department Chair	Brittany Neely
English Department Chair	Brandi Richardson
Social Studies Department Chair	Mary Ford
Science Department Chair	Brian Corbett
Foreign Language Department Chair	Lindsey Johnson
Fine Arts Department Chair	Sarah Jenkins
Special Education Department Chair	Angel Stepp

Guidance Department Chair

Cedric Miller

AFJROTC Department Chair

Joseph Windley

Physical Education Department Chair

John Butler

Media Specialist

Jennifer Browning

***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

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.

 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.

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.



2014-15 SCHOOL PORTFOLIO

2013-2018 SCHOOL ACTION PLAN

SOUTHSIDE HIGH SCHOOL
CARLOS BROOKS, PRINCIPAL

GREENVILLE COUNTY SCHOOLS
W. BURKE ROYSTER, SUPERINTENDENT

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INTRODUCTION

Southside High School strategic planning for school improvement includes monitoring, reflecting, and assessing our progress toward meeting our school goals. We collect, analyze, and chart our test scores and survey results. We identify areas of strengths and weaknesses in the light of our shared values and vision for our school. We disseminate data and information to our stakeholders. Collectively we identify how we should move forward with one united and cohesive plan for future success and increased student achievement. Our School Portfolio reflects our efforts, progress, and achievements, and communicates our plans for further improvement. Our School Portfolio Team Members include:

Principal: Carlos Brooks

CRT: Kathleen Stables

Teacher: Jamie Blount

Parent/Guardian: Sharon Edwards

Community Member: Seldon Peden

School Improvement Council Member: Tonya Parrott

Faculty Council Members: Brittany Neely
Brandi Richardson
Brian Corbett
Mary Ford
Lindsey Johnson
Angel Stepp
Joseph Windley
Sarah Jenkins
John Butler
Cedric Miller
Jennifer Browning

Executive Summary

- Student Achievement Findings

On July 1, 2008, Carlos Brooks became Southside High School's principal. Under his leadership, student achievement has increased in each of the following areas from 2009 to 2013:

- 1st Attempt HSAP ELA passage rate increased from 74.6% to 85.8%
- 1st Attempt HSAP ELA African American Subgroup passage rate 66% to 82.9%
- 1st Attempt HSAP ELA African American Subgroup Scoring Proficient and Advanced increased from 25.5% to 39%
- 1st Attempt HSAP Math passage rate increased from 68.9% to 75.7%
- 1st Attempt HSAP Math African American Subgroup passage rate 52.9% to 74.1%
- 1st Attempt HSAP Both Tests passage rate increased from 63.6% to 72.9%
- 1st Attempt HSAP Math African American Subgroup Scoring Proficient and Advanced increased from 22.9% to 31.7%
- Longitudinal HSAP pass rate increased from 83.7% to 87.0%
- On-Time Graduation Rate increased from 63.0% to 69.3%
- On-Time Graduation Rate by African American Subgroup increased from 65.1% to 67.6%
- EOCEP English passage rate increased from 31.5% to 55.4%
- EOCEP Algebra passage rate increased from 36.1% to 63.5%
- EOCEP U.S. History passage rate increased from 38.3% to 56.2%
- EOCEP All Tests passage rate increased from 36.2% to 59.0%
- EOCEP All Tests by African American Subgroup passage rate increased from 29.6% to 52.6%
- EOCEP All Tests by Hispanic Subgroups passage rate increased from 30.5% to 50.5%
- SAT Mean Composite scores increased from 1341 to 1515
- ACT Mean Composite scores increased from 19.1 to 23.0

Through efforts of students, parents, teachers, community volunteers, and business partners, Southside continues to sustain academic growth as evidenced by the following *1-year* academic achievements from 2012-13 to 2013-14:

- SHS (Southside High School) received a 2013-14 SC State School report Card *Absolute Rating of Average* by meeting the standards for progress towards the 2020 SC Performance Vision for the second year in a row
- SHS received a 2013-14 *ESEA Federal Accountability Rating of B* for exceeding the State's expectations
- On-time graduation rate rose from 69.3% to 73.6%
- Five-year cohort graduation rate rose from 60.1% to 72.3%
- EOCEP Algebra 1 passage rate increased from 63.5% to 82.7%
- EOCEP Biology 1 passage rate increased from 60.6% to 63%

- EOCEP U.S. History passage rate increased from 56.2% to 57.6%
- EOCEP all subjects combined passage rate increase from 59% to 62.3%
- Greatest 1-year EOCEP passage rate gain was made by our African American subgroup of 3.5% from 52.6% to 56.1%
- EOCEP Algebra 1 Mean Score increased from 74.4 to 78.9
- EOCEP English 1 Mean Score increased from 70.4 to 70.9
- EOCEP Biology Mean Score increased from 75 to 77.2
- EOCEP U.S. History Mean Score increased from 72.9 to 74.4
- The percentage of AP (Advanced Placement) exams with a score of a 3 or above on all AP exams increased from 63% to 65.4%
- SAT mean score on the Writing section increased from 485 to a 489
- ACT Mean score on the Reading section increased from 23.3 to 23.6
- ACT Mean score on the Science section increased from 22.8 to 23.1
- The percentage of IB test scores at or above level 4 increased from 51.0% to 63.9%
- The percentage of IB Diplomas awarded increased from 50% to 54.8%

Southside High School was named a 2014 Palmetto Gold Award winner for academic gains made during the 2013 school year.

Southside High School administration, faculty, and staff work arduously to meet individual students where they are academically and motivate them to excel beyond their own expectations. It is our goal #1 to increase student achievement.

- Teacher and Administrator Quality Findings

In 2014, 67.3% of Southside High School teachers held advanced degrees. 70.9% of the faculty held continuing contracts, and 79.3% of teachers returned from the previous year. In 2014, 4.9% of classes at Southside High School were not taught by highly qualified teachers compared to the 7.8% of classes in high poverty schools not taught by highly qualified teachers across the state. Highly qualified teachers are those teachers that have:

- Earned at least a bachelor's degree
- Demonstrated content knowledge in each core content area he/she teaches
- Do not have any waivers of the requirements for full state certification

School leadership maintains high expectations for professional practice. Our faculty is committed to shared values and beliefs about teaching and learning. All teachers participate in professional development through workshops provided at school and/or district levels with further training available to IB and AP teachers. A number of our teachers hold Gifted and Talented endorsements. It is our goal #2 to ensure quality personnel in all positions.

- School Climate Findings

It is our goal #3 to provide a school environment supportive of learning. Each year the faculty, 11th grade students, and their parents are asked to complete an opinion survey.

The purpose of the surveys is to garner stakeholders' level of satisfaction with the learning environment.

2013-14 survey highlights:

- Teachers' top 3 responses:
 - My school provides challenging instructional programs for students (98.2%)
 - Teachers at my school effectively implement the State Curriculum Standards (98.1%)
 - School administrators visit classrooms to observe instruction (98.1%)
- Students' top 3 responses:
 - My teachers expect students to learn (95.8%)
 - My teachers expect students to behave (95.1%)
 - My parents know how well I am doing in school (92%)
- Parents' top 3 responses:
 - My child feels safe at school (100%)
 - My child's school is kept neat and clean (100%)
 - My child's school has high expectations for student learning (84.6%)

The 2013-14 opinion survey responses showed 100% of parents indicated their child feels safe at school, while 87.2% (up 3.5% from last year) of the students themselves indicated that they feel safe. 94.3% of teachers (and another 3.8% who did not indicate one way or the other) agreed or strongly agreed they feel safe at school during the day.

Satisfaction with the learning environment, according to the 2013-14 survey, has generally improved. 75% of parents indicated satisfaction, up 3.5% from the year before, and 79.2% of teachers, an increase of 6.3%, indicated satisfaction. Student satisfaction dropped to 59.8% from 61.2% the year before. Survey results indicated that the issues that students were most concerned with were related to student behavior and bathroom cleanliness.

- School Challenges

- Challenge #1: A significant percentage of students enter Southside High School with deficient reading and math skills. MAP Test scores indicate that 64% of the English 1 CP and Honors students (88 out of 137 students who were tested) who entered Southside in the fall of 2014 as 9th graders, read below a 9th grade reading level. The majority of those who did not read at or above grade level, in fact, read at or below a 6th grade reading level. Only 36% of incoming English 1 students who tested, were prepared to meet the challenges of the rigorous English 1 curriculum. Despite their readiness level, these students are scheduled to take the English 1 End of Course Exam (EOC) at the end of the year. Likewise, Math MAP Test scores indicate that 85% of the Algebra 1 CP, Honors, and Algebra Part A students (105 out of 124 students who were tested) who entered Southside in the fall of 2014 as 9th graders

tested below grade level. More than half of the students who tested below grade level tested at or below a 6th grade math level. Southside High School teachers work laboriously to meet students where they are, scaffold for learning gaps, while meeting SC Common Core State Standards.

- Challenge #2: Southside High School's student population is transient in nature. Typically, approximately one quarter (1/4) of our student population turn over each year, on average 30 students monthly. To put that into perspective, we have, on average, at least 1 student enroll or withdraw every single school day. Students within our population may enter and exit multiple times, and over multiple years. This is an on-going issue. From September 2014 to Feb 2015, there have been 160 students who have entered or exited. Well over 100 students will not benefit from a full year of instruction at Southside High School. Most of these students are 9th graders. The continuously disruptive movement of students into and out of a class impacts the student and the class and causes:

- Continual change in the group dynamics
- Upheaval in instructional grouping
- Difficulty making benchmark test comparisons
- Challenges in classroom management. Teachers must continually re-teach procedures that had previously been established and taught at the beginning of the school year as each new student enters
- Challenges in curricular cohesion. Teachers must establish baseline data on each new student each time a new student enters the class and re-teach content knowledge, skills, and processes the teacher already taught and the rest of the students were already expected to learn
- Poor EOC test scores

- School Highlights

In 2014 Southside High School performance exceeded state expectations under the ESEA Federal Accountability Rating System, receiving a grade of B.

Southside High School received a 2014 SC State Annual School Report Card Absolute Rating and Growth Rating of Average. For the second year in a row, school performance met the South Carolina State standards for progress toward the 2020 SC Performance Vision. Through combined efforts of students, teachers, administrators, parents, business partners, and volunteer tutors, Southside High School continues to make incremental and discernible improvement toward meeting our student achievement goals.

The 2013-14 school year saw 170 students graduate from Southside High School. These graduates represent the best of Greenville County Schools. The graduating class of 2014 earned over five million dollars in scholarship money. Southside had one (1) winner of the Presidential Merit Scholarship and a total of four (4) students who were National Merit Finalists. Five (5) students received a perfect score on the critical reading portion

of the SAT and thirty-five (35) students were recognized as Advanced Placement Scholars. Our graduates will be attending some of the finest post-secondary educational institutions in the country.

A brief recap of the 2013-14 year included the Forensic Team 2013-14 South Carolina District Overall Championship, and the 2013-14 South Carolina 3A Championship; ten Forensic Team members qualified for the National Forensics League's National Competition; were named 2014 NIETOC Act One Sweepstakes Winners, 2014 NIETOC Dramatic Interpretation Champion, and 2014 NIETOC Duo Interpretation Finalists – 4th place. The 2013-14 Forensic Team ranked #34 out of 3000 speech and debate schools nationwide and the Southside High School teacher named the 3A Forensic Coach of the Year. Three students made Greenville All County Honor Band, one student made South Carolina All-State Band. Southside High School won 1st Place Class AA at the Liberty Red Devil Invitational, 1st Place Class A Overall at the Ardrey Kell Mighty Knight Invitational, and received Excellent Rating at the South Carolina 3A Upper State Championships. Nine Chorus students attended All District Chorus, ten Youth in Government students were selected to be part of the Conference on National Affairs Delegation (CONA), one student invited to be part of the National Judicial Program and was selected to be the recipient of the Resource Staff Excellence on Leadership Scholarship. The Academic Team placed 2nd at the National History Bowl State Tournament and was the top school from South Carolina. The Academic Team went to the Science Bowl and was the top performing team on the American Chemical Society Challenge. The 2013 Girls' Varsity Basketball Team were the AAA Region Champions, one student made the Piedmont Athletic Association All-Star Team, the Varsity Football Team made the play-offs, and the Girl's Tennis Team made the 3rd round play-offs.

