

BLUE RIDGE HIGH SCHOOL

PRINCIPAL: REENA WATSON

DISTRICT: GREENVILLE COUNTY SCHOOLS

SUPERINTENDENT: BURKE ROYSTER



2013- 2018

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Blue Ridge 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		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

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

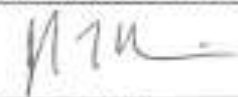
CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Justin Lowman		24.3.16
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ms. Reena Watson		3/23/16
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mr. Joel Perkin		3/23/16
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 2151 Fews Chapel Rd, Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355-1800

PRINCIPAL'S E-MAIL ADDRESS: rwatson@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	<u>Reena Watson</u>
2. TEACHER	<u>Ashley Wardlaw</u>
3. PARENT/GUARDIAN	<u>Marcie Case</u>
4. COMMUNITY MEMBER	<u>Amy Lynn</u>
5. SCHOOL IMPROVEMENT COUNCIL	<u>Justin Lowman</u>
6. Read to Succeed Reading Coach	<u>N/A</u>
7. School Read to Succeed Literacy Leadership Team Lead	<u>Matthew Phillips</u>
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>Assistant Principal</u>	<u>Brent Odom</u>
<u>Assistant Principal</u>	<u>Tyrone Talbert</u>
<u>Instructional Coach</u>	<u>Joel Perkin</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </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).

X **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.

_____ **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.

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.

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.

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.

Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X 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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INTRODUCTION

to the Blue Ridge High School Portfolio

The Blue Ridge High School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff, students, parents, and community with an ongoing means of self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Blue Ridge High School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of improving student achievement – our ultimate outcome. It is in this portfolio that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout our school during this time. It also shows how all of the parts fit together to make our school a positive place for our students.

A team of teachers were involved in developing the narrative for our portfolio based on input from the staff, along with students, parents, and members of the community. Much of the narrative content came from staff discussions in the process of evaluating our work. These discussions and assessments asked staff to contribute “evidence” of our progress.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

EXECUTIVE SUMMARY

Welcome to Blue Ridge High School!

Located at the foothills of the Blue Ridge Mountains, Blue Ridge High School serves over 1,100 students, most of who live in a rural community. Exhibiting southern hospitality at its best, our community prides itself on its open and welcoming atmosphere. As the school's population has continued to grow, so has our cultural and ethnic diversity, thus illustrating our commitment to educate students from all backgrounds.

We have reviewed our mission statement based on a shared vision. We have coordinated our goals, our school plan and our professional development. We have a clearer understanding of state and national learning standards. We are making better instructional decisions based on student achievement data. And our stakeholders are better informed about school processes. In addition, we have been recognized as a school with "Excellent" report card ratings and as a Palmetto Gold and Silver Award Recipient. The EOC scores of our students have increased and the graduation rates have shown steady improvement. In order to better serve the needs of our students, we have begun to analyze data from the school report card and align our portfolio and teachers' student achievement goals with this data.

Blue Ridge High School offers quality electives to enrich the lives of our students. Our foreign language program is the only one in the school district to offer four years of four different foreign languages. Our Fine Arts program has been the recipient of numerous awards, including a state champion marching band for several years, an award-winning chorus program, along with drama classes, and broadcast journalism. We also offer many other electives for our students.

Although we now have up-to-date computers and labs throughout the school, we face the challenges of keeping the software current and continuing the education of faculty members in the use of educational technology. In addition, we will continue our efforts towards improved parent communication.

The administration collaborates as a unit along with the faculty to ensure our students are learning in an orderly, safe, and pleasant environment.

Student Achievement Results

In accordance with South Carolina Curriculum Standards, Blue Ridge High School (BRHS) gathers and analyzes data on student academic achievement through standardized test results and other student performance sources. Examples of these standardized tests include the American College Test (ACT), and Scholastic Aptitude Test (SAT) as the main indicators of measuring student achievement. The ACT and WorkKeys are given to all 3rd year students. In addition the ACT and SAT are taken voluntarily by any junior or senior. In addition, students who are enrolled in Algebra I, English I, Biology, and US History are assessed using End-of-Course Exams. A summary of BRHS students' scores follows. Finally, BRHS teachers use formative and summative assessments to regularly monitor student progress and modify instruction as needed. These assessments provide a variety of evidence that achievement goals have been met. Throughout each semester, teachers communicate and collaborate with colleagues in order to improve student performance.

For the purpose of this report, Blue Ridge High School's student achievement results have been divided into five categories:

- ACT
- SAT
- End of Course Exams
- Advanced Placement Exams
- Graduation Rate

The ACT and SAT are intended to help evaluate the College Preparatory programs specifically. The HSAP and EOC Exams are intended as an evaluation of the minimum program. The AP, in turn, is intended to help evaluate the honors and AP program.

ACT

Information on the ACT is included for the years 2012-2014. The number of students taking the ACT has been steady for the past three years. Blue Ridge's average composite ACT score has remained relatively constant from 21.4 in 2013 to 22.0 in 2015. Comparisons between Blue Ridge High School and other schools in South Carolina show Blue Ridge's average composite ACT score over the three years was 21.5 while the district's average was 21.9. The state's average is 20.4. Overall Blue Ridge's average is slightly less than the district's; however, it exceeds the state's average.

SAT

Over the past three years Blue Ridge's average composite SAT score has steadily increased. In 2013, BRHS score was 1403. It increased to 1425 in 2013 and rose again in 2015 to 1433. Comparisons between Blue Ridge High School and other schools in South Carolina show Blue Ridge's average composite SAT score over the three years was 1420 while the district's average was 1461. The state's average is 1436. Overall Blue Ridge's average is less than the district's and state's averages.

