

# **Berea High School Portfolio 2013-18**

**Developed Spring, 2013**

**Updated March, 2016**



*Community Character Excellence*

**Mr. Mike Noel, Principal**

**Dr. W. Burke Royster, Superintendent  
Greenville County Schools**

**Berea High School  
201 Burdine Drive  
Greenville, SC 29617**

**SCHOOL RENEWAL PLAN COVER PAGE**  
**SCHOOL INFORMATION AND REQUIRED SIGNATURES**

**Berea High School**

**GREENVILLE COUNTY SCHOOL DISTRICT**

**SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)**

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (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		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

Dr. W. Burke Royster		3/23/2016
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Robert Lyons		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Mike Noel		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Stephanie Harbulak-Barron		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL'S ADDRESS: 201 Burdine Drive, Greenville, SC 29617

SCHOOL'S TELEPHONE: (864) 355-1600

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

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Mike Noel
2. TEACHER	Angela Abercrombie
3. PARENT/GUARDIAN	Deb Sargent
4. COMMUNITY MEMBER	Samantha Crowder
5. SCHOOL IMPROVEMENT COUNCIL	Robert Lyons
6. Read to Succeed Reading Coach	Stephanie Harbulak-Barron
7. School Read to Succeed Literacy Leadership Team Lead	Stephanie Harbulak-Barron
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

\*\* Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>SIC Member</u>	<u>Randall Williamson</u>
<u>Assistant Principal</u>	<u>Lee Murphy</u>
<u>PTSA Representative</u>	<u>Kim Brown</u>
<u>Data Instructional Coach</u>	<u>Katie Smith</u>
<u>Literacy Coach</u>	<u>Stephanie Harbulak-Barron</u>
<u>Math Teacher/Alumnus</u>	<u>Amy Burnett</u>
<u>R2S Literacy Leadership Team</u>	<u>Mike Noel, Stephanie Harbulak-Barron,</u> <u>Angela Abercrombie, Katie Smith, Cynthia</u> <u>Tisdale, Greg Marlatt, Amy Burnett</u>

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

# ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

## Act 135 Assurances

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

       **Academic Assistance, PreK–3**

The district 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).

       **Academic Assistance, Grades 4–12**

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

  N/A   **Innovation**

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

  X   **Collaboration**

The district (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 district 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.

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### **Half-Day Child Development**

The district 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.

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### **Developmentally Appropriate Curriculum for PreK–3**

The district 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.

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### **Parenting and Family Literacy**

The district 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.

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### **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.

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### **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.

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## **Part I: Introduction**

Berea High School developed its original Portfolio during the 2002-03 school year; the document has been updated annually since that time. This current version spans a five-year period beginning with the 2013-14 school year.

The most recent update was completed in March, 2016, to include accountability data and school profile data for 2014-15 at the school level as well as district-level accountability data for the same time period.

The school's leadership team, the administrative team, the School Improvement Council, the alumni foundation, professional learning communities within academic departments, instructional support staff, and ad hoc committees contributed to the drafting, editing, and publication of this document.

During the development of this new Portfolio, Berea High School, along with the entire school district, participated in the AdvancED accreditation process. Several components of that process are reflected in the Portfolio. More specifically, teams of teachers, administrators, support staff, and representatives from the community reviewed and evaluated key aspects of the school to complete the Self-Assessment, *Dimension 2*, of the accreditation process. (Teams listed below.) The strengths and areas for improvement identified by those teams were invaluable in preparing this document.

### **Timeline for 2013-2018 Portfolio**

February

- Overview of revised Portfolio format presented to Instructional Coaches (February 14)

March

- Previous Portfolio reviewed (March 1)
- Received Portfolio checklist/templates from district (March 5)
- AdvancEd Accreditation Process presented by Dr. Pat Burns-Dillard to Principals and ICs (March 25)

April

- Accreditation process presented to faculty; teams formed to complete Self-Assessment (Dimension 2) (April 10)
- Meg Pletcher met with ICs to discuss Portfolio and AdvancED requirements (April 19)

May

- Overview of Portfolio components provided to faculty (May 1)
- Results of Self-Assessment shared with faculty; posted on staff drive (May 1)
- Committees/PLCs met to complete components of Portfolio (May 8-14)
- Vision/mission/belief statements revised and submitted to administration, SIC, Leadership, and full faculty for input (April 30; May 7)
- Highlights of Action Plan from Portfolio reviewed in PLCs (May 22)
- Draft sent to administration, faculty, and SIC for review (May 24)
- Final draft posted on website and submitted to district (June 3)

### **Portfolio Team**

Brenda Benton, Instructional Coach, Chair  
Megan Bishop, Literacy Coach  
Katie Smith, HSAP Coach & Math Chair  
Cynthia Tisdale, English Chair

Daniel Greene, Teacher  
Beth Daniel, Teacher  
Stephanie Rees, Teacher  
Mike Noel, Principal  
Madeline Fletcher, SIC chair  
Cathy Eoute, Media Specialist

### **Leadership Team**

Mike Noel, Principal  
Danny Bayne, Assistant Principal  
Allison Peake, Freshman Academy Admin.; Assistant Principal  
Lee Murphy, Assistant Principal  
Lenny Kindall, Assistant Principal  
Cynthia Tisdale, English Chair  
Ashley Hunter, Math Chair  
Chris Looper, Social Studies Chair  
Alisha Looper, Science Chair  
Stephanie Harbulak-Barron, Literacy Coach

Katie Smith – Data Instructional Coach  
Angela Abercrombie, Instructional Coach  
Greg Marlatt, Special Ed. Chair  
Amber Ruiz, Fine Arts Chair  
Steve McGaha, CATE Chair  
Johnny Garrett, PE/ROTC  
Madeline Fletcher, Media Specialist  
Krista McRee, Foreign Language Chair  
(updated March, 2016)

### **Administrative Team**

Mike Noel, Principal  
Danny Bayne, Assistant Principal  
Allison Peake, Freshman Academy Admin.; Assistant Principal

Lee Murphy, Assistant Principal  
Lenny Kindall, Assistant Principal  
Jeff Maness, Athletic Director



## **School Improvement Council**

Robert Lyons, chair  
Madeline Fletcher  
Mike Noel, Principal  
Randall Williamson, Business  
Neris Soto, Student  
Sara Hix, Student  
Samantha Crowder, Parent  
Kim Brown, PTSA representative

Joie Hamblen, Parent  
Sarah Hunt, Student  
Frank McClary, Business  
Erin Smith, Higher Education  
Helen Leppard, Parent  
Brenda Benton, IC  
Elizabeth Hembree, Student

## **Friends of Berea High School, Inc. (Alumni Foundation)**

James Mattos, Retired Teacher, Chair  
Nancy Evans, Parent  
Branan Myers, Alumnus  
Chris Looper, Alumnus  
Randy Elliott, Alumnus  
Murray Dodd, Alumnus  
Marta Matthews, Alumnus  
Brenda Benton, Teacher  
Harold Batson, Alumnus  
James Blakely, Alumnus  
Leonard Hill, Alumnus  
Keri Mills, Alumnus

## **Committees for 2013-18 Action Plans**

Committees reviewed past data from Berea High as well district projections to set five-year goals and annual objectives. Based on analysis of needs assessment, strategies and activities to be implemented during the next five years were then determined and included in the action plans.

### ***HSAP* – (met May 8)**

English and Math Departments; Cynthia Tisdale & Katie Smith, chairs

### ***End-of-Course Exams* – (met May 8)**

English, Math, Science, and Social Studies PLCs

### ***Graduation Rate* – (met May 9)**

Beth Daniel, chair, Kim Lindsey, Lorelea Wright, Meghan Guth, Nancy Bowling, Elizabeth Keith, Lee Murphy, Katie Smith, Angela Holder, Mike Noel

### ***AP/SAT/ACT* – (met May 14)**

Daniel Greene, chair, Sonja Bryant, Chris Turgeon, Chris Looper, Cynthia Tisdale, Laura McMillen, Lauren Cason, Ginny Batson, Austin Abercrombie, Danny Bayne

### ***School Climate* – (met May 9)**

Stephanie Rees, chair, Amy Burnett, Nancy Bowling, Susan DuPont, Austin Abercrombie, Brenda Benton

### ***Vision/Mission/Belief Statements* – (met April 30 & May 7)**

Katie Smith, Charlie Crenshaw, Megan Bishop, Deshara Shealey, Brenda Benton, Chris Looper, Stephanie Rees

## **Self-Assessment Teams for AdvancED Accreditation**

These teams considered survey results and analysis of the specific topic each was assigned. Indicators of each standard were reviewed and discussed; when a consensus was reached on each standard, a narrative summarizing the team's findings was written, shared with the faculty, and posted on the school's staff drive.