Highlights from 2014-15 year include the 2014 Girls' Basketball Team named Region II –AAA Champions for the 2nd consecutive year. In the Top 100, the nationally ranked (#48) Speech and Debate Team, garnered its eighth consecutive 3A State Title, 2015 South Carolina Forensics Coaches Association State Tournament, 2014 NSDA School on Honor in Speech, 2014 NSDA National Tournament Duo Interpretation Final Round Winners ("Bama" Bowl recipients), 2014 NSDA National Tournament Congressional Debate Finalist, 2014 CFL School of Excellence Award in Speech, 2014 CFL Nationals Duo Interpretation Finalists – 2nd Place, 2014 CFL Nationals Duo Interpretation Finalists – 4th Place, Major Wins at Harvard, Emory, and George Mason Universities, and seven (7) consecutive SC NSDA District Titles. Southside AFJROTC finished 2nd Overall in the Unarmed Division 2015 AFJROTC Southern Invitational Drill Team Championship in Dallas, Georgia, and finished 2nd in both the regional Tiger Invitational Drill Meet and overall in Exhibition Drill at the Upstate Regional Drill Championships in Anderson, SC. A SHS student finished 2nd in the National Championship 2015 Armed Individual Drill Competition. Our Academic Team took 2nd in South Carolina in History Bowl, 3rd in South Carolina for the National Academic Quiz Tournaments (NAQT), 4th in South Carolina and Georgia for Science Bowl, and 8th in the nation at the National Tournament of Academic Excellence representing South Carolina. The Academic Team has qualified

for 4 national tournaments this year. Our Youth in Government (YIG) Team was named the 2014-15 Premier Delegation at the YIG Conference and a SHS student was elected as Speaker of the House for next year's YIG Conference. SHS Symphonic Band made school history by receiving a Superior Rating on stage at the 2015 SC Band Directors Association Concert Festival. Other accomplishments included Henry Laurens Invitational 2nd Overall Excellent Class 2; Loy E. Wagner Invitational 1st Class A Overall Excellent, Clinton Invitational 3rd Overall Excellent Class 1, and 2A Upper State Championship Overall Excellent Rating. During the 2014-15 school year, a Southside teacher was nominated for a Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). Our goal remains to meet our students where they are academically, socially, and emotionally and help them move forward as they become increasingly well-positioned to contribute positively to our community.

School Profile

- School Community

- Partnerships

Our collaboration with the community is an important component of our school's commitment to create a common school culture of excellence. This is evidenced by our long-term relationship with GE in support of our mentoring program and the U.S. Government with typically over twenty percent (20%) of Southside High School students involved in Air Force Junior Reserve Officer Training Corps (AFJROTC). In partnership with YMCA volunteers, our Character Education Initiative is thriving for the second year. Southside High School values our partners. We recognize our partnerships monthly with our Business Partner of the Month Award.

- PTA (Parent Teacher Association)

The Southside High PTA makes important differences in the education and development of students. The PTSA provides classroom grants, funding for student agendas, classroom paper and copies, technology, and building maintenance. The PTA fosters positive relationships between the home and the school and sponsors various opportunities for parents, staff, and students to interact. As funds permit, the PTSA also supports various extracurricular activities such as Forensics, Band, Drama Club, and AFJROTC. We recognize our volunteers monthly with our Volunteer of the Month Award.

- SIC (School Improvement Council)

Southside High School's School Improvement Council is made up of elected parent, student, and faculty members along with members of the school's administration and appointed community leaders. It meets monthly and serves to advise the leadership of Southside on ways to achieve the academic goals of the school.

SIC members recognize that a student's education is a responsibility shared by the school, family, and community, and work to establish a strong working relationship with Southside students' families to promote parental involvement to support student learning.

- IB (International Baccalaureate) Parents Council

The IB Parents Council (IBPC) is a group of volunteer parents who work to assist the (IB) Coordinator, in close coordination with the Principal, the PTA and Southside staff. The IBPC meets once a month, with an open forum portion for all members to participate. The IBPC is a membership-based organization that also helps to facilitate communication among all IB families and with the IB Coordinator.

- School Personnel Data

- Faculty and Staff

The 2014-15 Southside High School faculty consists of fifty four (54) full and part-time teachers three (3) guidance counselors, one (1) IB coordinator, one (1) media specialist, and one (1) curriculum resource teacher (CRT). Additionally, our staff consisted of two (2) intervention specialists and two (2) classroom aides, a media, guidance, and attendance clerk. Our faculty is made up of PACE teachers, National Board Certified teachers, AP certified teachers with Gifted and Talented endorsements, IB certified teachers, MYP trained teachers, and teachers with advanced degrees, including Doctorates. Some of our teachers come from across the nation and from across the world. And some are former students who have returned to teach and impact their community. Each faculty and staff member brings a wealth of experience, talent, and knowledge.

- School Leadership

The administrative team, made up of the principal, Carlos Brooks, and five (5) assistant principals, supervises the effective implementation of programs that enhance the entire school. Administrative duties, along with the name of the administrator assigned to each duty, are printed in the faculty handbook. The principal and assistant principals visit classrooms on a rotating schedule and are visible and accessible throughout the day. The administration maintains a high level of communication with the faculty, student body, staff, parents, school district, and community members.

- Student Population Data

Our diversity is our strength. We have approximately 815 students; 57% of our student population is African American, 17% Caucasian, 14% Hispanic, and 9% Asian. Almost 20% of our students are served by a gifted and talented program, almost 13% are served by a special education program, and 2% are enrolled in English as a Second Language classes. The Poverty Index is 70.84% and 62% of our students qualify for Free and Reduced Lunch.

Current 2014-15 Student Enrollment by Grade Level		
	Number	Percentage
Freshman	283	35%
Sophomores	197	24%
Juniors	185	23%
Seniors	150	18%
Total Enrollment	815	100%

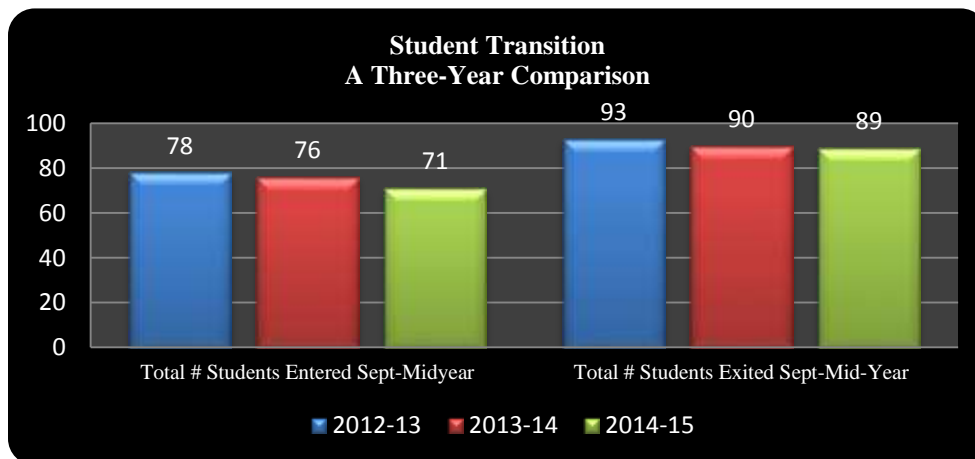
Data Source: Power School Report 15-Day Count

Current 2014-15 Student Enrollment Number by Grade Level and Demographics					
	9	10	11	12	Totals
African American	174	106	102	80	462
Caucasian	48	27	28	32	135
Hispanic	42	31	26	15	114
Asian	11	26	18	18	73
Other	8	7	11	5	31
Total	283	197	185	150	815

Data Source: Power School Report 15-Day Count

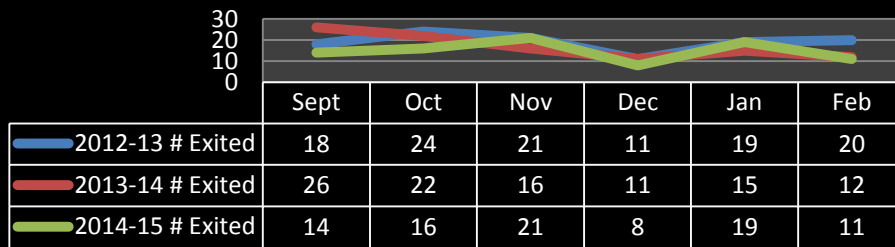
Transient Student Population

The transient nature of our community and student population has a profound effect on teaching and learning and ultimately on our student achievement. A significant number of students enroll and withdraw from our school throughout the school year and often on a daily basis; sometimes multiple times during the year, and at times repeatedly over multiple years. Close to 200 students, about a quarter ($\frac{1}{4}$) of the entire student body, transition in or out of our building each year. The graphs below illustrate the persistent fluctuation of our student population.



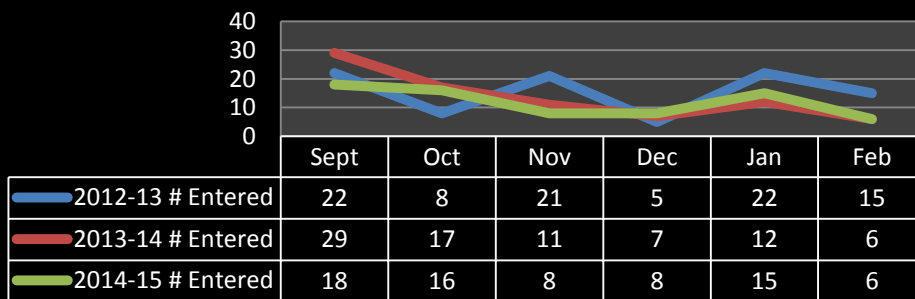
Data Source: Power School Report

Comparison of the Number of Students *Withdrawing Monthly* during Sept-Mid-Year Time Frame



Data Source: Power School Report

Comparison of the Number of Students *Enrolling Monthly* during Sept through Mid-Year Time Frame



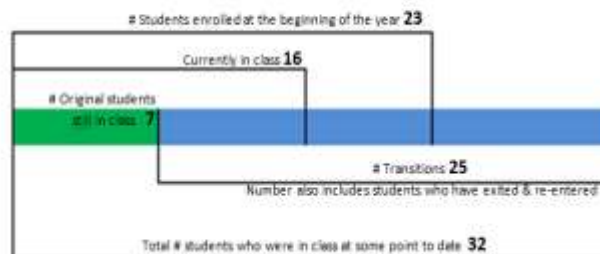
Data Source: Power School Report

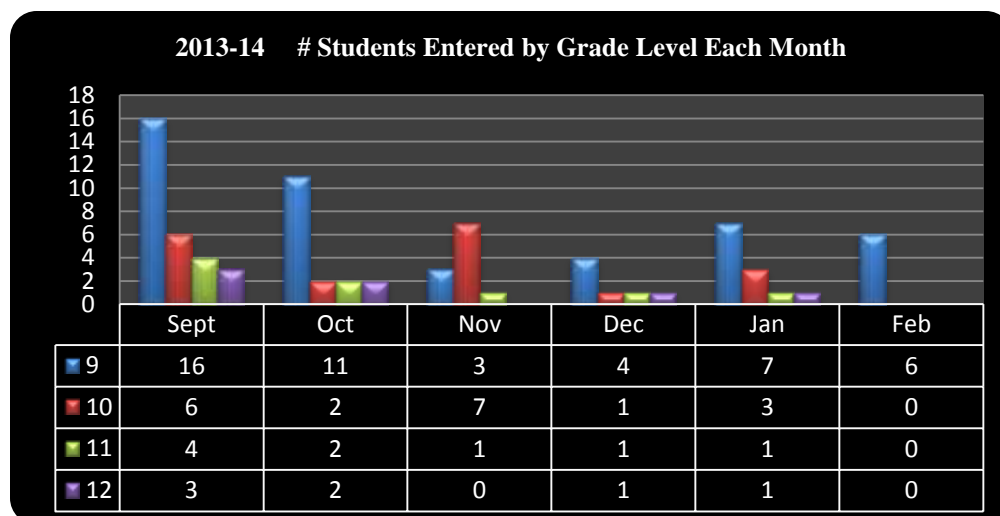
Perpetual student turnover throughout the school year negatively impacts instruction and learning. Continuous turnover in the classroom creates instructional and management challenges for the teacher. Gaps in student learning develop as a result of moving from one school to another during the school year and impact the continuity of a student's education.