### ***Team 1: Purpose and Direction (met April 22)***

Megan Bishop, Lynn Reid, Meredith Card, Stacy Conwell, Sonja Bryant, Loralea Wright, Lee Murphy

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### ***Team 2: Governance/Leadership (met April 23)***

Katie Smith, Angela Holder, Georgia Sizemore, Lenny Kindall, Alisha Looper, Madeline Fletcher, Daniel Greene, Austin Abercrombie

### ***Team 3: Teaching and Assessing for Learning (met April 23)***

Cynthia Tisdale, Ginny Batson, Kay Wood, Chris Looper, Deb Herbster, Justin Moore, Jessica Vandekerkhove, Danny Bayne, Stephanie Rees

### ***Team 4: Resources/Support Systems (met April 18)***

Brenda Benton, Elisabeth Allen, Beth Daniel, Kim Lindsey, Jennifer Koch, Chris Turgeon, Cathy Eoute, Kyle Bishop, Daniel Bruce

### ***Team 5: Using Results for Continuous Improvement (met April 22)***

Susan DuPont, Robin Fletcher, Laura McMillen, Mike Noel, Amy Burnett, Darleen Shook, Carol Berg, Krista McRee

## **Part II: Executive Summary**

### ***School Profile: A Summary***

Berea High School is one of fourteen high schools within the Greenville County School District. Located in the northwestern part of the county, the school serves approximately 1100 students in grades nine through twelve.

There has been a high school in the Berea area since 1911 when a small school was built on White Horse Road. Five years later the school moved to Farr's Bridge Road and remained at that location until 1962 when it moved to Berea Drive.

In August, 2006, the school moved to its current campus on Burdine Drive. The newest Berea High School sits on a 44.4 acre campus built at a cost of \$35.4 million with a capacity for 1400 students.

The school staff consists of seventy classroom teachers, five administrators, five counselors, two media specialists, three instructional coaches, and eight support personnel. Nearly one-third of the faculty has been in education five years or less while another third has twenty or more years of experience. Twenty-two percent of the staff is male; seven percent is African-American.

The demographics of the school continue to reflect the changes in the neighborhoods it serves. Highlights include:

- percentage of white declined from 58% in 2003-04 to 39% in 2012-13, the Hispanic population increased from 9% to 28%
- percentage of African-Americans was 32% in 2011-12, a 1% decline from the previous year
- increase of students on free and reduced lunch from 58% to 79% over the past five years.

### ***Summary of Needs Assessment***

#### ***Student Achievement***

The most recent data regarding student achievement clearly indicate specific areas for improvement:

- the on-time graduation rate,
- performance by fourth-year students on the high school Exit Exam,
- EOC passage rate,
- student performance on SAT/ACT and on Advanced Placement tests.

## ***Teacher and Administrative Quality***

Professional development highlights for 2013-14 and beyond include:

- overall emphasis on implementation of the Common Core State Standards,
- focus on reading and writing skills identified in CCSS,
- continuation of authentic literacy strategies,
- participation in opportunities provided by district to school personnel.

## ***School Climate***

Areas to be addressed in this area include:

- student attendance,
- number of OSS/expulsions,
- school safety,
- learning environment.

The area of student attendance demands careful consideration to ensure the school is doing all it can to encourage students to come to school. Efforts to reduce the number of out-of-school suspensions must continue. Survey results on safety and the learning environment are encouraging; those levels must be maintained and strengthened.

Essential components that must be continued as they can significantly impact school climate include:

- Renaissance program,
- opportunities for involvement in clubs, band, ROTC, academic teams, and athletics,
- Freshman Academy celebrations,
- end-of-the-year program honoring seniors,
- recognition of students who have excelled in scholarship and service at an annual awards ceremony.

## ***Challenges of Past 3 Years***

Recent changes in the school's demographics, combined with the ongoing emphasis on accountability, have demanded sustained, pervasive emphasis on the content, skills, and strategies that most effectively impact student achievement. The administration and faculty are committed to a focus on the essentials of curriculum and instruction.

Other factors, including the number of students from STAR Academy (students who are behind academically and who do not actually attend the high school until their sophomore year) and the school's transient population present unique challenges. Also, because our primary feeder schools send students to several high schools other than Berea, vertical alignment between middle and high school is difficult.

Without question, Berea's teachers and staff face tremendous challenges. Not only must all personnel work hard to provide a high-quality education but they also often become a significant adult presence in the lives of so many students. This challenge is, in fact, also an opportunity to significantly impact a student's life in meaningful ways. Teachers and staff at Berea High continue to make the most of this opportunity; student achievement, in fact, has increased in several major areas over the past three years. The ongoing challenge is to maintain this improvement and to see progress in other areas as well.

### ***Significant Results/Accomplishments of Past 3 Years***

The past three years have seen a significant increase in the percent of the student body on free and reduced lunch; however, despite this increase, there are multiple indicators of improvement in student achievement.

- Berea's Absolute Rating on the 2010 and 2011 School Report Cards was "Average;" the ratings for the 2012, 2013, & 2014 Report Cards were "Good." This gain was due in large part to improved student performance on HSAP and on EOC exams.
- Berea received the Palmetto Silver Award for closing the achievement gap for two consecutive years.
- *U.S. News & World Report* recognized Berea as a Bronze Medal winner for three consecutive years.
- The first-time passage rate for students taking HSAP continued to increase, reaching 76.1% for the 2012-13 school year
- The percent of HSAP students who scored at the "proficient" and "advanced" levels increased to just over fifty percent.
- The overall passage rate for students taking End-of-Course exams has increased more than twenty percent from 2009 to 2012. The passage rate for Algebra I EOC was 85.3% for 2012.

- The longitudinal passage rate for HSAP of 89% is indicative of the school's concerted effort to provide extra help to those students who did not pass HSAP on their first attempt.
- The Air Force Junior ROTC program, the foreign language department, and the band earned numerous awards and recognitions. The ROTC program has been recognized as a National Distinguished Unit for nine years.
- The school commemorated its 100<sup>th</sup> year as a high school in 2011; the planning and events took place over a two-year period and brought hundreds of alumni and other community members to the school.
- The school and community celebrated fifty years of football with the naming and dedication of the stadium.

## ***Part III: School Profile***

### ***The School Community***

Berea High School is one of fourteen high schools within the Greenville School District. Located in the northwestern part of the county, the school serves approximately 1100 students in grades nine through twelve.

The school shares its name with the community it serves; the history of the school and that of the community are closely connected. The first school in the area was a one-room log building built in the late 1800s. By 1900 a school with the name "Berea" was built on White Horse Road. That school applied for status as a Class E high school and opened its doors in 1911 as Berea High School. Five years later the school moved to Farr's Bridge Road and remained at that location until 1962 when it moved to Berea Drive.

In August, 2006, the school moved to its current campus on Burdine Drive. The newest Berea High School sits on a 44.4 acre campus built at a cost of \$35.4 million with a capacity for 1400 students.

The school has four wireless laptop labs, seven computer labs, and one media production lab. Its media center is fully automated with access to networked CD-ROM titles and computer telecommunications. Inspire calculators are in each math class.

The school celebrated its centennial in 2011; special events for alumni and other friends of the school were held throughout the year. The celebration culminated with a community-wide banquet. More than one thousand alumni, parents, and other community members participated in one or more centennial events. Both the school and the community continue to benefit from the good will of that special year.

Outgrowths of the centennial celebration included the establishment of a Berea Athletic Hall of Fame, the naming and dedication of the football stadium, and the commemoration of the fiftieth anniversary of football at the school.

Mike Noel is the twenty-sixth principal of Berea High School. In his third year in that position, he works with a team that includes four assistant principals. Administrative structures include the Administrative Team, the Instructional Support Team, Department Chairs, and the Leadership Team. Allison Peake joined the administration as an assistant principal in 2013-14.



The School Improvement Council, *The Friends of Berea, Inc.*, and the BHS Athletic Booster Club provide links between the school and the community.

The SIC meets monthly and includes representatives from the faculty and the student body as well as parents and business and community members. Its chair is Madeline Fletcher. During the current school year, representatives from PTSA meet concurrently with SIC.

The BHS Athletic Booster Club sponsors several projects to support both boys' and girls' teams. The major project of the current year was the renovation of the school's baseball field. The club maintains concessions at all sporting events; it was a major participant in the recognition of the first football team and the naming of the stadium. Balinda Renault is president of the Booster Club.

*The Friends of Berea, Inc.* is a foundation that supports academics, athletics, and the arts at the school. The foundation continues to provide grants to teachers, scholarships to students, and support for school activities. It seeks contributions from individual alumni, families, and local businesses. The foundation board is chaired by James Mattos, former teacher at BHS; other board members include alumni, former teachers, and community members.

Partnerships and support from area businesses and organizations include Zaxby's, Celebrity's, The Big Clock, U-Stor Self-storage, Randy Warlaw, Calvary First Baptist Church, and Spinx.

The Renaissance Program continues to recognize hundreds of students each semester. These rewards and incentives are made possible by the generosity of the school's business partners as well as by grant money allocated for student incentives.