The graph below exemplifies enrollment in a *typical* Southside High School classroom. In August 2013, Ms. Farrell had 23 students enrolled in her period 6 English 1 EOC class. During the next few months 25 students came and went. At the end of the 1st semester, she had just 16 students in the class. Only 7 of those students have been in her class since the beginning of the school year! And the school year was only half over!

2013-14 Raina Farrell's English 1 CP 6th Period Class

1st semester only





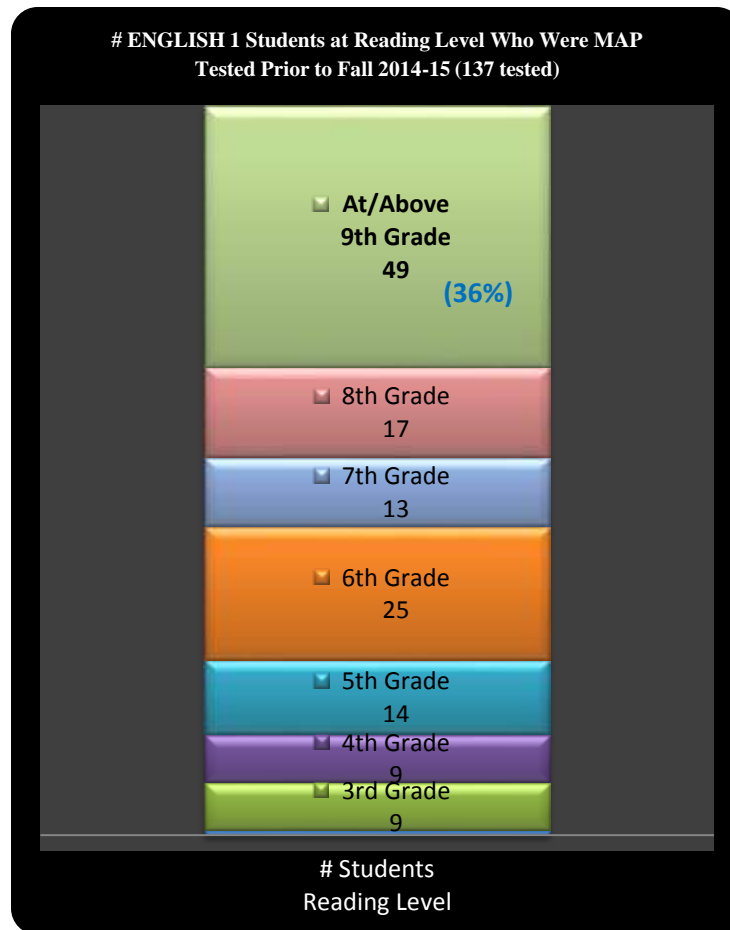
Data Source: Power School Report

The graph above illustrates the typical breakdown of student enrollment by grade level each month. A disproportionately large number of students who transfer in each month are 9th graders. Students in the 9th grade generally take both the English 1 and the Algebra 1 SC State End of Course (EOC) Exams. These students take these high-stakes exams *without* the benefit of a full school year of instruction at Southside High School. In fact, it is not unusual for students to enroll just a few weeks before taking the state mandated EOC Exams. Although a smaller percentage of upper classmen enroll monthly, the impact still resonates as 10th graders generally take the Biology EOC Exam and 11th graders generally take the U.S. History EOC Exam. This school year alone, from September to February 2015, there have been 71 new enrollments. On-going student enrollment (enrollment *after* August, the beginning of the school year) directly impacts our school-wide high stakes test results and school-wide student achievement and more significantly, negatively impacts our students.

Incoming Freshman Reading and Math Readiness Levels

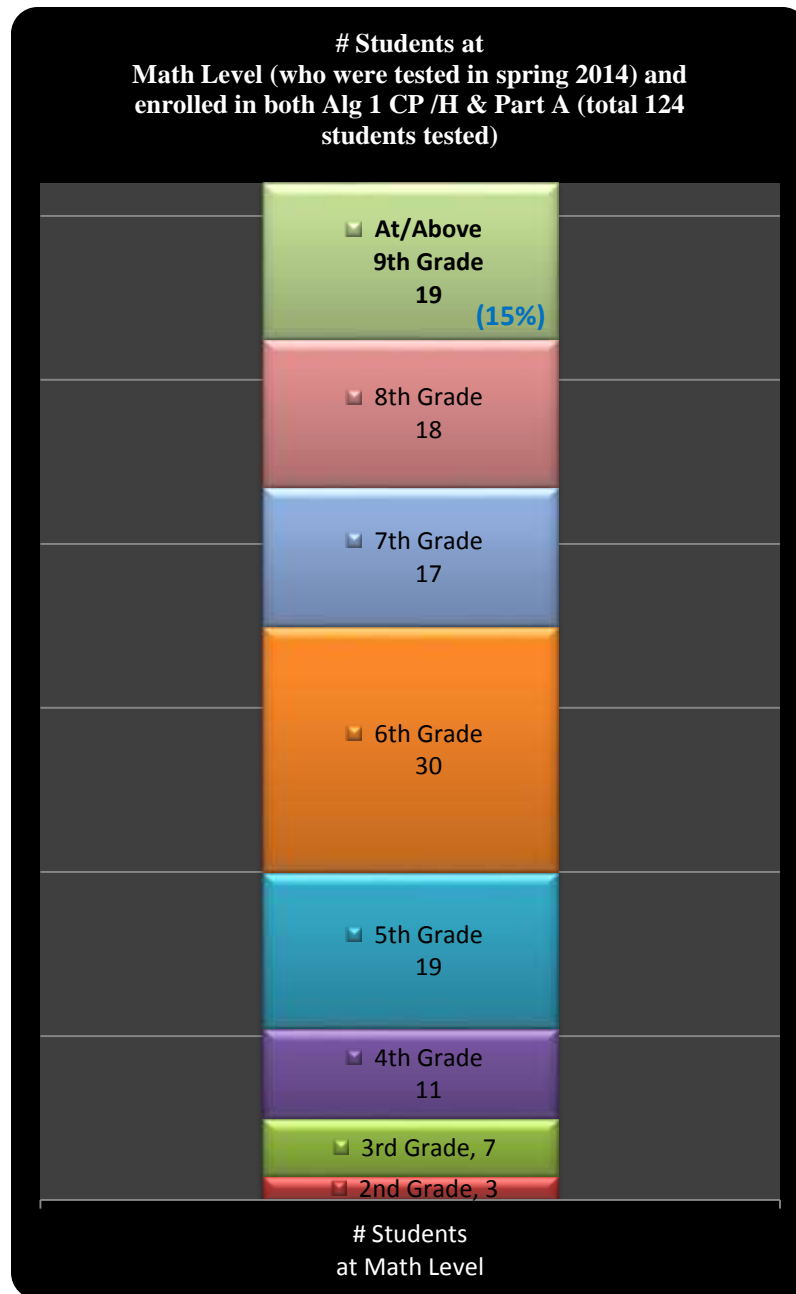
Prior to entering Southside High School, middle school students in Greenville County Schools take MAP Reading and Math Tests. These MAP scores help to gauge student learning readiness and current academic level.

MAP Reading scores from spring 2014 indicate that 36% of students who tested and enrolled at SHS in an English 1 CP or Honors course this year read at or above grade-level; 64% (88 out of 137) of the students read below grade level. The graph below, indicating the number of students at each reading-grade-level, show that 42% of all students tested, read at or below the 6th grade level as incoming freshman. Classes have been added to the schedule to provide additional support through an Accelerated Reading Program.



Data Source – Enrich Spring 2014 MAP RIT Scores

MAP Math scores from spring 2014 indicate that only 15% of students who tested and enrolled at SHS in an Algebra 1 course this year tested at or above grade-level; 85% (105 out of 124) of the students tested below grade level. Clearly many incoming freshmen were significantly unprepared to meet the challenges and rigor of an Algebra 1 CP course. As evidenced in the graph below, 56% of all the students tested, entered Southside as incoming freshman at or below a 6th grade math-readiness level. Classes have been added to the schedule to provide additional support through Algebra 1 Part A and Algebra 1 Part B courses; providing students with an additional year of preparation before taking the SC State EOC exam.



Data Source – Enrich Spring 2014 MAP RIT Scores

The following table shows other general trends over the last 5 years. Student enrollment continues to decline. The Poverty Index and Free and Reduced Lunch rate remains relatively constant. The retention rate remained generally constant until 2014 when the rate rose from 4.7% to 7.0%. And the figures below show success on AP/IB exams back on the rise.

Student Data					
	2010	2011	2012	2013	2014
Enrollment	1004	938	874	825	818
Poverty Index	73.02%	71.73%	71.93%	69.60%	70.84%
Free & Reduced Lunch	61%	59%	NA	60%	62%
Older than Usual for Grade	13.5%	9.3%	NA	9.5%	9.8%
Retention Rate	4.9%	5.4%	4.9%	4.7%	7.0%
Enrolled in AP/IB Programs	34.1%	37.7%	44.8%	30.4%	31.2%
Successful on AP/IB Exams	66.7%	61.4%	54.1%	57.6%	65.4%

Data Source: SC School Report Card

- Program Initiatives

- International Baccalaureate (IB) Program and Middle Years Program (MYP):

The International Baccalaureate Organization (IBO), founded in 1968, is a nonprofit educational foundation based in Geneva, Switzerland. The foundation offers a comprehensive two-year curriculum—available in English, French, and Spanish—that allows students to fulfill certain requirements of various national education systems.

The IB/MYP programs are internationally recognized programs with an emphasis on global perspectives. They are holistic style programs with a prescribed course of study that encompasses six areas; English, history, science, foreign language, math, and an IB approved elective that emphasize process and integration of content across content areas. The IBO's Diploma Programme is a high school program offered to students in the final two years of school. Course work is divergent – asking why more than what. The program maintains rigorous world-wide assessment criteria standards.

- Advanced Placement (AP) Program:

The AP program provides leadership and services for academically talented students with more emphasis on the academic rather than the philosophical. It is a cafeteria style program in which students have an opportunity to take college-level courses and exams while still in high school. Students may pick and choose content-driven courses. Southside currently offers 12 AP courses, including courses such as AP Calculus, AP Physics, AP Chemistry, and AP Psychology.

- Freshman Academy Program:

The 9th Grade Freshman Academy is a comprehensive program that strives to provide each 9th grade student with a challenging and nurturing learning environment that ensures

a smooth transition from middle to high school. It seeks to ensure the academic success of its students by increasing the promotion rate for all freshmen, improving the quality of parental involvement, decreasing the number of discipline referrals, and increasing the attendance rate and passage rate for the End of Course Examinations. We enthusiastically promote good citizenship through consistent discipline and positive behavioral encouragement programs.

- Character Education Program:

Southside High School Freshman Academy in collaboration with the YMCA Teen Achievers Program incorporated a developed curriculum focused on structuring and nurturing the professional development of teens in grade 9-12. The program works hand-in-hand with community professionals, who help guide and mentor teens to make sensible decisions concerning their future. It not only benefits the student participants, but the community as well.

- Credit Recovery:

Credit Recovery, initiated by Greenville County School District, allows a student who has received a 61 or higher in a course to take the APEX course on-line and recover the credit. The APEX curriculum is closely aligned with SC standards. Additionally, students have access to the APEX programs from home and can work at their own pace in school or at home. Students are required to be on campus to complete the assessments for the APEX programs. The highest grade a student can earn through the APEX recovery program is an 80.

- Seat-Time Recovery:

Seat-Time Recovery allows students who are currently passing a course and have more than the maximum number of absences the opportunity to recover class hours by attending Seat-Time Recovery. Seat-Time Recovery will enable participants to make up the hours required to receive credit for a course.

- Program Features

- Academic tutoring and coaching
- Nationally ranked forensics team
- Nationally ranked AFJROTC program
- International festivals
- Black History Month
- Mr. Southside
- Miss Southside Pageant
- Fine Arts: Band, Chorus, Art, Drama, Guitar, Piano
- Athletic programs
- Academic Team
- Drama Club
- SAM Team

- National Honor Society
- Student Council
- Tiger Ambassadors
- Yearbook
- Youth in Government
- Quantum Physics Club
- SC Junior Academy of Science Club
- Psychology Club
- Back-pack Program
- Bowling Club
- Art Club
- Gardening Club
- Model Rocket/Model Airplane Club
- Step Team
- Ultimate Frisbee
- Venture Club

Mission, Vision, and Beliefs

- **Mission**

Southside High School's mission is to promote lifelong learning and to promote an understanding of community and curriculum standards by providing opportunities for students to apply acquired skills and by modeling desired behavior and attitudes. We will know students are learning and becoming productive, involved, caring citizens by maintaining data that charts their progress so we can provide various levels of intervention to guide students toward success.

- **Vision**

Our vision is "Creating a Common School Culture of Excellence."

Data Analysis and Needs Assessment

- **Student Achievement**

EOCEP (End of Course Examination Program) Passage Rate

Currently, South Carolina requires students enrolled in English 1, Algebra 1, Biology, and U.S. History to take a standardized multiple choice exam near the end of the course. The exam score is calculated 20% of the student's final grade.

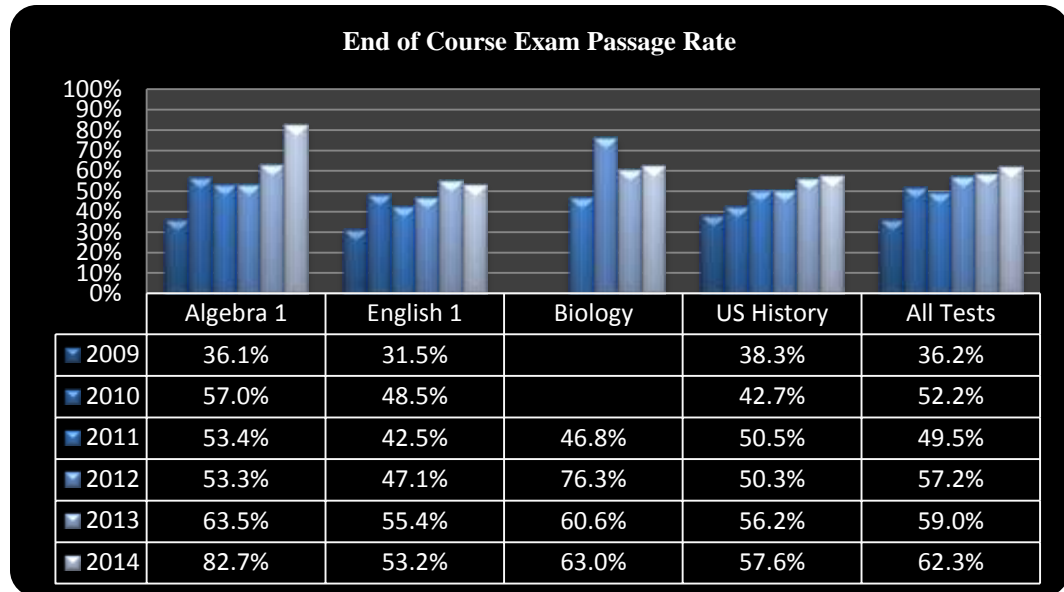
Generally, students take these courses in high school. Many of our most academically ambitious students take English 1 and Algebra 1 courses at the middle school. Their scores are not reflected in our EOC passage rate data.

Although test content can signal what is important for students to learn and for teachers to teach, teachers are not permitted to view or review actual test questions. Likewise, detailed test results can be valuable to improve teacher effectiveness; unfortunately, details (such as specific areas students struggled with or skills students failed to adequately demonstrate) are not provided by the state to the teachers.

Not all students entering a course of study bring with them established study habits and diligence, adequate skill sets, or comparable prior knowledge. A student's below-grade reading level or limited vocabulary knowledge can greatly impact a student's ability to comprehend a question or demonstrate content knowledge within the confines of a multiple choice test.

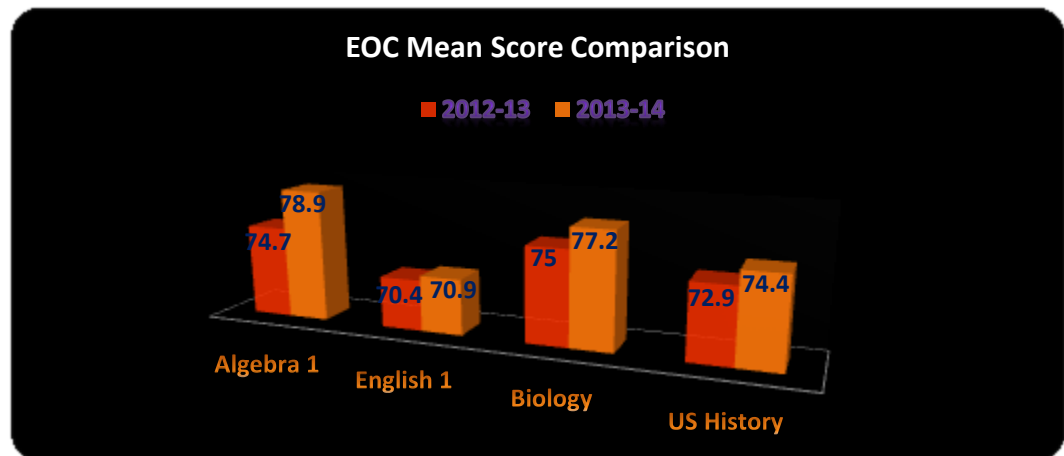
Teachers, throughout Southside High School, augment students' working vocabulary skills with academic and tier 2 vocabulary study. Some students benefit from our accelerated reading program. Some incoming freshmen, testing below grade level in math, have benefitted from placement into a 2-year Algebra course, these students take the Algebra 1 EOC exam at the end of their 2nd year. All of our EOCEP students take benchmark tests throughout the year to identify areas for improvement. Students are encouraged to take advantage of after-school tutoring and cost-free computer-based test prep programs.

The overall EOCEP passage rate has increased 26.1 percentage points from 36.2% in 2009 to 62.3% in 2014. During the same time frame, passage rates in Algebra rose +46.6%, in English rose +21.7%, and in US History rose 19.3%. And since first administered in 2011, Biology EOC scores rose 16.2%. The greatest 1-year gain, in at least the last six years, was the Algebra 1EOC passage rate with an increase of 19.2 percentage points. EOC Passage Rates are used to determine, in part, our SC State School Report Card Absolute and Growth Ratings. For the 2nd consecutive year, we received an Absolute Rating of Average.



Data Source = SDE School Report Card

The following graph compares the EOC Mean Scores, which are used, in part, to determine our school ESEA Federal Accountability Rating. Because a number of students have taken advantage of a 2-year Algebra course, fewer students, just over half as many students, took the Algebra 1 EOC Exam in 2014 than in 2013, affording them the opportunity to fill in some of their learning gaps. In 2014, mean scores increased in every subject-area End of Course Exam.



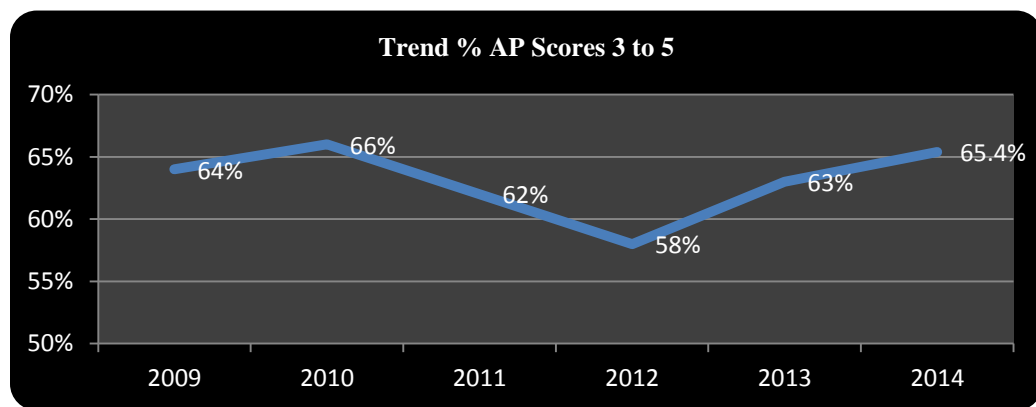
Data Source = SDE School Report Card

Advanced Placement Tests (AP Tests) % Scoring a 3 or Above

There were 184 students enrolled in at least one AP course in 2014, taking a total of 363 AP exams. Although the percentage of AP exams scores 3 to 5 dipped in 2012, the percentages rebounded in 2014 to 66%. Students scored between a 3 to a 5 on 241 exams out of the 363 exams taken. Thirty-Five (35) students were recognized as Advanced Placement Scholars.

% AP Scores 3 to 5	
2009	64%
2010	66%
2011	62%
2012	58%
2013	63%
2014	65.4%

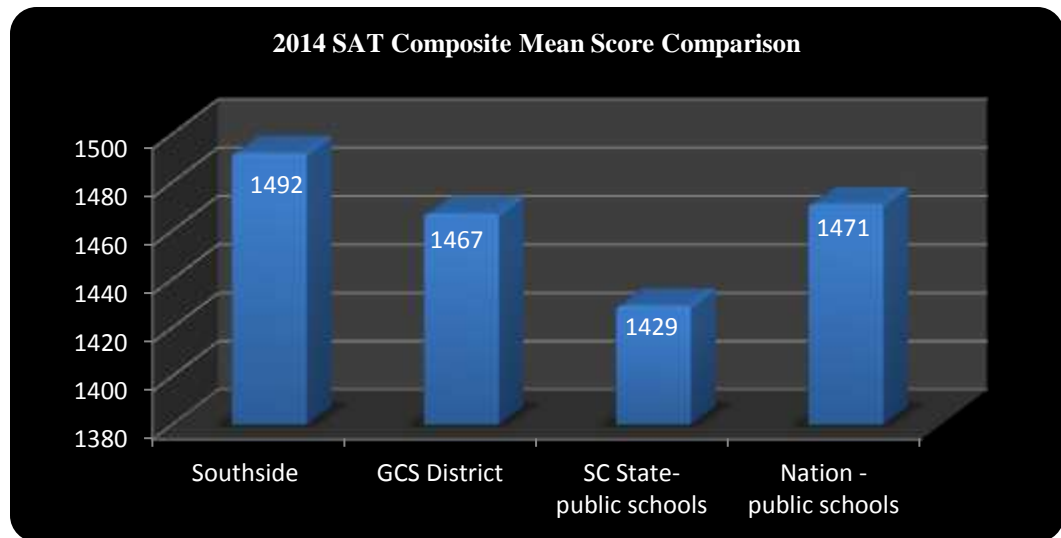
Data Source = College Board AP Report



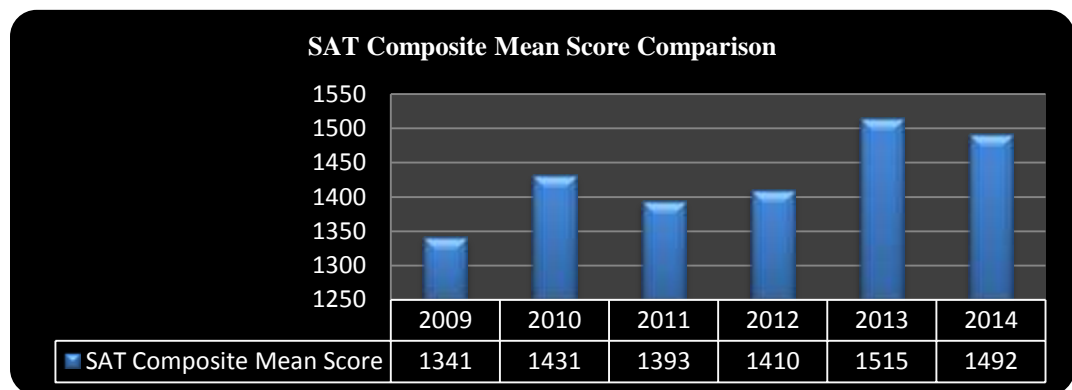
Data Source = College Board AP Report

SAT Mean Scores

Southside's 2014 SAT Mean Composite Score of 1492 surpasses both the state public school (1429) and national public school (1471) mean composite scores. Data indicates Southside has enjoyed a general upward trend over the last six years. The class of 2014 had one (1) Presidential Merit Scholarship winner, four (4) National Merit Finalists, and five students received a perfect score on the Critical Reading portion of the SAT.