### ***School Personnel***

Berea High School's faculty and staff include seventy classroom teachers, five administrators, five full or part-time guidance counselors, 3 instructional support personnel, and 2 media specialists.

Twenty-two percent of the faculty and staff are male; seven percent are African-American. Over 77% have advanced degrees. Teacher attendance rate was 94.8%.

## Berea High School Personnel 2013-14 Education Levels

Bachelor's degree	Bachelor + 18	Master's degree	Master + 30	Doctorate
25	3	41	12	1

With nearly one-fifth of faculty relatively new to the teaching profession, it is imperative that consistent, meaningful support be given to these new educators. At the same time, the needs of veteran teachers must continue to be a top priority. School programs and policies, ongoing professional development, and a continuing emphasis on administrative support are essential components that need to be consistently addressed.

### Berea High School Personnel: Years of Experience

	1-5	6-10	11-15	16-20	21-30	31 +
<b>Years in education</b>	17	24	11	13	7	5
<b>Years at Berea High</b>	33	29	5	6	3	2

## **Student Population**

While the total student enrollment has remained relatively steady, the composition of Berea's student body has changed significantly over the past several years.

As the percentage of whites has declined from 58% in 2003-04 to 41% in 2013-14, the Hispanic population has increased from 9% to 27% of the current student population. The percentage of African-Americans was 28% in 2013-14, a slight decline from the previous year.

## **Student Enrollment**

	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>
<b>African American</b>	<b>357</b>	<b>361</b>	<b>339</b>	<b>351</b>	<b>294</b>	<b>309</b>	<b>306</b>
<b>Asian</b>	<b>8</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>9</b>	<b>8</b>
<b>White</b>	<b>400</b>	<b>438</b>	<b>421</b>	<b>434</b>	<b>423</b>	<b>359</b>	<b>322</b>
<b>Hispanic</b>	<b>239</b>	<b>250</b>	<b>287</b>	<b>310</b>	<b>287</b>	<b>321</b>	<b>308</b>
<b>Other</b>							<b>44</b>
<b>TOTAL</b>	<b>1004</b>	<b>1062</b>	<b>1059</b>	<b>1106</b>	<b>1044</b>	<b>1038</b>	<b>988</b>

Also significant is the increase of students on free and reduced lunch, from 58% to 78% over the past five years.

## **Students on Free and Reduced Lunch**

<b>07-08</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>64%</b>	<b>74%</b>	<b>75%</b>	<b>78%</b>	<b>79%</b>	<b>77%</b>	<b>77%</b>	<b>79%</b>

Other data show the number of students in Special Education; the total number of students in resource, self-contained, and Trainable Mentally Disabled (TMD) classes is currently 14 percent of the total student body. The overall percent of students in Special Education classes has ranged from a high of 19% to the current 14% over the past four years.

## Special Education Enrollment

	9/10	10/11	11/12	12/13	13/14	14/15	15/16
Resource	106	106	92	117	109	123	127
SC	54	35	44	39	38	43	44
TMD	11	10	13	15	15	17	13
<b>TOTAL</b>	<b>171</b>	<b>151</b>	<b>149</b>	<b>171</b>	<b>152</b>	<b>183</b>	<b>184</b>

It is clear from the above data that Berea High School is becoming increasingly diverse, reflecting the community it serves. At the same time, many students represent the second and even third generation in their families to attend the school. The school celebrates this blend of old and new and believes the school is strengthened as a result.

### ***Programs and Initiatives***

- Revision of curriculum to allow appropriate instructional time for students needing additional preparation in English and math (Algebra I A & B; Accelerated Reading)
- Expansion of Freshman Academy to 2 full teams – All first-time ninth graders are in a team; students in a given team share the same 4 teachers. The Academy has its own administrator. Each team has a common planning time. Quarterly celebrations recognize academic and behavior excellence.
- Planning and implementation of professional development focused on Common Core State Standards and their impact on instruction across all disciplines
- Alignment of content within subject areas
- Continuation of Professional Learning Communities as framework for professional development – PLCs meet two times each month after school. Teachers in specific subject areas collaborate to plan instruction and assessment.
- Development of Algebra I curriculum incorporating multiple resources
- Expansion of book clubs for male and female students – Bad Boyz Read and Glam Girls meet monthly during lunch. Members read and discuss books they have chosen. Grant money is used to purchase books. (More than 400 students read over 1000 books in 11-12.)

- Emphasis on authentic literacy across the curriculum
- Sustained Silent Reading incorporated in all English classes
- Senior recognition ceremony, school-wide awards program, Freshman Academy award assembly
- Continuation of Josten's Renaissance program – Recognition of students and staff
- Expansion of "extra help" programs after school 3 days each week – Funds to pay staff to tutor as well as to provide transportation home for students who need it have been allocated to the D.O.G.S. program.
- Participation in Furman "Bridges to a Brighter Future" program
- Science Labs with Computerized Data Collection Instruments
- Air Force Junior ROTC program, the foreign language department, and the band earned numerous awards and recognitions.
- Commemoration of school's 100<sup>th</sup> year as a high school; the planning and events took place over a two-year period.
- Celebration of fifty years of football; naming and dedication of stadium.
- During the 2013-14 school year, the Leadership Team, with input from individual departments, began development of Desired Profile of a Berea High Graduate. Work will continue to design programs and initiatives that will foster the characteristics outlined in that profile.
- A graduation committee was formed in the 2013-14 year to periodically review students in danger of dropping out. All withdrawal data are housed in a central location to facilitate documentation required by the state in determining graduation rate.
- After review of the most recent EOC scores in US History, the social studies teachers revised the format of the class, teaching the material three different times.

## ***Part IV: The School's Mission, Vision, & Beliefs***

### ***Our Vision***

**The world needs people who not only know how to read, write, and compute but who are also willing and able to contribute to the common good. The world needs people who can gather and use information, who can create and adapt, who can think and solve problems independently and with others. The world needs people who, as they earn a living and as they make a life, also make a difference. The world needs people who are committed to excellence and who are inspired to serve. We at Berea High School are committed to creating a challenging, supportive environment and to providing meaningful opportunities for all students to realize their full potential while in school and throughout their lives.**

### ***Mission Statement***

**The mission of the faculty and staff of Berea High School is to prepare our students to become productive, responsible citizens who make a difference in the local and global communities.**

### ***Belief Statements***

- **We believe community, character, and excellence are the hallmarks of what a great school should be.**
- **We believe what we are doing at school is important, that our students can succeed, and that we are not going to give up on those who struggle.**
- **We believe we share our mission with the home and with the community.**
- **We believe the student is the most important person in the school and that each student deserves respect, encouragement, and acceptance.**
- **We believe real school improvement depends first, last, and foremost on the quality of instruction in the classroom.**
- **We believe in the pursuit of excellence in academics, athletics, and the arts.**
- **We believe the purpose of school is to make our students smart and to make them good.**

## **Part V: Data Analysis and Needs Assessment**

### **Student Achievement: Data Analysis**

Data from the School Report Card (2013) clearly revealed evidence of significant gains in student achievement as well as areas of concern - overall performance by fourth-year students on HSAP, the overall on-time graduation rate, and gaps in performance between males and females and between whites and non-whites. The chart below shows passage rates for subgroups based on gender and ethnicity, disabilities other than speech, subsidized meals and limited English proficiency.

#### **Analysis of 2013 School Report Card**

	<b>Longitudinal Exit Exam Passage Rate #/%</b>	<b>Students scoring 70 or Above on End-of- Course Tests #/%</b>	<b>On-Time Graduation Rate #/%</b>
<b>All Students</b>	<b>227/89.9</b>	<b>926/71.9</b>	<b>294/71.4</b>
<b>Male</b>	<b>115/85.2</b>	<b>489/72.9</b>	<b>146/63.7</b>
<b>Female</b>	<b>112/94.6</b>	<b>437/70.9</b>	<b>148/79.1</b>
<b>White</b>	<b>83/91.6</b>	<b>344/76.7</b>	<b>97/75.3</b>
<b>African American</b>	<b>63/84.1</b>	<b>315/66.7</b>	<b>102/63.7</b>
<b>Asian/Pacific Islander</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Hispanic</b>	<b>79/92.4</b>	<b>256/72.7</b>	<b>93/76.3</b>
<b>American Indian/Alaska</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Disabilities Other Than Speech</b>	<b>36/54.3</b>	<b>109/39.4</b>	<b>42/23.8</b>
<b>Subsidized Meals</b>	<b>184/88.6</b>	<b>754/70.3</b>	<b>231/71.9</b>
<b>Limited English Proficient</b>	<b>62/90.3</b>	<b>191/68.1</b>	<b>47/66.0</b>

More detailed analysis of student performance data from the 2014 School Report Card is found in the sections that follow.

The ratings from the 2014 School Report Card reflect significant progress when compared with previous ratings as noted in the chart below.