Data Source = College Board SAT Reports



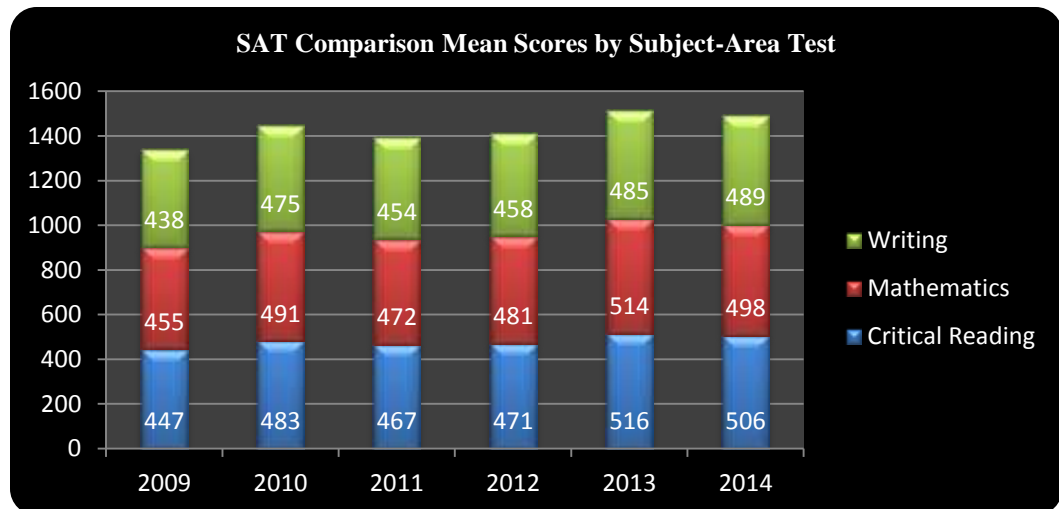
Data Source = College Board SAT

Report

Over the last 5 years, since 2010, Southside SAT Critical Reading Mean Scores reflect a 23 point gain, Mathematics Mean Scores reflect a gain of 7 points, and Writing Mean Scores reflect a gain of 14 points.

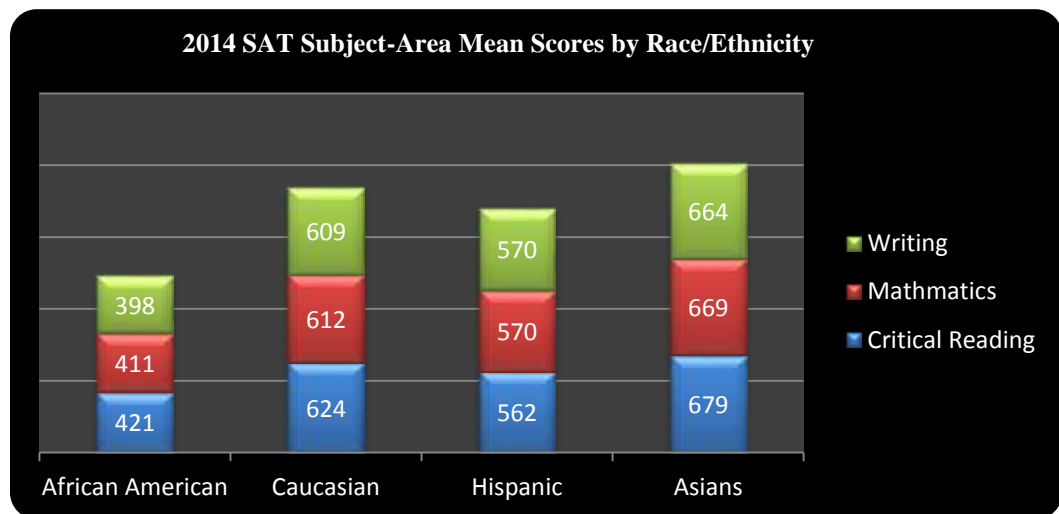
SAT Mean Composite Scores					
	2010	2011	2012	2013	2014
Critical Reading	483	467	471	516	506
Mathematics	491	472	481	514	498
Writing	475	454	458	485	489
Composite	1431	1393	1410	1515	1492

Data Source = College Board SAT Report



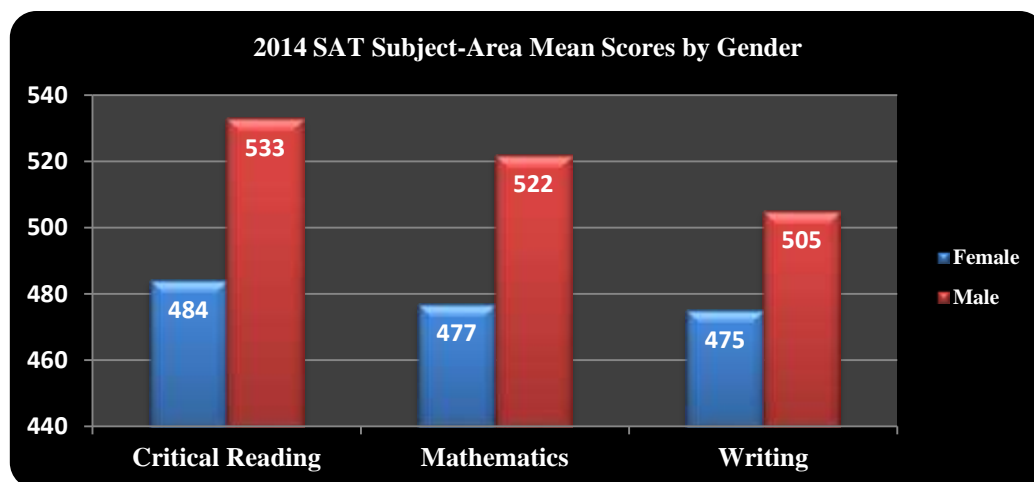
Data Source = College Board SAT Report

One hundred and seventeen (117) SHS students took the SAT test in 2014. The majority (56%) of students taking the SAT were African American (65 out of 117 students), 17% were Caucasian (20 out of 117), 16% were Asian (19 out of 117), and 4% (only 5 students) were Hispanic. The graph below indicates the mean score for each of the subject-area tests by race/ethnicity. On average, in each subject-area test, the Asian subgroup out-scored all other subgroups.



Data Source = College Board SAT Report

In 2014, more females took the SAT test than males; out of the 117 students tested, 64 were female (55%), and 53 were male (45%). While females out-numbered the males, the males out-scored the females. The graph below indicates the breakdown by subject-area test.



Data Source = College Board SAT Report

ACT Target Benchmarks

According to ACT.org website, the 2014 ACT Benchmark scores on the ACT subject-area tests represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in first-year college courses. (<http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/>) Students must meet the target benchmark score to be considered College and Career Ready.

College Course	ACT Subject-Area Test	ACT Target Benchmark Score
English Composition	English	18
College Algebra	Math	22
Social Sciences	Reading	22
Biology	Science	23

Nationwide Percent of 2014 ACT-Tested High School Graduates by Race/Ethnicity

<http://www.act.org/research/policymakers/cccr14/pdf/CCCR14-NationalReadinessRpt.pdf>

Nationwide ACT Target Benchmark Met Results

In 2014, 26% of all graduating class students who took the ACT Test met all four subject-area benchmarks nationwide. Only 13% of all students tested across the nation, according to this report, were African American. Only 11% of students that were tested *and* met 3 or more benchmarks were African American. Nationwide, Asians had the highest percentage of students that met 3 or more benchmarks. The following table shows *nationwide* ACT Test participation and achievement for 2014 by race/ethnicity.

2014 Nationwide ACT Test Participation and Achievement by Race/Ethnicity		
	% Percent Tested by Race/Ethnicity	% Percent Tested Meeting 3 or More Benchmarks by Race/Ethnicity
African American	13%	11%
Caucasian	56%	49%
Hispanic	15%	23%
Asian	4%	57%

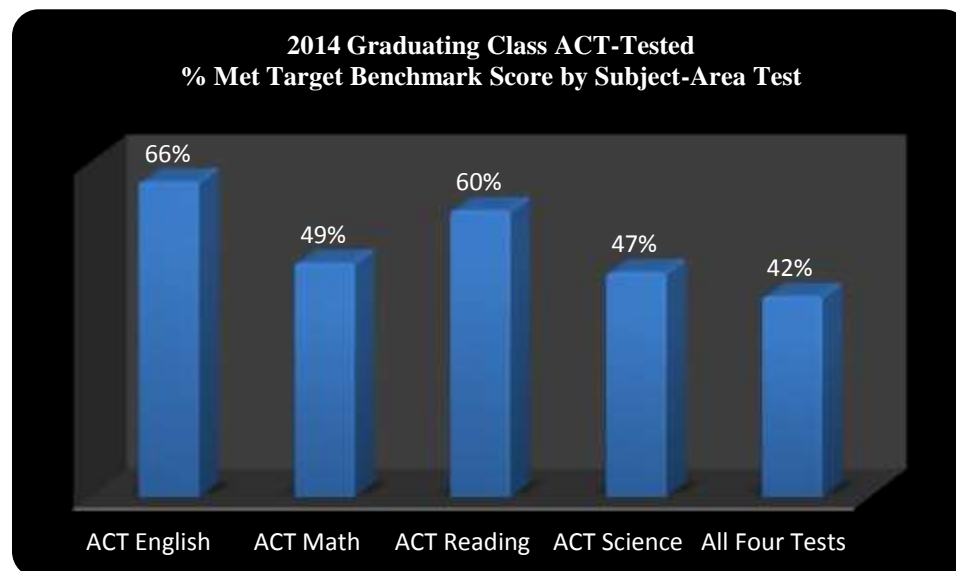
Nationwide Percent of 2014 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity.

<http://www.act.org/research/policymakers/cccr14/pdf/CCCR14NationalReadinessRpt.pdf>

Southside High School ACT Target Benchmark Met Results

In 2014, 42% of the SHS graduating class who took the ACT test met all four ACT College Readiness Benchmark Scores. This percent-met is significantly higher than SC Statewide results, with 23% of students who met all four benchmarks, and nationwide results, with 26% who met all four benchmarks.

This 42% of all students who took the ACT test are considered College and Career Ready and have a 50% chance of obtaining a B or higher (or 75% chance of obtaining a C or higher) in each of their college-equivalent classes.

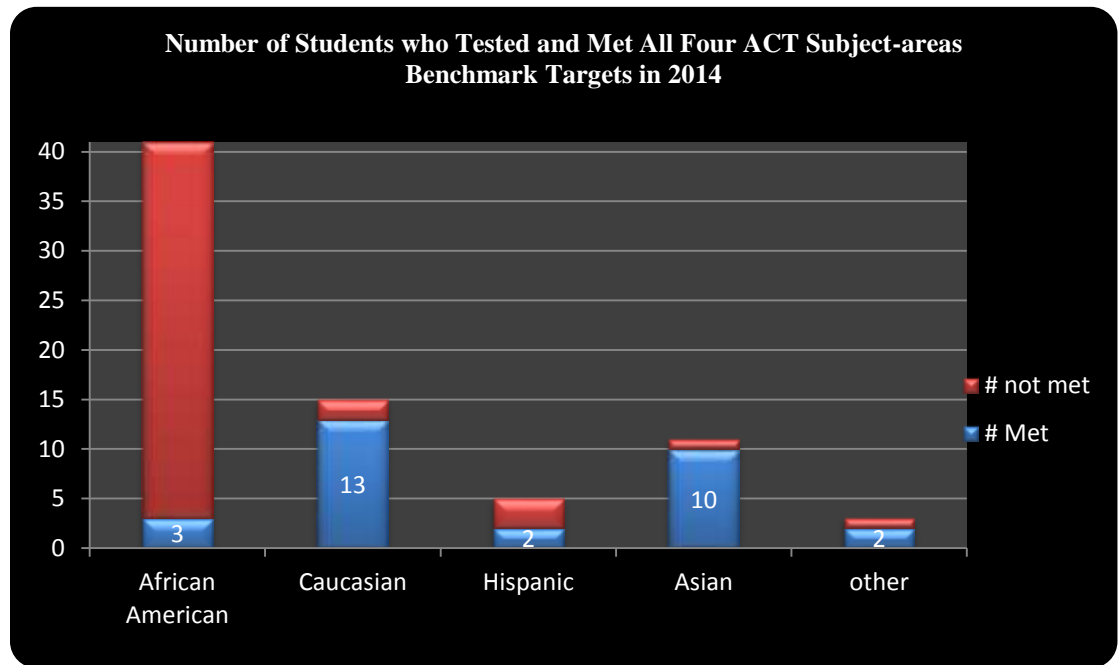


Data Source = ACT Report

In 2014, only 7% of African American students (or approximately 3 out of 41 students) met all four benchmark target scores while 40% (2 out of 5) Hispanic students, 87% (13 out of 15) Caucasian students, and 91% (10 out of 11) Asian students met all four target benchmark scores. The following table shows the benchmark percent-met by subject-area test.

% 2014 SHS Graduating Class ACT-Tested Students Who Met the ACT College Readiness Target Benchmark Scores by Race/Ethnicity						
	N Tested	English	Math	Reading	Science	Total Met All 4 tests
All students	77	66%	49%	60%	47%	42%
African American	41	41%	15%	34%	12%	7%
Caucasian	15	93%	87%	93%	93%	87%
Hispanic	5	80%	80%	60%	40%	40%
Asian	11	100%	91%	100%	91%	91%

Data Source = ACT Report

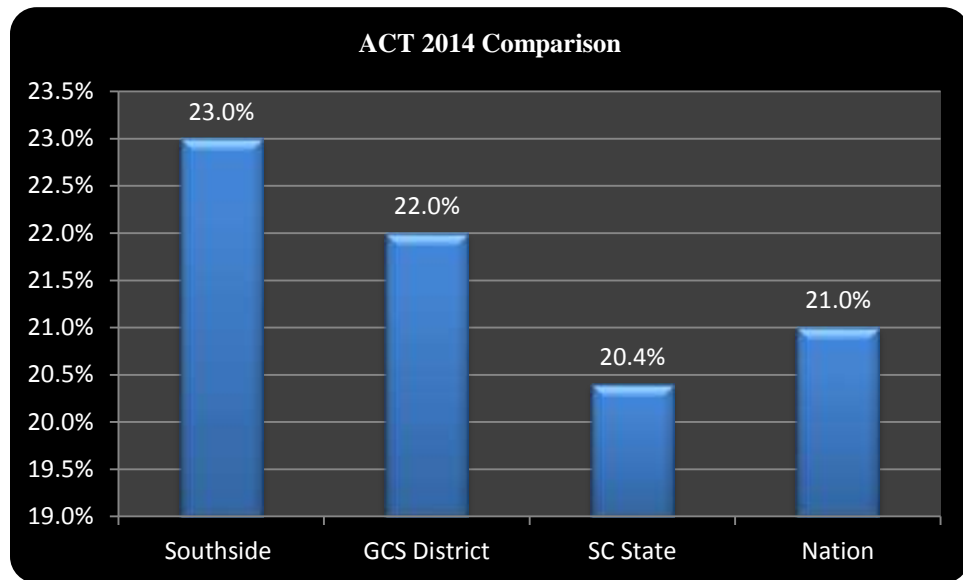


Data Source = ACT Report

Students interested in attending college have traditionally elected to take either (or both) the ACT College Entrance Exam or the SAT Scholastic Aptitude Test. Generally, college-bound Southside High School students opt more often to take the SAT exam. In 2014, 117 students took the SAT Test, 77 students took the ACT Test. Over the last several years as few as 48 students in 2009 and as many as 97 students in 2011 took the ACT Test.

ACT Mean Scores

SHS ACT Mean Composite Scores remain well above the SC State average of 20.4 and National average of 21.



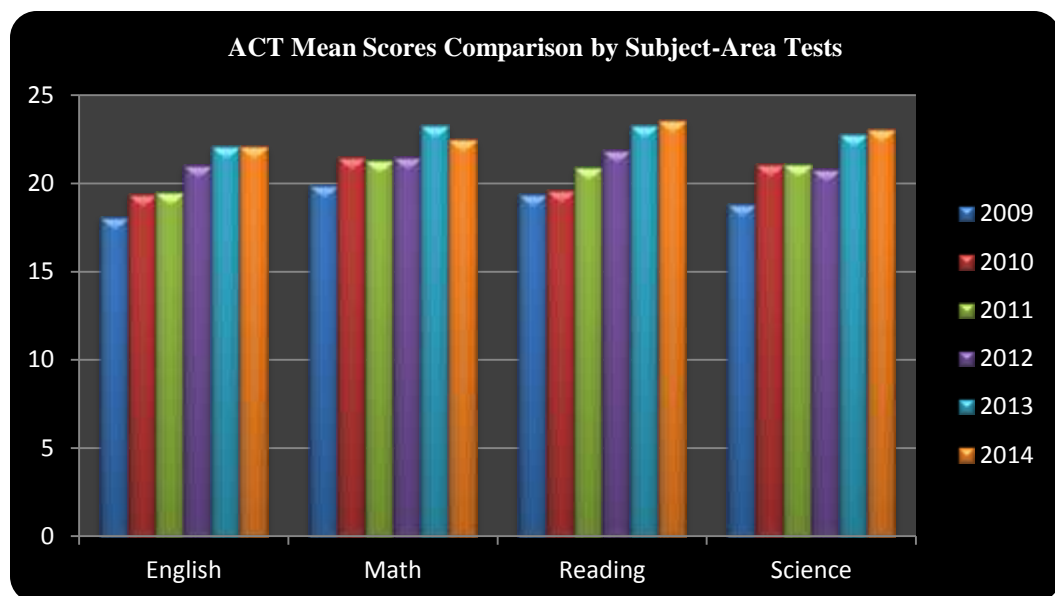
Data Source = ACT Report

Figures below show mean scores steadily climbing over the last 6 years. Reading and Science mean scores taking the lead in 2014; recording *the* highest subject-area test mean score during the last 6 years of 23.6. Mean scores in 2014 compared to 2009 showed a:

- 4 point increase in English
- 2.6 point increase in Math
- 4.2 point increase in Reading
- 4.3 point increase in Science

Comparison ACT Mean Composite Scores by Subject-Area Test						
	2009	2010	2011	2012	2013	2014
English	18.1	19.4	19.5	21.0	22.1	22.1
Math	19.9	21.5	21.3	21.5	23.3	22.5
Reading	19.4	19.6	20.9	21.9	23.3	23.6
Science	18.8	21.1	21.1	20.8	22.8	23.1
Composite	19.1	20.5	20.8	21.4	23	23.0

Data Source = ACT Report



Data Source = ACT Report

The following chart includes the number (N) and percent (%) of students tested each year, and the composite ACT composite mean score by race/ethnicity. Data shows:

- in 2014, the 2nd highest total number of students tested during the last 6 years
- our African American population continues to be the largest population tested each and every year; making up 53% of the students tested in 2014

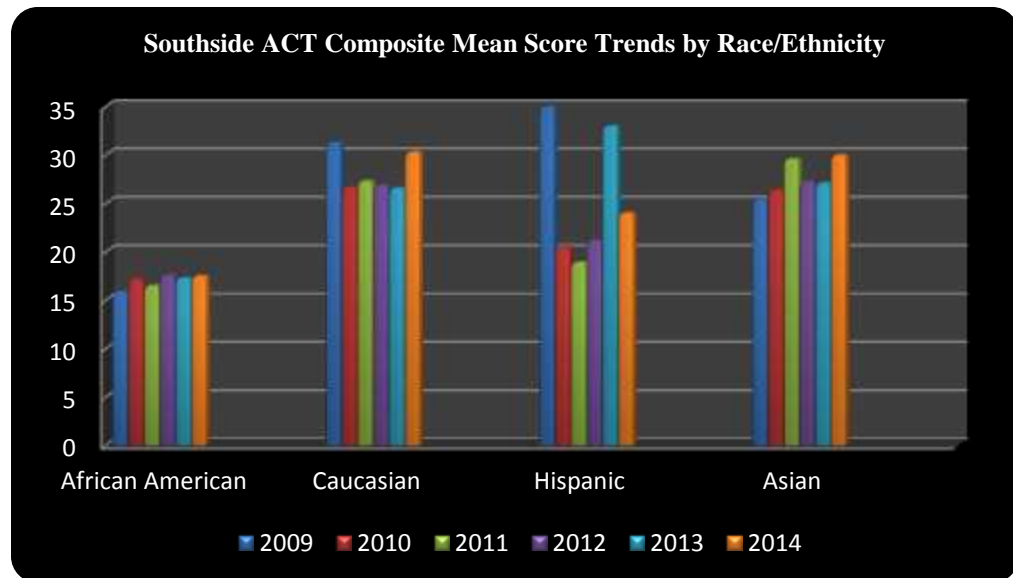
Southside High School Composite Mean Score Five-Year Trends by Race/Ethnicity												
	2009		2010		2011		2012		2013		2014	
	<i>N</i> (%)	<i>Score</i> <i>AVG</i>	<i>N</i> (%)	<i>S</i>	<i>N</i> (%)	<i>S</i>	<i>N</i> (%)	<i>S</i>	<i>N</i> (%)	<i>S</i>	<i>N</i> (%)	<i>S</i>
All students	48 (100%)	19.1	57 (100%)	20.5	92 (100%)	20.8	73 (100%)	21.4	53 (100%)	23	77 (100%)	23
African American	36 (75%)	15.9	34 (60%)	17.2	49 (53%)	16.5	39 (53%)	17.6	24 (45%)	17.3	41 (53%)	17.5
Caucasian	4 (8%)	31.3	7 (12%)	26.7	14 (15%)	27.3	11 (15%)	26.9	8 (15%)	26.6	15 (19%)	30.3
Hispanic	1 (2%)	35.0	4 (7%)	20.5	7 (8%)	18.9	6 (8%)	21.2	2 (4%)	33.0	5 (6%)	24
Asian	5 (10%)	25.4	8 (14%)	26.4	14 (15%)	29.6	13 (18%)	27.3	13 (25%)	27.1	11 (14%)	30

ACT Profile Reports – High School

Graduating Class Southside High School

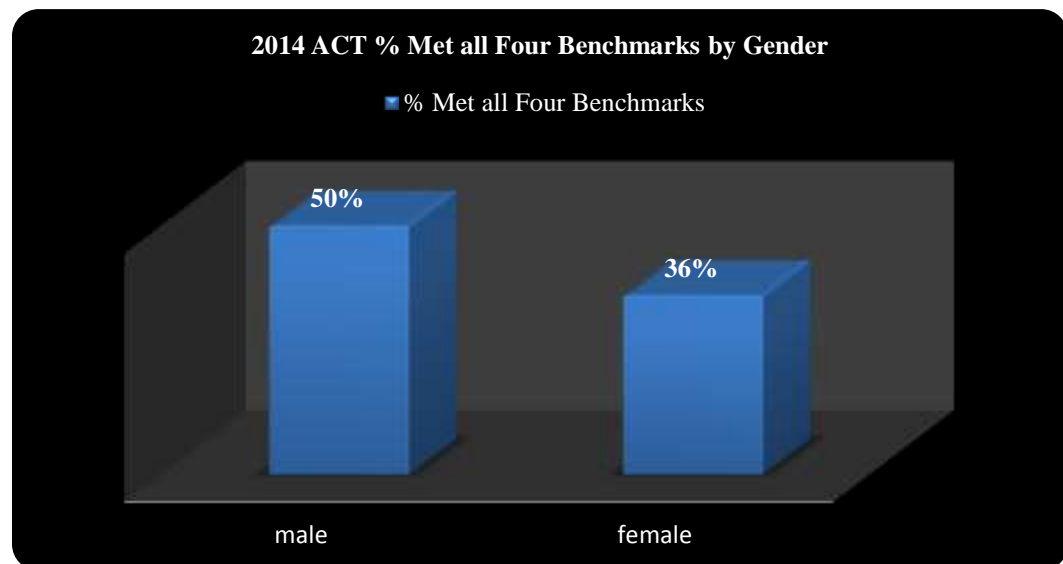
On average, over the last 6 years, our largest population tested, our African American population, consistently scored far below every other subgroup. When composite mean scores were averaged over the last 6 years, the following trends were noted:

- African American scored on average 17.0
- Caucasian scored on average 28.1
- Hispanic scored on average 25.4
- Asian scored on average 27.6



*ACT Profile Reports – High School
Graduating Class Southside High School*

In 2014, 58% of the students tested were female, 42% males. Out of the 77 students tested, males, on average, out-scored females in every subject-area test with a Composite Mean Score of 24.2 compared to the 22.1 scored by females. The graph below indicates the percent of students, who tested, who are considered College and Career Ready by gender.



*ACT Profile Reports – High School
Graduating Class Southside High School*

Graduation Rate

On-Time Graduation Rate

Positive advances in our End of Course (EOCEP) and HSAP passage rates had positively impacted our graduation rate. In 2013 we celebrated the highest on-time graduation rate in 9 years.