**School Report Card Ratings  
Berea High School**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Absolute Rating	AVG	AVG	AVG	AVG	GOOD	GOOD	GOOD	N/A
Improvement Rating	EXC	BELOW AVG	AT RISK	BELOW AVG	GOOD	BELOW AVG	BELOW AVG	N/A

***Graduation rate***

The on-time graduation rate for 2013 was 71.4%; this percent is up 6.9% from the previous year and is only 1.9 points lower than schools like Berea. The 5-year graduation rate was 67.1%, a decrease of .6% from the rate in 2012. The charts below show the on-time graduation rate trend for the past seven years as well as the available data on the five-year graduation rate.

**On-time Graduation Rate  
Berea High School  
(In Percent)**

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
73.5	67.4	63.5	63.1	64.5	71.4	74.6	80.8

**Five-Year Graduation Rate  
Berea High School  
(In Percent)**

2010-11	2011-12	2012-13	2013-14	2014-15
66.0	67.7	67.1	74.8	76.9



## **HSAP Passage Rate– 1<sup>st</sup> Attempt**

The first-time passage rate for HSAP (both ELA and math) in 2013 was 76.1%, 4.2 points higher than that of schools with students similar to those at Berea. The passage rate for 2013-14 was 66.7%. The six-year trend is shown below.

### **HSAP Passage Rates**

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>HSAP 1<sup>st</sup> Attempt (in %)</b>	<b>65.7</b>	<b>74.7</b>	<b>73.8</b>	<b>76.5</b>	<b>76.1</b>	<b>66.7</b>	<b>N/A</b>

In addition to an improvement in the percent of students scoring basic or higher, the percent of students scoring “proficient” and “advanced” has increased both in ELA and in math from 2009 through 2013.

More specifically, the percent of students in those categories increased from 36.8% in 2009 to 45.2% on the ELA portion in 2013; students in those categories on the math portion over that same 5-year period increased from 31.3% to 41.1%. (Please see chart below.)

### **HSAP: First Attempt Passage Rates by Levels**

#### **ELA**

	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2010</b>	14.6%	29.7%	<b>39.3%</b>	<b>16.3%</b>
<b>2011</b>	15.5%	29.1%	<b>35.7%</b>	<b>19.8%</b>
<b>2012</b>	10.9%	36.7%	<b>35.4%</b>	<b>17%</b>
<b>2013</b>	16.5%	38.2%	<b>32.0%</b>	<b>13.2%</b>
<b>2014</b>	14.5%	40.0%	<b>31.6%</b>	<b>13.8%</b>

#### **Math**

	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>2010</b>	17.2%	40.6%	<b>30.1%</b>	<b>12.1%</b>
<b>2011</b>	20.9%	35.3%	<b>36%</b>	<b>7.8%</b>
<b>2012</b>	19.25	38.4%	<b>26.2%</b>	<b>16.2%</b>
<b>2013</b>	19.5%	39.3%	<b>27.9%</b>	<b>13.2%</b>
<b>2014</b>	30.9%	37.1%	<b>21.8%</b>	<b>10.2%</b>

## ***HSAP Passage Rate – Longitudinal***

The longitudinal passage rate for 2013 was 89.5% for all students, 2.4% higher than that of schools with similar students to BHS.

### **HSAP – Longitudinal Passage Rates**

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b><i>HSAP Longitudinal Passage Rate (in %)</i></b>	<b>89.2</b>	<b>87.0</b>	<b>85.0</b>	<b>89.5</b>	<b>89.5</b>	<b>92.0</b>	<b>N/A</b>

## ***End-of-Course Tests***

Student performance on end-of-course tests continues to be an area of emphasis. In each subject area tested, the percent of students scoring 70 or higher increased during the period 2009-2013. The **total** passage rate increased more than twenty-four points from 2009 to 2013; the trend continued with the 2014 passage rate the highest the school had achieved.

The chart below shows the passage rate in each subject from 2010-2015 and also the passage rate for the administration of EOC exams for the first semester of the current school year. (2015-16)

	<b>Algebra I</b>	<b>English I</b>	<b>Physical Science</b>	<b>US History</b>	<b>Biology</b>	<b>Total Passage Rate</b>
<b>2010</b>	<b>60.9%</b>	<b>59.4%</b>	<b>65.1%</b>	<b>40.1%</b>	—	<b>56.4%</b>
<b>2011</b>	<b>66.4%</b>	<b>62.4%</b>	<b>62.8%</b>	<b>42.6%</b>	<b>60.6%</b>	<b>58.9%</b>
<b>2012</b>	<b>85.3%</b>	<b>60.0%</b>	—	<b>54.5%</b>	<b>72.1%</b>	<b>69.3%</b>
<b>2013</b>	<b>90.3%</b>	<b>73.5%</b>	—	<b>52.0%</b>	<b>73.0%</b>	<b>71.9%</b>
<b>2014</b>	<b>84.2%</b>	<b>74.3%</b>	—	<b>68.0%</b>	<b>73.35</b>	<b>74.7%</b>
<b>2015</b>	<b>93.2%</b>	<b>52.6%</b>	—	<b>80.6%</b>	<b>66.8%</b>	<b>71.8%</b>
<b>2015-16 Fall Only</b>	<b>89.6%</b>	<b>57.3%</b>	—	<b>82.9%</b>	<b>74.6%</b>	<b>76.8%</b>

Students from STAR historically have a low passage rate on EOC exams. Even though those students are not on Berea’s campus during their first year of high school, their scores are included in Berea’s overall EOC passage rate.

***ESEA/Federal Accountability Rating – 2012***

In July, 2012, the State Department of Education received a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This wavier allowed the state to replace the former pass/fail system with one that is based on statewide assessments combined with graduation rates.

The two charts below summarize the ESEA ratings; the first is for 2012. The second has been added for the March, 2014, update. It includes data from 2012 and 2013 and compares the school’s performance in each area.

The specific criteria in this new system are listed in the chart below along with the annual objectives set by the state and with data from Berea High School for 2012. It should be noted that four of the criteria are based on the most recently completed school year while three other criteria use data from two years earlier.

<b>Criteria</b>	<b>Annual Measurable Objectives</b>	<b>BHS Data</b>
<b>ELA HSAP Mean Score 2011-12 (22.5%)</b>	<b>223</b>	<b>229</b>
<b>Math HSAP Mean Score 2011-12 (22.5%)</b>	<b>220</b>	<b>225</b>
<b>EOC Biology 2010-11 (5%) Mean score</b>	<b>76</b>	<b>70</b>
<b>EOC United States History 2010-11 (5%) Mean score</b>	<b>71</b>	<b>69</b>
<b>Percent tested ELA HSAP 2011-12 (7.5%)</b>	<b>95%</b>	<b>99.2%</b>
<b>Percent tested Math HSAP 2011-12 (7.5%)</b>	<b>95%</b>	<b>99.2%</b>
<b>Grad Rate 2010-11 (30%)</b>	<b>73.1%</b>	<b>63.1%</b>

Based on this new accountability system, Berea High earned 68.5 points which equaled an ESEA grade of D for 2011-12. The graduation rate and the mean scores on two EOC tests were the areas in which the school did not meet state expectations.

The chart below is part of the March, 2014, update; it reflects the 2012 and 2013 school years.

ESEA Data		
ESEA/Federal Accountability System 2012-2013		
Subgroup	Objective	Berea High
ELA Mean	223/226	229/220.2
Math Mean	220/223	225/216.7
Science Mean	76/77	70/70
Social Studies Mean	71/73	69/69
ELA % Tested	95.0	99.2/100
Math % Tested	95.0	99.2/100
Graduation Rate	73.1%/74.1%	64.5%/71.7%

Berea’s grade for 2013 was an F. It should be noted that, despite the overall low score, the standard in seven areas was either met or improvement was made for groups of students within each area.

Significant gains in the ESEA/Federal Accountability System were made for 2014 as shown below. We did not receive a grade in 2015 due to new accountability standards in regards to testing.

Annual Measurable Objectives	BHS Results
ELA 229	Improved .8
Math 226	Improved .7
Biology mean score 78	Met 1.0
US History mean score 75	Met 1.0
ELA % tested 95	Met 1.0
Math % tested 95	Met 1.0
Grad. Rate 75.1	Improved .9

Overall Weighted Points for 2014 – 77.1 Grade - C

## ***Advanced Placement Tests***

Performance on Advanced Placement Exams is far below desired results; the school's passage rate is below the district and state averages.

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>% of Total AP Students with Scores 3+</b>	<b>40</b>	<b>50</b>	<b>22.4</b>	<b>30.2</b>	<b>31.3</b>	<b>21.6</b>	<b>14.1</b>

## ***SAT and ACT***

Students who take the SAT and ACT have scored below district and state averages.