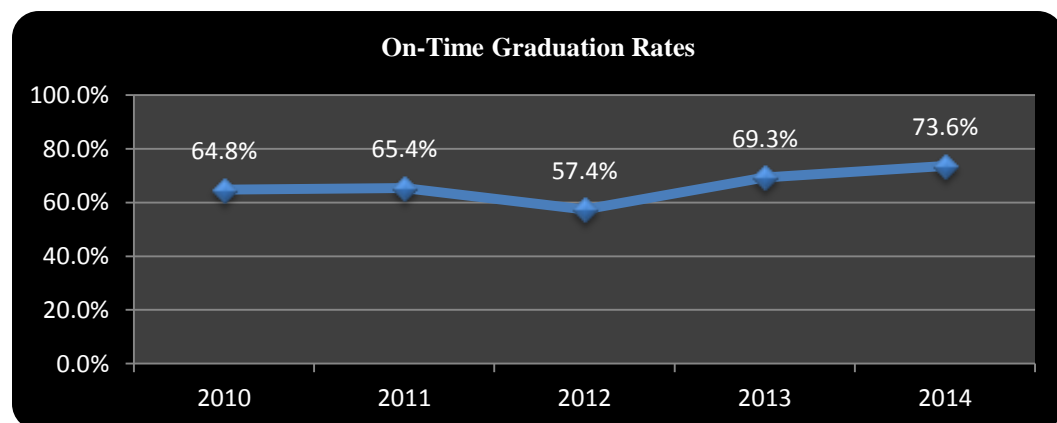
In recent years past, graduation rate had been based on the percentage of students who graduated on-time (within 4 years), passed both sections of the HSAP exit exam, and received a SC State diploma. Factors that negatively impacted graduation rate were:

- Special Education Occupational students do not receive a SC State diploma
- students who leave Southside High School, enroll elsewhere but fail to inform the school of their whereabouts are considered dropouts
- students who graduate late are not included in the on-time graduation rate

However, as of 2014, HSAP Passage would no longer be required for students to graduate. Regardless of the changes, Southside's On-Time Graduation Rate continues to climb. Since 2010, our graduation rate has increased by 9%, to a high of 73.6%.

On-Time Graduation Rate	
2010	64.8%
2011	65.4%
2012	57.4%
2013	69.3%
2014	73.6%

Data Source = SDE School Report Card



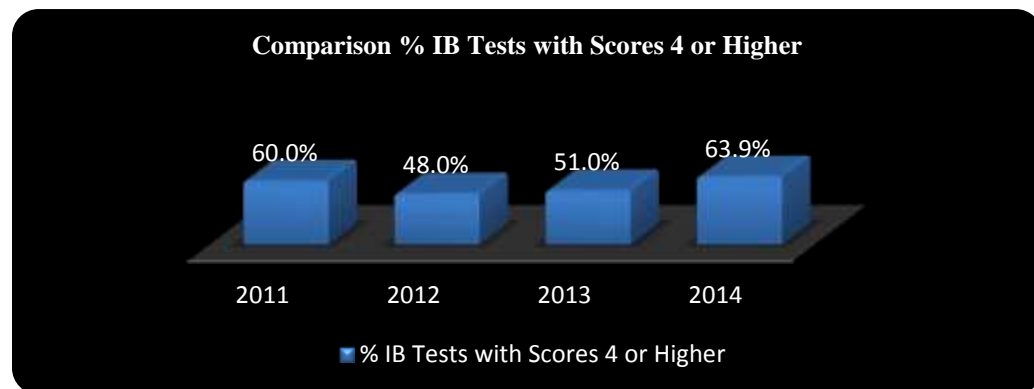
Data Source = SDE School Report Card

Five-Year Cohort Graduation Rate

The Percent of Southside students who graduated within a five-year period also rose from 60.1% in 2013 to 72.3% in 2014.

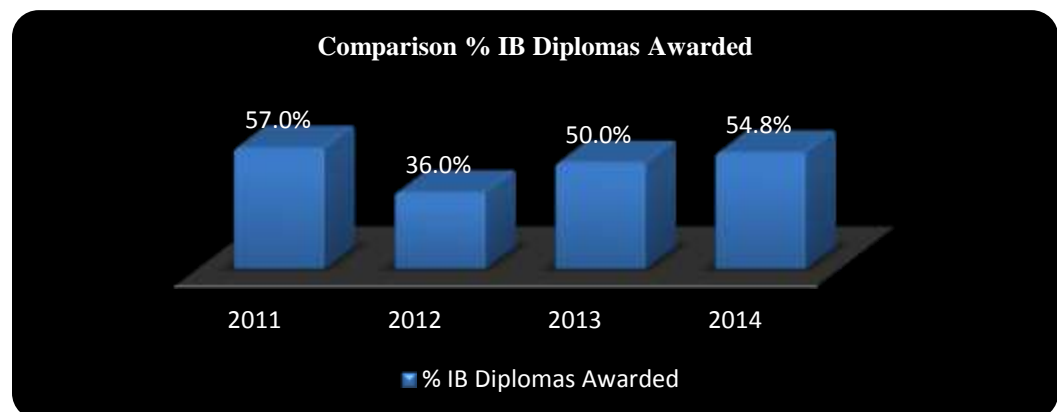
International Baccalaureate Results

The International Baccalaureate (IB) Diploma Program is a rigorous high school program offered to students in their final two years of high school. Participants must take select courses and demanding exams. A score of 4 = satisfactory performance; a score of 7 = excellent. In 2014, 62 students took a total of 249 IB tests. 63.9% of the tests received a score at or above a 4. The graph below provides a comparison of the percentages of tests with scores of 4 and above from 2011 to 2014.



Data Source: SC State Department of Education website

IB Diploma Programme students need to complete six courses, gain at least 24 points, subject to certain performance minimums, and other arduous requirements to be awarded an IB Diploma. In 2014, 31 IB Diplomas were attempted with 17 awarded. The following data provides a comparison of the percentage of IB Diplomas awarded to Southside High School students since 2011.



Data Source: SC State Department of Education website

- Teacher/Administrator Quality

Professional Development Alignment

Professional development is very important in the school district of Greenville County and Southside High School. The school district provides summer training opportunities through its Summer Academy, as well as workshops and institutes sponsored by various departments throughout the year.

Professional development conducted at Southside High School aligns very closely with our school and technology goals.

School Goals (SAP):

Goal #1: Improve student achievement

Goal #2: Improve school climate

Goal #3: Ensure quality personnel in all positions

School Technology Plan (STP):

Goal #1 Professional Development

Goal #2 Curriculum and Instructional Integration

Goal #3 Learners and their Environment

SC ADEPT Performance Standards for Teachers (PAS-T):

Goal #1 Knowledge of Curriculum, Subject Content, and Development Needs

Goal #2 Instructional Planning

Goal #3 Instructional Delivery

Goal #4 Assessment

Goal #5 Learning Environment

Goal #6 Communication

Goal #7 Professionalism

Goal #8 Student Achievement

Professional Development Focus 2014-15

Focus

Middle Years Program (MYP) Program Implementation

Formative Assessment: Checking for Understanding with Fidelity

Student Achievement: Using Benchmark Data for Instructional Planning

Instructional Technology

New Hire Orientation

Professional Development Focus 2015-16

Focus

Middle Years Program (MYP) Program Implementation
 ACT Test Prep Program Development & Implementation
 Workkeys Test Prep Program Development & Implementation
 Special Education Inclusion Training & Program Development
 Professional Learning Communities:
 Developing Leadership Capacity
 Creating New Knowledge to Improve Instruction
 Formative Assessments & Grading
 Instructional Technology
 New Hire Orientation

- School Climate

Student Attendance Rate

Student Attendance Rate	
2010	94.0%
2011	92.4%
2012	92.8%
2013	92.3%
2014	NA

Data Source = SDE School Report Card

Student Out of School Suspension or Expulsion Rate for Violent and/or Criminal Offenses

Student Suspension or Expulsion Rate	
2010	0.1%
2011	0.0%
2012	0.0%
2013	2.2%
2014	2.3%

Data Source = SDE School Report Card

Opinion Surveys

Percent Satisfied with the Learning Environment

Each year Southside High School teachers and only eleventh grade students and their parents are surveyed to determine the percent satisfied with the learning environment.

% Satisfied with the Learning Environment			
	Teachers	Students	Parents
2010	81.0%	66.2%	75.6%
2011	76.2%	65.5%	80.0%
2012	70.2%	60.4%	64.7%
2013	72.9%	61.2%	71.5%
2014	79.2%	59.8%	75.0%

Data Source: SDE School Report Card

Percent Satisfied with School Safety

Each year Southside High School teachers and only eleventh grade students and their parents are surveyed to determine the percent satisfied with safety at school. Parents who responded to the opinion survey in 2014 indicated that 100% agreed or strongly agreed that their child feels safe at school. 87.2 % of students and 94.3% of teachers agreed or strongly agreed they feel safe at school.

Satisfaction with Safety at School			
	Teachers	Students	Parents
2012	92%	86%	76.4%
2013	93.3%	83.7%	85.7%
2014	94.3%	87.2%	100%

Data Source: SDE School Report Card Survey

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

ACT

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

Writing	Baseline 2014-15	2015-16	2016-17	2017-18
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 **ACT % Tested**

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.

ELA – District - HS	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.

Math – 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.

Math – District - HS	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.

☒ 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

School Name	Baseline 2014-15	2015-16	2016-17	2017-18
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: 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 47.1% in 2012 to 72.1% in 2018.

ANNUAL OBJECTIVE: Increase by 5 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	52.1	57.1	62.1	67.1	72.1
School Actual	47.1	55.4	53.2				
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 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

☒ 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 53.3% in 2012 to 78.3% in 2018.

ANNUAL OBJECTIVE: Increase by 5 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	58.3	63.3	68.3	73.3	78.3
School Actual	53.3	63.5	82.7				
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 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

EOCEP % BIOLOGY I

☒ 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 76.3% in 2012 to 81.3% 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.3	78.3	79.3	80.3	81.3
School Actual	76.3	60.6	63.0				
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5				

☒ 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 50.3% in 2012 to 65.3% in 2018.

ANNUAL OBJECTIVE: Increase by 3 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

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	53.3	56.3	59.3	62.3	65.3
School Actual	50.3	56.2	57.6				
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 62% in 2011 to 67% 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

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		63	64	65	66	67
School Actual	62	58	63	65.4				
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	473	475	477	479	481
Critical Reading Actual	471	516	506				
Math Projected	X	X	483	485	487	489	491
Math Actual	481	514	498				
Writing Projected	X	X	460	462	464	466	468
Writing Actual	458	485	489				
Composite Projected	X	X	1416	1422	1428	1434	1440
Composite Actual	1410	1515	1492				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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 4 percentage points each year, from 57.4% in 2012 to 77.4% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by 4 percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	61.4	65.4	69.4	73.4	77.4
School Actual	57.4	69.3	73.6				
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7				

**Strategic Education Plan
2013-2018**

ACTION PLAN: Goal 1

Goal 1: Raise the academic challenge and performance of each child.

Strategy 1 Implement and refine, as appropriate, a process for the continuous development and updating of 21st Century curriculum that is innovative and rigorous for all students.

Overall Leadership Principal

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1.1.1 Implement a collaboratively designed standards-based curriculum for all students a. Integrate Common Core State Standards b. Align curriculum with state and national standards c. Include 21 st Century skills across all content areas (such as collaborative problem solving, learning through digital means, simulations, etc.)	2013-2018	Department administrators CRT AP/IB Coordinator Department Chairs			Syllabi aligned to appropriate standards submitted by course rather than teacher Collaborative unit plans aligned to appropriate standards submitted by course rather than teacher Weekly and daily lesson plans

<ul style="list-style-type: none"> d. Use innovative technology support for curriculum (e-learning, test prep software programs, etc.) e. Integrate literacy skills across content areas 					
<p>1.1.2 Use curriculum maps and curriculum alignment resources to provide for more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students</p> <ul style="list-style-type: none"> a. Use district curriculum maps and resources on the portal b. Use IBO curriculum guides and resources provided by the IB/MYP programme c. Use AP curriculum guides and resources as provided by AP College Board d. Implement the Gifted and Talented curriculum to ensure alignment to and extension of grade 	2013-2018	<p>Department administrators</p> <p>CRT</p> <p>AP/IB Coordinator</p> <p>Department Chairs</p>			<p>Common syllabi</p> <p>Certified AP Syllabi</p> <p>Common unit plans</p> <p>Weekly and daily lesson plans</p>

level curriculum and standards					
1.1.3 Make informational text and primary source text resources available to all teachers to support Common Core State Standards implementation a. Survey teacher/department text needs b. Purchase texts	2013-2018	Principal Media Specialist	\$\$		Purchase orders Instructional Media Action Plan

Strategy 2 Implement innovative, research-based instructional delivery models that meet the needs of all students.

Overall Leadership Principal

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1.2.1 Implement rigorous, research-based instructional delivery models, such as Learning Focused, to support critical thinking required by the Common Core State Standards and to prepare students for the rigor of the	2013-2018	Department administrators CRT Department Chairs			Weekly lesson plans Classroom observation forms PAS-T portfolios

<p>Smarter Balanced Assessment System</p> <ul style="list-style-type: none"> a. technology enhanced b. constructed response c. selected response d. performance tasks 					
<p>1.2.2 Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including, but not limited to the following:</p> <ul style="list-style-type: none"> a. Data-driven decision making b. 21st Century learning environments that are collaborative and student-centered c. Creative and targeted classroom accommodations and modifications for diverse learners 	2013-2018	<p>Department administrators</p> <p>CRT</p> <p>AP/IB Coordinator</p> <p>Department Chairs</p>	\$\$		<p>Common unit plans</p> <p>Weekly lesson plans</p> <p>Classroom observation forms</p> <p>Grade distribution reflection sheets</p> <p>Benchmark test data or pre/post tests</p>
<p>1.2.3 Challenge and accelerate student learning at all levels and through rigorous and innovative student-centered learning opportunities</p> <ul style="list-style-type: none"> a. Teachers will use the 	2013-2018	<p>Department administrators</p> <p>CRT</p> <p>AP/IB Coordinator</p>			<p>Weekly lesson plans</p> <p>Classroom observation forms</p> <p>PAS-T portfolios</p>

<p>Bloom's taxonomy and 4 levels of rigor to drive and reflect on expectations for level of rigor in the classrooms</p> <p>b. Provide modeling, exemplars, and rubrics for student work</p>		Department Chairs			
<p>1.2.4 Implement and evaluate innovative, research-based, non-traditional delivery models to close achievement gaps, raise achievement, and increase the graduation rate, such as, but not limited to:</p> <p>a. Virtual School</p> <p>b. APEX</p> <p>c. Twilight School</p> <p>d. Freshman Academy</p> <p>e. Seat-Time Recovery</p> <p>f. Test-Prep Classes (PassKey, USA Test Prep software, etc.)</p> <p>g. After-school Tutoring Program</p> <p>h. Career Centers</p> <p>i. Special Education Job Shadowing Program</p>	2013-2018	Principal Administrative Team	\$\$		<p>Student schedules</p> <p>Student attendance records</p> <p>Software/materials purchase orders</p>

Strategy 3 Develop and implement formative and summative assessments across all grade levels and content areas that are aligned to Common Core and measure 21st Century critical thinking skills

Overall Leadership Principal

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1.3.1 Develop and/or implement research-based formative and summative assessments school-wide in all grade levels and content areas to support student achievement of Common Core standards and support data-driven decision making in the classroom a. Use formative assessments strategies to check for understanding and progress of all students in the classroom b. Use exemplar assessments on the portal and/or the IBO CC (International Baccalaureate Online Curriculum Center) c. Attend district training	2013-2018	Department administrators CRT AP/IB Coordinator Department Chairs			Common-standards midterm and/or final exams Common-standards unit assessments Common-standards performance tasks Weekly lesson plans Portal professional development attendance records Observation forms

<p>on multiple assessment models to include curriculum-based, performance-based and product-based</p> <p>d. Develop and implement common summative assessments (to include a variety of assessment types: i.e., constructed response, multiple choice, and performance tasks as we transition to Common Core)</p>					
1.3.2 Implement consistent use of Common Core-aligned rubrics to assess informational, argumentative, and narrative writing in all content areas.	2013-2018	<p>Department administrators</p> <p>CRT</p> <p>AP/IB Coordinator</p> <p>Department Chairs</p>			<p>Weekly lesson plans</p> <p>Observation forms</p> <p>PAS-T portfolios - writing examples and rubrics</p>
<p>1.3.3 Develop systems of student progress monitoring and benchmarking</p> <ul style="list-style-type: none"> Benchmark testing program for all EOC and HSAP courses 	2013-2018	CRT			<p>Benchmark testing schedule</p> <p>Progress monitoring documentation</p>
1.3.4 Utilize data gathered during progress	2013-2018	Department administrators			Weekly lesson plans

monitoring and benchmarking to plan instructionally		CRT			<p>Quarterly Grade Distribution Reports</p> <p>Benchmark Test Data and Instructional Modification forms</p> <p>PAS-T portfolio – student achievement section</p>
<p>1.3.5 Develop, implement, and monitor school-wide systems for data gathering and analysis and communication with all stakeholders</p> <p>a. Tracking and testing 9GR groups</p> <p>b. Tracking student progress and develop appropriate intervention plans</p> <p>c. Monitoring school-wide benchmark testing, reporting, and instructional modification</p>	2013-2018	<p>Guidance department administrator</p> <p>Guidance Counselor/Test Coordinator</p> <p>Data Team</p>			<p>Tracking and testing documentation</p> <p>Student intervention plans</p> <p>Meeting agendas</p>

Strategy 4 Provide innovative, ongoing professional development to ensure 21st Century learning in every classroom.

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1.4.1 Attend district and State training <ul style="list-style-type: none"> a. For the integration of technology into curriculum, instruction, and assessment b. For the implementation of the Common Core State Standards c. For training on cognitive rigor and the implications for instruction and assessment (Smarter Balanced Assessment system) d. For training in disaggregating formative and summative assessment data to inform instructional decisions e. For content-related professional development 	2013-2018	Department administrators CRT Department Chairs			Portal professional development attendance reports PAS-T portfolio – professionalism section
1.4.2 Provide ongoing support	2013-	CRT			Professional

<p>and training</p> <ul style="list-style-type: none"> a. For the implementation of Common Core State Standards b. For the implementation of Learning Focused strategies and other researched-based instructional best practices to integrate literacy skills across content areas, to increase rigor, to support critical thinking in the classroom, and to implement rigorous assessment practices c. For the implementation of data gathering and analysis to inform instructional decision making d. For content-related professional development 	2018	Department Chairs			<p>development plan and agendas</p> <p>Professional development attendance reports</p>
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PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Meet state and district requirements by demonstrating 100% faculty and administrator participation in researched-based professional development opportunities.

ANNUAL OBJECTIVE: Demonstrate 100% faculty, administration, and staff participation in researched-based professional development opportunities.

DATA SOURCE(S): Portal attendance reports

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100	100	100	100	100
Actual			100				

ACTION PLAN: Goal 2*Ensure quality personnel in all positions*Strategy 1 Attend innovative professional development to ensure 21st Century learning in every classroom.Overall Leadership Principal

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
2.1.1 All faculty new hires attend at least one research-based best practices training such as Learning Focused to help them implement best-practices in the classroom	Annually	CRT Department Administrators			Portal Professional Development Reports Training attendance sheets Teacher PAS-T portfolio
2.1.2 All faculty and administration attend at least one 21 st Century technology-based training to help them integrate curriculum, instruction, and assessment	Annually	Department administrators CRT			Portal Professional Development Reports Teacher PAS-T portfolio
2.1.3 All faculty and administration attend at least one literacy skills based training for the implementation of the Common Core State Standards	Annually	Department administrators CRT			Portal Professional Development Reports Teacher PAS-T portfolio

2.1.4 All counselors and support staff to attend at least one training to increase the quality of services to families and/or students	Annually	Principal Department Administrators			Portal Professional Development Reports
2.1.5 All faculty, administration, and staff complete district safety training	Annually	Department administrators			Safety Training Reports Teacher PAS-T portfolio

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	92.8	92.3					
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 suspension below 0.5% of the total school population.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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	0.0	2.2	2.3				
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 64.7% in 2012 to 67.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.5 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	65.2	65.7	66.2	66.7	67.2
School Actual	64.7	71.5	75.0				
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 60.4% in 2012 to 62.9% by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	60.9	61.4	61.9	62.4	62.9
School Actual	60.4	61.2	59.8				
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 70.2% in 2012 to 72.7% 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 – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	70.7	71.2	71.7	72.2	72.7
School Actual	70.2	72.9	79.2				
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 76.4% in 2012 to 78.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.9	77.4	77.9	78.4	78.9
School Actual	76.4	85.7	100%				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 86% in 2012 to 88.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.5	87.0	87.5	88.0	88.5
School Actual	86	83.7	87.2				
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 teachers who feel safe at school during the school day from 92% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage points annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.5	93.0	93.5	94.0	94.5
School Actual	92	93.3	94.3				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

ACTION PLAN: Goal 3*Provide a school environment supportive of learning*

Strategy 1 Improve school attendance related practices, policies, and procedures in order to increase student attendance across all grade levels.

Overall Leadership Principal

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
3.1.1 Research and identify successful strategies to improve attendance, including decreasing student tardies, (such as attendance rewards, school attendance competitions, etc.) a. Pilot new strategies b. Implement successful pilot strategies (may include purchase of incentives)	2013-2018	Attendance-Drop out Committee Team Leader	\$\$		Committee meeting minutes Attendance records Faculty and/or student handbook policies and procedures
3.1.2 Improve early detection and intervention of potential drop outs to increase Southside's graduation rate a. Convene a committee of an administrator, faculty	2013-2018	Attendance-Drop out Committee Team Leader			End of Year and Summer Review Committee meeting minutes

member, counselor, intervention specialist, and attendance clerk to determine improved identification methods b. Identify methods to intervene with students and families experiencing attendance problems					Faculty and/or student handbook policies and procedures Attendance records School Report Card graduation rate
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Strategy 2 Improve school discipline related policies and procedures in order to decrease the student expulsion rate

Overall Leadership Principal

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
3.2.1 Provide training to faculty new hires on the use of the Incident Management System (IMS) to insure accurate tracking of all discipline incidents	Annually	CRT Attendance Clerk			Professional Development training agendas and/or attendance records IMS reports
3.2.2 Continue to communicate school district behavior code to parents, students and school personnel through school website, parent newsletters and student and faculty	Annually	Principal			Website, newsletters Student and/or faculty handbook

handbooks					
3.2.3 Provide counseling services for students who have been suspended and their parents	Annually	Principal			Probation Contracts

Strategy 3 Improve school practices, policies, and procedures in order to increase parent, student, and teacher satisfaction with the learning environment

Overall Leadership Principal

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
3.3.1 Conduct a web-based survey of a sample of parents, students, and teachers to determine school strengths and weaknesses a. Create a web-based survey b. Evaluate survey results c. Research and identify strategies to improve school practices and/or policies d. Implement as determined	2013-14	SIC Committee Chairperson PTSA President Principal			Create Survey Monkey Phone messenger Survey results SIC Committee and/or PTSA agendas and/or minutes Student and/or faculty handbooks
3.3.2 Increase public awareness of Southside programs	2013-14	SIC Committee Chairperson			SIC Committee and/or PTSA agendas and/or minutes

a. Review breadth and depth of current forms of communication b. Explore ways to improve two-way communication (between stakeholders and school) c. Explore additional outreach opportunities		PTSA President Principal			
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Strategy 4 Improve school practices, policies, and procedures in order to increase parent, student, and teacher satisfaction with school safety

Overall Leadership Principal

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
3.4.1 Monitor facilities, personnel, programs and equipment that provide for a safe and secure environment a. Document district personnel safety training compliance b. Evaluate existing facility security systems and improve as needed	Annually	Principal Department Administrators			Fire and other emergency drill schedules Safety training compliance records Administration Team minutes
3.4.2 Conduct on-line to determine safety concerns a. Evaluate survey results	2013-14	SIC Committee Chairperson			Survey results SIC Committee and/or

b. Research and identify strategies to improve school practices and/or policies c. Implement as determined		PTSA President Principal			PTSA agendas and/or minutes
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[2013-14 SC State School Report Card link](#)

[2013-14 ESEA \(Federal Accountability Rating System\) link](#)