### **SAT Mean Scores**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b><i>Critical Reading</i></b>	<b>410</b>	<b>406</b>	<b>416</b>	<b>410</b>	<b>431</b>	<b>416</b>
<b><i>Mathematics</i></b>	<b>417</b>	<b>404</b>	<b>413</b>	<b>408</b>	<b>431</b>	<b>412</b>
<b><i>Writing</i></b>	<b>412</b>	<b>396</b>	<b>402</b>	<b>397</b>	<b>415</b>	<b>402</b>
<b><i>Composite</i></b>	<b>1239</b>	<b>1206</b>	<b>1231</b>	<b>1215</b>	<b>1277</b>	<b>1230</b>

*In 2013, 110 students (45%) in the senior class took the SAT.*

### **ACT Mean Scores**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b><i>English</i></b>	<b>17.0</b>	<b>15.0</b>	<b>15.9</b>	<b>15.6</b>	<b>16.6</b>	<b>15.5</b>
<b><i>Math</i></b>	<b>17.8</b>	<b>16.8</b>	<b>17.2</b>	<b>17.5</b>	<b>19.1</b>	<b>17.3</b>
<b><i>Reading</i></b>	<b>17.8</b>	<b>16.6</b>	<b>16.9</b>	<b>17.9</b>	<b>18.2</b>	<b>17.8</b>
<b><i>Science</i></b>	<b>17.9</b>	<b>17.2</b>	<b>17.6</b>	<b>17.6</b>	<b>18.6</b>	<b>17.2</b>
<b><i>Composite</i></b>	<b>17.8</b>	<b>16.6</b>	<b>17.1</b>	<b>17.5</b>	<b>18.3</b>	<b>17.0</b>

## **Student Achievement: Needs Assessment**

This most recent data from the 2012-13 school year and from previous years suggest student learning needs are being met for a significant majority of our students. While we are encouraged in the areas noted above, there are clearly other areas in which improvement must occur for all students as well as for certain populations within the student body.

The percent of students graduating in four years as well as the percent of fifth-year graduates continue to be a focus of the school's improvement plan. While some factors, including transient aspect of the student **population and the number of STAR academy students who are already** behind when they first come to the high school, are beyond the school's control, there are steps that must be taken and strategies that must be put in place to improve the school's graduation rate. The action plan included in this document identifies specific ways to address this issue. The administration and faculty are committed to improving the graduation rate for fourth-year as well as fifth-year students.

Berea continues to focus on those students who scored "Below Basic", or Level 1, on the spring, 2013, administration of HSAP. Pull-out sessions are provided for these students; in addition, specific instructional concepts and skills are provided to resource teachers as well as subject-area teachers

A third area of concern is the first-attempt passage rate on HSAP for all second-year students, including specific subgroups who historically underachieve on the ELA and math portions of the test. Benchmark testing is used for English I EOC students and for second-year English and math students. Students not enrolled in geometry during second semester are given a practice HSAP test; results are used to identify potential areas of weakness on the actual HSAP test given in April and to provide feedback to each student.

The challenge for Berea High School in 2013-14 and beyond is to sustain recent gains and to continue to make progress toward its goals by closing the gaps identified above. To that end, the School Renewal Plan in this Portfolio contains specific strategies to increase the percentage of students who pass HSAP on their first attempt as well as for those who must take one or both parts of the exam for the second or third time. Strategies to help these students pass the exit exam, a requirement for graduation, are among other strategies to address the challenge to improve the on-time and 5-year graduation rates.

Performance objectives and strategies also address deficiencies in student performance on national tests, including SAT, ACT, and AP exams, and on the state EOC exams.

Most significantly, the school-wide emphasis on authentic literacy and the establishment of Professional Learning Communities, emphasized in the Renewal Plan, are intended to close the gap between what educators know to be good practice and what actually occurs in the classroom.

As the faculty continues to prepare for full implementation of the Common Core State Standards, consistent attention to **what** is being taught, on use of strategies proven to improve **how** something is taught, and on providing extra help to struggling students are all intended to improve student progress in all classes.

Closing this **instructional** gap is, we believe, the most effective way to close gaps in achievement and to promote meaningful improvement in all areas of the school.

### ***Teacher and Administrator Quality: Data Analysis:***

The staff includes both veteran teachers and those relatively new to the profession. Approximately thirty percent have been in education five years or less; another third has twenty or more years of experience. It should be noted that seventeen members of the staff are alumni of the school.

The chart below shows data related to faculty and staff for the past five years. (in percent)

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Teacher retention</b>	87.0	87.4	84.7	83.9	87.0
<b>Teacher attendance</b>	96	97.2	95.1	94.9	94.8
<b>Teachers with Advanced degrees</b>	56.1	64.4%	65.4%	62.9%	65.6

## ***Teacher and Administrator Quality: Needs Assessment:***

As noted in Section III, the School Profile, one-third of the faculty has been in teaching less than five years; over fifty percent have ten years or less in education. It is imperative, therefore, that consistent, meaningful support be given to these educators. At the same time, the needs of veteran teachers must continue to be addressed. Meaningful, relevant professional development must be a consistent focus throughout the school.

The overall emphasis of professional development for teachers and administrators will be implementation of the Common Core State Standards. The emphasis on reading and writing skills identified in CCSS that began in professional development at BHS during 2012-13 will continue in 2013-14 and beyond. The major components of authentic literacy will remain areas of concentration.

The format for professional development will be in faculty-wide sessions, in small groups during planning periods, and through PLCs that meet twice each month.

In addition to local professional development, administrators and teachers will be apprised of district opportunities with the expectations BHS personnel will be well represented.

Included below is the professional development for Berea High School for the 2015-2016 school year and the areas of emphasis on which the district will focus in 2016-2017.

Included as part of this 2016 update is the professional development calendar for 2015-16. The calendar for 2016-17 has not yet been finalized with specific dates. However, PD will continue the school's emphasis on student centered learning and content area literacy. In addition, the integration of technology and the use of effective formative assessments will be the subject of PD sessions. The format will be a combination of sessions during planning periods and during Professional Learning Communities which will continue to meet two times each month.



## 2015-2016 BHS Professional Development Plan

This school year presents a unique challenge for the faculty. During the last few years, there have been new initiatives, new programs, new standards, and new tests. For this school year, there has been an intentional decision not to focus on new ideas or concepts. Instead, the focus of the professional learning will be on the essentials that will have an immediate and dramatic effect on learning in the classrooms.

In previous professional development sessions, we have focused on what we teach (the curriculum) and how we teach (the lessons). In current professional development sessions, we will examine who we teach (our students), how we assess (formative, summative, data groups, etc.), and how to create and maintain a student-centered learning environment. While we will study each of these topics individually, there will be a consistent emphasis on how all of these elements work together to create effective instruction and improved teacher-student relationships.

Provided below is a professional development calendar with tentative dates for the year. There are required sessions and self-selected sessions (marked below). Eight self-selected sessions will be offered; faculty members are required to attend a minimum of four.

DATE	PARTICIPANTS	TOPICS	WHEN HELD
<b>August 12</b> required	Full faculty	1. Bus Tour 2. Students of Poverty	1. In the morning 2. In the afternoon
<b>August 26</b> required	Full faculty	Student Learning Objectives and PAS-T updates	After school
<b>September 17</b> self-selected	Volunteer faculty Option #1	Backward Design (Jay McTighe)	Planning periods
<b>September 30</b> required	Full faculty	Poverty article (“Overcoming the Silence of Generational Poverty” Donna M. Beegle)	After school (fifth Wednesday)
<b>October 13</b> self-selected	Volunteer faculty Option #2	Technology/Apps/Devices – What is available and how do you use it?	Planning periods
<b>November 4</b> required	Full Faculty	Homework? Does it work for our students?	After school/faculty meeting
<b>November 17</b> self-selected	Volunteer faculty Option #3	The 15 behaviors that have the greatest impact on low-performing students ( <u>What Is It About Me You Can’t Teach?</u> Rodriguez and Bellanca)	Planning periods
<b>December 10</b> self-selected	Volunteer faculty Option #4	10 criteria of interaction that are fundamental for skilled mediation ( <u>What Is It About Me You Can’t Teach?</u> Rodriguez and Bellanca)	Planning periods
<b>January 26</b> self-selected	Volunteer faculty Option #5	5 Principles of Sound Assessment (Jay McTighe)	Planning periods
<b>February 3</b> required	Full Faculty	Data Groups. What are they and how can they benefit us?	After school/faculty meeting
<b>February 18</b> self-selected	Volunteer faculty Option #6	Performance Tasks (Jay McTighe)	Planning periods
<b>March 9 or 23</b> required	PLC groups	Year in Review	After school/PLCs
<b>March 15</b> self-selected	Volunteer faculty Option #7	Teacher Determined Topic	Planning periods
<b>April 7</b> self-selected	Volunteer faculty Option #8	Ruby Payne	Planning periods

## **Professional Development Areas of Emphasis Greenville County School District 2016-2017**

The primary focus will remain on Student Centered Learning and the following areas that support this idea.

- Differentiation
- Strategies for Diverse Learners
- Project-based Learning
- Supporting PLCs
  - Analysis of student work
  - Coaching strategies for ICs
- Best Practices in Supporting Literacy (across content areas/disciplines)
- Inclusive Practices

### ***School Climate: Data Analysis***

The primary concern from the data below is the variation in student attendance over the past three years. The continuation of individual conferences with each student and his parents through the guidance department should result in a greater percent in that category. Student/teacher ratio has improved.

#### **Data from School Report Card 2008-14**

	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Student attendance</b>	94.1%	93.6%	90.4%	90.8%	93.5%	91.6%
<b>OSS/Expulsions for violence</b>	1.6%	1.1%	3.5%	1.3%	1.5%	3.0%
<b>Parent attendance at conferences</b>	99.2%	97.2%	80.5%	67.9%	91.5%	82.9%
<b>Student/teacher ratio in core courses</b>	28.7 to 1	31.2 to one	28.5 to 1	28.1 to 1	25.9 to 1	25.5 to 1

## Survey Results: 2014-15 School Report Card

Survey results in two key areas – satisfaction with learning environment and perception of school safety – are summarized in the charts below.

	Teachers	Students *	Parents *
<i>Percent satisfied with learning environment</i>	83.0%	84.0%	78.0%
<i>Percent satisfied with social and physical environment</i>	93.0%	79.0%	72.0%
<i>Percent satisfied with school-home relations</i>	42.0%	91.0%	53.0%

(Survey administered to eleventh grade students and their parents.)

**Student** survey item: *I feel safe at my school during the school day.*

% Disagree	% Mostly disagree	% Mostly agree	% Strongly Agree
5.1	4.6	42.1	48.2

**Parent** survey item: *My child feels safe at school.*

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
3.1	18.8	59.4	9.4

**Teacher** survey item: *I feel safe at my school.*

% Disagree	% Mostly disagree	% Mostly agree	% Strongly Agree
0.0	0.0	25.0	75.0

The above data from surveys are encouraging as those who responded gave favorable ratings to the learning environment as well as school-home relations.

## ***School Climate: Needs Assessment***

Berea's Action Plan in this area addresses students who have out-of-school suspensions. These efforts to reduce the number of out-of-school suspensions must continue. To that end, the issue of cyber bullying and its potential negative consequences is included in the school's Action Plan. A committee of students chaired by an assistant principal has been formed to specifically address this issue.

The Renaissance program, opportunities for involvement in clubs, band, ROTC, academic teams, and athletics, and the recognition of scholarship and service at an annual awards ceremony are essential components that must be continued as they can significantly impact school climate.

An additional component that significantly impacts School Climate is the frequency with which students come to school. An underlying factor in the level of student achievements in every area, student attendance is an integral part of the school's renewal plan.

\*\*\*\*\*

Based on the data analysis and needs assessment outlined above, the School Renewal Plan for 2013-2018 was developed. That plan is presented in detail in Section VI; an overview of its three major components is included below.

### ***Goal Area 1: Student Achievement***

Goals in this area address performance on HSAP, EOC exams, Advanced Placement exams, the SAT, and PSAT. Additional goals focus on graduation rate and percent of students tested on HSAP.

### ***Goal Area : Teacher and Administrative Quality***

The action plan in this area identifies strategies and programs to enhance professional development for the BHS faculty; the focus will continue to be on implementation of Common Core State Standards.

### ***Goal Area 3: School Climate***

This primary focus in this area is a plan to improve student attendance. Also included are plans to enhance the learning environment and school safety.

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

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

**DATA SOURCE(S):** SC SDE website – ACT test scores

ACT Composite – Average ACT Score

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	15.7	16	16.3
School Actual	15.4			
District Projected	X	19.2	19.5	19.8
District Actual	18.9			

ACT English – Average ACT Score

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	13.4	13.7	14.0
School Actual	13.1			
District Projected	X	18.0	18.3	18.6
District Actual	17.7			

ACT Mathematics – Average ACT Score

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	16.6	16.9	17.2
School Actual	16.3			
District Projected	X	19.2	19.5	19.8
District Actual	18.9			

ACT Reading – Average ACT Score

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	15.7	16.0	16.3
School Actual	15.4			
District Projected	X	19.7	20.0	20.3
District Actual	19.4			

ACT Science – Average ACT Score

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	16.3	16.6	16.9
School Actual	16.0			
District Projected	X	19.3	19.6	19.9
District Actual	19.0			

ACT Writing – Average ACT Score

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	14.3	14.4	14.5
School Actual	14.2			
District Projected	X	15.8	15.9	16.0
District Actual	15.7			

ACT English – Percent of Students Meeting College-Ready Benchmark

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	23.7	29.2	34.6
School Actual	18.3			
District Projected	X	53.1	58.6	64.0
District Actual	47.7			

\*District Projections based upon National Percent of Students in the 2015 Graduating Class Meeting Benchmarks by Subject\*

ACT Math – Percent of Students Meeting College-Ready Benchmark

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	12.0	16.8	21.7
School Actual	7.1			
District Projected	X	33.3	38.1	43.0
District Actual	28.4			

ACT Reading – Percent of Students Meeting College-Ready Benchmark

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	14.0	17.5	21.1
School Actual	10.4			
District Projected	X	36.9	40.4	44.0
District Actual	33.3			

ACT Science – Percent of Students Meeting College-Ready Benchmark

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	9.4	13.8	18.2
School Actual	5.0			
District Projected	X	28.2	32.6	37.0
District Actual	23.8			

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

**DATA SOURCE(S):** ESSA 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	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*



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

\*SC SDE did not provide baseline data for 2014-15.\*

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

\*SC SDE did not provide baseline data for 2014-15.\*

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

\*SC SDE did not provide baseline data for 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):** SC SDE website – ACT WorkKeys Test Scores

ACT WorkKeys – Percentage of students who received a National Career Readiness Certificate (NCRC)

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	79.1	80.1	81.1
School Actual	78.1			
District Projected	X	90.2	91.2	92.2
District Actual	89.2			

ACT WorkKeys – Percentage of students who received a Bronze NCRC

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	33.1	33.4	33.7
School Actual	32.8			
District Projected	X	21.2	21.5	21.8
District Actual	20.9			

ACT WorkKeys – Percentage of students who received a Silver NCRC

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	33.9	34.2	34.5
School Actual	33.6			
District Projected	X	40.6	40.9	41.2
District Actual	40.3			

ACT WorkKeys – Percentage of students who received a Gold NCRC

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	12.0	12.3	12.6
School Actual	11.7			
District Projected	X	27.4	27.7	28.0
District Actual	27.1			

ACT WorkKeys – Percentage of students who received a Platinum NCRC

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	0.1	0.2	0.3
School Actual	0.0			
District Projected	X	1.0	1.1	1.2
District Actual	0.9			

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 60.1% in 2012 to 81.3% in 2018.

**ANNUAL OBJECTIVE:** Increase by 4.0 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	64.1	68.1	72.1	76.1	81.3
School Actual	60.1	73.5	74.3	52.2			
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	79.7 (MS & HS)			

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

## EOCEP % ALGEBRA I

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 86.3% in 2012 to 89.0% 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	87.0	87.5	88.0	88.5	89.0
School Actual	86.3	90.3	84.2	93.7			
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	90.1 (MS & HS)			

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

**EOCEP % 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 72.1% in 2012 to 85.7% in 2018.

**ANNUAL OBJECTIVE:** Increase by 2.7 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	74.8	77.5	79.2	81.9	85.7
School Actual	72.1	73.0	73.4	66.5			
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5	83.7			

## EOCEP % US HISTORY AND THE CONSTITUTION

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 54.5% in 2012 to 70.0% in 2018.

**ANNUAL OBJECTIVE:** Increase by 3.0 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	57.5	60.5	63.5	66.5	70.0
School Actual	54.5	52.0	68.0	81.0			
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3	77.8			



## Advanced Placement

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 exams with a score of 3 or above (out of a possible 5) on all AP examinations from 22.4% in 2011 to 54.2% by 2018.

**ANNUAL OBJECTIVE:** Increase by 4.0 percentage points annually exams with a score of 3 or above (out of a possible 5) on all AP examinations.

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

	<b>Baseline 2010-11</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	34.2	38.4	42.2	46.2	50.2	54.2
School Actual	22.4	30.2	31.3	21.6	14.1			
District Projected	X	X	56	57	58	59	60	61
District Actual	56	53	55	54	53			

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Annually increase by 5.0 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 5.0 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	421	426	431	436	441
Critical Reading Actual	416	410	431	416			
Math Projected	X	X	418	423	428	433	438
Math Actual	413	408	431	412			
Writing Projected	X	X	407	412	417	422	427
Writing Actual	402	397	415	402			
Composite Projected	X	X	1246	1261	1276	1291	1306
Composite Actual	1231	1215	1277	1230			

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496	499	497			
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496	496			
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472	473			
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467	1466			

## 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 3.1 percentage points each year, from 64.5% in 2012 to 80.0% in 2018.

**ANNUAL OBJECTIVE:** Increase the on-time student graduation rate by 3.1 percentage points annually.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	67.6	70.7	73.8	76.9	80.0
School Actual	64.5	71.4	74.6	80.8			
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2			

### **Strategies for Goal Area 1: Student Achievement**

<b><u>STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
<b>English I EOC</b>					
-purchase supplementary reading materials for individual classrooms	2013-18	Cynthia Tisdale, Department chair Megan Bishop, Literacy coach	\$5000	District funds	Evidence of purchase; documentation of use in unit plans/observations
-continue acquisition of books for Sustained Silent Reading English classes	2013-18	Cynthia Tisdale, Depart. Chair Literacy coach	\$5000	District funds	Evidence of purchase; documentation of use in unit plans/observations
-continue professional learning communities within departments and for full faculty	2013-18	CRT Literacy coach			Dates of meetings posted on Portal; summaries provided by each PLC
-provide authentic literacy strategies that meet the demands of Common Core State Standards to all departments and to subject-area teachers as means to close achievement gaps	2013-18	CRT Literacy coach Administration			Copies of PD materials; evidence from walk- throughs
-continue & expand professional development notebook for all teachers; copies provided to new teachers	2013-18	CRT	\$30.	District funds	Copies of content added to notebooks
-employ authentic literacy coach	2013-18	Mike Noel, principal		District funds	Evidence of activities/programs
-continue Accelerated Writing class for sophomores determined to need additional help`	2013-18	Department chair			Rosters, syllabus, unit plans for courses
-continue Accelerated Reading course for freshmen with MAP RIT scores 215 and below in reading	2013-18	Department chair			Rosters, syllabus, unit plans of course
-provide incentives for students who participate in summer reading program	2013-18	Madeline Fletcher, media specialist			Description of incentives; names of qualifying students

-continue book clubs for male and female students	2013-18	Megan Bishop Madeline Fletcher		District funds	Record of meetings and purchases; documentation of books read
-continue Sustained Silent Reading daily in all English classes	2013-18	English department			Record of lesson plans from individual English teachers
-establish expectations of reading and writing assignments in all English classes	2013-18	English department			Record of lesson plans of individual teachers; examples of readings

<b>EOC Algebra I</b>					
-revise & implement Algebra I pacing guide that includes elements from text, district guide and tests, and state support document	2013-18	Math Department Katie Smith, chair			Document available for review
-continue PLCs within math department	2013-18	Math chair			Record of meetings
-provide analysis of HSAP test & results to teachers	2013-18	Instructional Support Team			Evidence of material presented to teachers
-employ coach for math	2013-18	Administration		District funds	Evidence of activities/sessions with students
-divide Algebra I course into two distinct courses, Algebra I A and Algebra I B	2013-18	Math chair			Syllabi of each course; rosters of students in courses
-analyze weaknesses of students not passing math and share results with appropriate teachers as well as with students	2013-18	Math chair; CRT			Score sheets for individual students with weak areas; information shared with teachers
-develop "5-In, 5-Out" essential skills for all levels of Algebra I, Geometry, and Algebra II	2013-18	Math department			Documentation of essential skills for each subject available
-continue professional development for implementation of Common Core	2013-18	Math chair & department			Unit plans; tests
-utilize DOGS tutoring for students needing extra help	2013-18	Beth Daniel			Attendance records
-use USA Test Prep for benchmarking	2013-18	Algebra I teachers			Evidence in lesson plans

-develop and use cumulative tests	2013-18	Math department			Copies of tests
-math teachers participate in district PD opportunities	2013-18; summer, '13	Math chair; Daniel Greene			Evidence of attendance
-provide EOC review sessions	2013-18	Algebra I & Algebra 1-B teachers			Record of sessions; rosters of students attending
-pre-test in Algebra I-A to determine accuracy of placement	2013-18	Algebra teachers			Copy of results; evidence of re-scheduling of students as needed

<b>STRATEGY /ACTIVITY</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
<b>EOC Biology</b>					
-incorporate informational texts in classes through subscriptions to <i>Science World, Smithsonian, Discover, Popular Science</i>	2013-18	Science department	TBD	Literacy funds	Evidence of articles read; examples of use in instruction
-continue use of USA Test Prep	2013-18	Biology teachers	Yearly subscription	District funds	Record of use; student results
-continue use of subscription to Gizmos	2013-18	Science department	TBD	District funds	Evidence of use in demonstrations
-supplement text with EOC materials (workbooks; one per student)	2013-18	Biology teachers	TBD	Literacy funds	Evidence of use in lesson plans
-EOC incentive cards awarded to students who pass exam	2013-18	Instructional Support Team	—	—	Lists of students earning cards
<b>EOC US History</b>					
-continue consistent use of primary sources/informational texts	2013-18	Social studies department	—	—	Evidence from unit plans; observations
-use benchmarking in assessments	2013-18	US History teachers	—	—	Copies of assessments
-enhance vertical alignment with Global II curriculum	2013-18	Social studies department	—	—	Syllabi of Global II
-utilize USA Test Prep to reinforce classroom content	2013-18	US History teachers	—	—	Evidence from unit plans; copies of results
-increase complexity of multiple choice questions	2013-18	US History teachers	—	—	Copies of tests

-emphasize vocabulary skills (academic and subject-specific)	2013-18	Social studies department	—	—	Copies of unit plans; observations
-establish introductory course to US History for identified students who struggled in Global II	2013-18	Guidance; social studies department	—	—	Syllabus of course; roster of students
-purchase EOC prep books (one per student)	2013-18	Instructional support team	TBD	Literacy funds	Unit plans incorporating plans
-purchase test analysis program <i>-redesign instructional format</i>	2013-18 2013-14	Administration; social studies department	-TBD <i>-None</i>	-Literacy funds	-Documentation of program's use <i>-Copies of unit plans</i>
<b>STRATEGY</b>  Activity	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	Indicators of Implementation
<b>Graduation Rate</b>					
-assist teachers in implementing authentic literacy strategies and the components of Common Core State Standards	Fall, 2013-18	Instructional Support Team (Megan Bishop, Katie Smith, Brenda Benton)			Record of sessions Copies of materials
-publicize graduation requirements; assist students in scheduling appropriate courses	Fall, 2013-18	Instructional Support Team Faculty			Evidence of information given
-continue program of study that includes career clusters and majors	Fall, 2013-18	Guidance			EEDA reports; record of meetings
-advise students in course selection, monitor academic progress; complete Individual Graduation Plans	Fall, 2013-18	Guidance			Registration and guidance records; documentation of meetings with students/parents
-determine at-risk students and develop strategies to increase passage rates in courses and to pass state-mandated test required for graduation	Fall, 2013-18	Instructional Support Team Drop Out Prevention Counselor (Beth Daniel)			Lists of at-risk students; written evidence of strategies implemented; schedule of meetings
-continue programs to recognize students for academic achievement and progress	Fall, 2013-18	Renaissance Instructional Support Team		Funds from Josten's, local fundraisers	Rosters of qualifying students, record of incentives given



		Freshman Academy Teams			
-enroll identified students in Twilight School, ED 20/20, and virtual school	Fall, 2013-18	Guidance			Confirmation of enrollment, record of student conferences, final grade reports
-prepare review materials and conduct review materials for longitudinal HSAP students	Fall, 2013-18	Instructional Support Team			Record of sessions; copies of materials used
-double block core courses for students as needed	Fall, 2013-18	Guidance; Core Departments			Syllabi of courses; rosters of students enrolled
-employ drop-out prevention counselor	Fall, 2013-18	Principal (Mike Noel)	Salary schedule	District funds	Caseload records; documentation of sessions
-establish after-school program to provide extra help and opportunities for completing work	Fall, 2013-18	Administration		Grant funds for stipends/ transportation	Records of attendance
-list of students with 3 or more absences coded A, N, & U provided to teachers each week; teachers contact students and record action taken in IMS	Fall, 2013-18	Attendance Clerk (Nancy Bowling) Faculty			Copies of lists; record of contacts
-list of juniors & seniors with excessive absences provided to guidance each week; counselors meet with students to discuss both academics and attendance	Fall, 2013-18	Attendance Clerk Guidance			Copies of lists; record of contacts
-administrators will meet with juniors & seniors with six or more unexcused absences to provide information on Saturday School; parents of students contacts	Fall, 2013-18	Attendance Clerk Administration			Copies of lists; record of contacts
-intervention plan for students under 17 who have 5 or more absences developed	Fall, 2013-18	Attendance Clerk			Evidence of plans; records of attendance
-students seeking to withdraw to attend Lifelong Learning, to pursue a GED, or online courses will meet with a counselor, administrator, or guidance clerk prior to withdrawal; an information sheet of specific options for these students will be	Fall, 2013-18	Guidance Administration Guidance Clerk			Record of contacts with students; copy of information sheet

provided and updated as needed					
-initiate preventive action through district drop-out specialist for students 17 and older who have attendance issues; efforts made to contact parents and make home visits	Fall, 2013-18	Attendance clerk Dropout Prevention Specialist			Evidence of contacts/visits
-refer students 17 and older who have ten consecutive absences to district drop-out specialist	Fall, 2013-18	Attendance clerk Dropout Prevention Specialist			Evidence of contacts

<b>STRATEGY</b> Activity	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	Indicators of Implementation
<b>Student performance – AP courses/SAT/ACT</b>					
-increase collaboration among AP teachers and those who teach courses that feed into AP courses with emphasis on: <ul style="list-style-type: none"> <li>• appropriate rigor</li> <li>• concepts/topics covered</li> <li>• depth of coverage</li> <li>• expectations regarding study</li> <li>• guides &amp; extra credit</li> </ul>		AP teachers & teachers of honors/advanced courses			Evidence of meetings and collaboration
-establishment of note-taking strategy across departments; begin in Freshman Success		Instructional Support Team; Department chairs; Freshman Success teachers			Template of strategy provided; evidence of its use in classes through observations
-establish PLC for AP teachers to meet minimum of 3 times each semester; focus on pacing, common concepts/topics, amount of homework, level of expectations) (possible pairings: Eng. Lang./US		CRT; AP teachers			Evidence of meetings & topics discussed

History; Eng. Lit./Govt.; Econ/Calculus)					
-implement unit in Freshman Success that includes test-taking strategies, GPAs, class rank, overview of state & national tests		Instructional Support Team; Freshman Success teachers			Unit topics provided; evidence of discussions among FS teachers & IST
-modify administration of PSAT and discussion of results; use results to identify potential honors/AP students and students to take SAT/ACT in junior year		Guidance; Instructional Support Team			Testing schedule; evidence of meetings with students

## PROFESSIONAL DEVELOPMENT

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** By the 2017-18 school year, 100% of teachers will attend a minimum of ninety percent of professional development offered at the school.

**ANNUAL OBJECTIVE:** During the 2013-14 school year, a minimum of 95% of teachers will attend ninety percent of professional development offered at the school.

**DATA SOURCE(S):**

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected	x	x	95	96.5	97.5	98.5	100.0
Actual		95	95	95			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
-sessions planned and presented on unpacking and implementing Common Core State Standards		Instructional Support Team			Dates, rosters, & materials provided
-resources to promote authentic literacy provided teachers		IST Administration	\$15,000	At-risk funds	Evidence of purchases
-teachers surveyed to determine specific needs for enhancing instruction		IST			Survey results
-professional learning communities continue to meet two times each month		Depart. Chairs			Dates and record of meetings
-district PD opportunities shared with faculty		Instructional Coach			Copies of information shared
-professional development notebook updated; copy provided to new teachers		Instructional Coach			Copy of notebook available
-PD sessions entered on Portal to provide participants with points		Instructional Coach			Printout from Portal of PD sessions/rosters

## STUDENT ATTENDANCE

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

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

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

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	90.4	90.8	93.5	91.6			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

## STUDENT EXPULSION

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

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

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	3.6	1.3	1.5	3.0			
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%	0.7%			

**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 81.6% in 2012 to 91.6% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2012-13, increase by 2.0 percentage point(s) annually parents who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	83.6	85.6	87.6	89.6	91.6
School Actual	81.6	84.8	I/S	78.0			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

\*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 87.4% in 2012 to 92.4% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1.0 percentage point(s) annually students who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	88.4	89.4	90.4	91.4	92.4
School Actual	87.4	83.9	72.1	84.0			
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	83.9 (ES, MS & HS)			

**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 87.1% in 2012 to 94.6% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1.5 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	88.6	90.1	91.6	93.1	94.6
School Actual	87.1	94.9	100.0	83.0			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

**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 87.2% in 2012 to 97.2% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2.0 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #20

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	89.2	91.2	93.2	95.2	97.2
School Actual	87.2	91.7	I/S	68.8			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7			

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

## STUDENT SATISFACTION – SAFETY

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 93.2% in 2012 to 95.7% 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 – Student Survey item #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	93.7	94.2	94.7	95.2	95.7
School Actual	93.2	90.4	79.5	90.3			
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2	91.3 (ES, MS & HS)			

**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 \_100\_% in 2012 to \_100\_% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain the percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #42

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	96.6	100.0	100.0			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

## Strategies for Goal Level 3: School Climate

<b><u>STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
<b>OSS/Expulsion</b>					
- Continue Service Learning and Freshman Success courses with emphasis on positive habits	2013-18	Teachers of designate subjects			Copies of unit plans; observations
- Continue implementation of Honor Code	2013-18				Included in handbook; evidence of violations addressed
- Provide resources to communicate with parents regarding student behavior/performance	2013-18	Administration		Local funds	Evidence of contacts to parents
-Implement ISS system that ensures teacher-provided class work, "character" packet, and accountability procedures	2013-18	Administration; ISS teacher			Syllabus provided; copies of material used in class
- Research ISS strategies to enhance program	2013-18	Administration; ISS teacher; IST			Teachers assessment of ISS; copies of strategies implemented
- Continue extracurricular group for bullying (Rise Above)	2013-18	Administration; student team			Evidence of meetings/activities
<b>Student Attendance</b>					
- Implement and enforce a uniform make-up work policy	2013-18	Leadership Team			Evidence of policy developed
-Create, implement, and enforce a clear, written attendance policy <ul style="list-style-type: none"> <li>Unexcused absences, early dismissals, and parent notes (A, U, N) will count as</li> </ul>	2013-18	Administration; Attendance clerk; Guidance; Teachers; Drop-out Prevention Specialists at school			Evidence of contacts and meetings; copies of policies publicized

<p>“unapproved,” unexcused absences</p> <ul style="list-style-type: none"> <li>• 3+ absences: Lists of students emailed to teachers on Mondays; teachers to contact parents</li> <li>• 6+ absences: meet with parents and students under 17 yrs. of age a; counselors will meet with students 17 yrs. old and above</li> <li>• 6+ absences: Admin meets with students and contacts parents about Saturday School attendance</li> <li>• Inform parents about policy</li> </ul>		and district levels; PR team			
<p>-establish program for recognizing students with perfect attendance</p> <ul style="list-style-type: none"> <li>• attendance clerk generates list of students with perfect attendance at the end of each quarter</li> <li>• one student from that group receives prize</li> <li>• each student in group receives special recognition</li> </ul>	2013-18	Attendance Clerk IST Administration	\$200.	Local funds	Lists of qualifying students provided for each quarter
<p>-Freshmen students will learn how to use the portal to track grades and absences in Freshman Success classes</p>	2013-18	Freshman Success teachers; FA coordinator			Observations in classes
<p><b>Learning Environment: Parent, Student, Teacher Satisfaction</b></p>					
<p>- Continue service opportunities through extracurricular organizations</p>	2013-18	Club sponsors; athletic coaches			Evidence of service activities
<p>- Continue <i>Renaissance</i> recognition program</p>		Renaissance team		Josten’s; fundraising	Lists of students who qualify; dates of rallies
<p>-Improve website appearance and</p>		Administration;			Evaluation of website by

usefulness <ul style="list-style-type: none"> <li>• Create mobile website</li> <li>• Create and utilize portal app</li> </ul>	2013-18	designated webmaster			SIC and administration
-Create a teacher-led group to promote "brand loyalty" <ul style="list-style-type: none"> <li>• Use Facebook and Twitter to promote school events and news</li> <li>• Create QR codes for parent updates</li> <li>• Inform parents about communication options during Open House</li> </ul>	2013-18	Teachers			Evidence of meetings/activities
-Continue publication of monthly newsletter	2013-18	Designated teacher			Copies of newsletters
-Continue SIC meetings each month	2013-18	Administration			Copies of minutes of meetings
-Continue and expand PTSA	2013-18	Administration/PTSA Board			Record of meetings/projects/members
<b>Safety: Parent, Student, Teacher Satisfaction</b>					
-Inform parents of safety precautions currently in place	2013-18	Administration			Copies of information shared
-Continue use of drills: <ul style="list-style-type: none"> <li>• Fire</li> <li>• AED</li> <li>• Earthquake/tornado</li> <li>• Lockdown</li> <li>• Bus evacuations</li> </ul>	2013-18	Administration			Dates of drills; copies of procedures
-continue teacher certification through safety videos	2013-18	Teachers			Record of completion of safety requirement
-Introduce SRO to parents and community	2013-18	Administration/SRO			Record of meetings
<b>School Climate</b>					
-Develop desired profile of BHS graduate; devise steps to achieve identified characteristics	2014-2018	Leadership Team Administration PLCc	TBD		Final profile; copies of action steps and degree of implementation



## Appendix A

Website Link to 2012-13 School Report Card

<http://ed.sc.gov/data/report-cards/2013/high/s/h2301002.pdf>

Website Link to 2012-13 ESEA (Federal Accountability Rating System)

<http://ed.sc.gov/data/esea/2013/district.cfm?SID=2301>