End of Course Exams

The percentage of students passing the Algebra I EOC has fluctuated in the past three years. In 2013 the passage rate was 90.4%, decreased to 77.7% in 2014, and rose to 86.5% in 2015.

The percentage of students passing the English I EOC has fluctuated. In 2013, the passage rate was 80.2%. There was a decrease in 2014 to 73.9% and 2015 resulted in a passage rate of 77.3%.

The percentage of students passing the Biology EOC increased from 84.7% in 2013 to 85.6% in 2015.

The percentage of students passing the US History EOC has slightly decreased. In 2013 the passage rate was 74.1% and was 66.7% in 2015.

Advanced Placement Exams

Blue Ridge has been fortunate in the last few years to be able to teach a variety of advanced placement courses. Not all classes are taught each year, but the subjects include:

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP English Literature
- AP English Language
- AP US History
- AP World History
- AP Human Geography
- AP US Government
- AP Macroeconomics
- AP Latin
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics
- AP Computer Science

The number of AP classes offered doubled from 8 to 16 from 2010 to 2015. As a result the number of students taking an AP class has almost tripled from 2010 to 2015. The overall passage rate (Score 3-5) is 28% for 2013, which is up from 37% in 2015.

High School Graduation Rate

The on-time graduation rate has remained somewhat consistent from 2013-2015. In 2013 the graduation rate was 82.7%, rose to 84.2% in 2014, and then increased to 89.3% in 2015.

Teacher and Administrator Quality

In 2013-2015 the faculty was comprised of 45% males and 55% females.

In 2015 there were 90% Caucasian teachers and 10% African American faculty members (teachers, guidance counselors, media specialists, CRT, and administrators). In 2015 the faculty was comprised of 89% Caucasian, 10% African American and 1% Latin American.

55.6% of teachers have advanced degrees. 0.3% of the classes are not taught by HQ teachers due to PACE positions. All certified personnel are required to attend at least 24 hours of professional development each year.

The principal has been in education for twenty-four years with ten of them as principal of the school. The three assistant principals have an average of nine years of experience as an administrator. All administrators are certified as secondary administrators.

School Climate

Based on surveys given and reported on the SC school report card the following information was obtained:

Parents ranked the highest for satisfied with the learning environment at 92%. Students (80%) and teachers (89%) were behind in that category. Teachers ranked the highest for satisfied with the social and physical environment (95%) and students gave the highest rank of satisfied with school-home relations (87%).

Significant Challenges

BRHS draws from a geographically large and diverse community. Some students who attend BRHS are reared in low socioeconomic environments such as subsidized housing and foster homes. Other students live within a high socio-economic bracket. However, families with blue-collar jobs are more prevalent. Many families live on large plots of land and work in a family business. In many cases the skills needed to work in the family business have been taught and passed down thus making not making education a necessity to continue the business. An emphasis on education is most likely to be seen in families that have moved into the area due to a job relocation or upper middle class and above families, which are not the majority of the student population.

One attitude of the community is a number of parents view vocational skills as being more important than academic skills. A large number of BRHS parents have an education level at or below a High School Diploma. As a result, parents may not set high educational expectations for their own children. For instance, this includes lack of encouragement for them to earn a High School Diploma or to pursue a higher education beyond high

school. To offset this socio-economic gap in achievement, BRHS staff and teachers must strive to instill the value of education through positive role modeling, guest speakers and special events for parents and students.

Significant Awards, Results, and Accomplishments

2015

Art teacher won 2nd place in in district's Fine Arts Center's show, as well as best in Show Award

Science teacher received funding from five different grant sources for a total of over \$5000 with all funds going directly to projects to enhance students' understanding in environmental science and create projects around the campus

Broadcasting teacher earned funding through DonorsChoose.org and Greater Greer Education Foundation

Math teacher was awarded grant to provide graphing calculators to students who could not afford one through Greater Greer Education Foundation

PTSA awarded top honors for the PTA reflections art contest in the areas of film production, literature, and photography

Air Force Junior ROTC instructors and cadets of Blue Ridge High School in Greer South Carolina earned an overall unit assessment score of "Exceeds Standards"....the highest rating attainable during their rated unit evaluation

The Air Force Association has provided Col. David Rogers' AFJROTC class with an Instructor Grant

The varsity cheerleaders won their second consecutive region 2-AAA cheer championship this year

Congratulations to the girls and guys cross country teams who broke a total of 14 school records during the season and earned 6th place (girls) and 7th place (guys) at state on November 6 & 7

Congratulations to the BRHS Corps of Cadets for winning the SCBDA Upper State Championship. The Corps of Cadets brought home a 2nd place medal for their performance at 3A State Competition.

Five students made Region Orchestra and eight students were selected to attend all state Chorus

Congratulations to the BRHS Concert Choir for their excellent performance with the acclaimed Greenville Chorale in December.

Congratulations to the cast and crew of The Best Christmas Pageant Ever. Their hard work and dedication provided audiences with a wonderfully entertaining production.

2014

Excellent Absolute Rating and Excellent Improvement Rating on School Report Card

6 cadets received awards at 2013 Cadet Leadership School, Converse College, for outstanding performance. A total of 19 cadets attended.

AFJROTC continues to represent the school proudly by participating in and leading many school, district, and community events.

School selected for Adopt A School program by local Walmart

Over \$400 was raised during red Ribbon Week for Greenville Family Partnership and almost \$900 was raised for Cancer Society of Greenville.

Corps of Cadets placed 1st in AAA Upper State and 2nd in state marching band competition.

6 students qualified for region orchestra.

2 teachers received classroom grants.

Head football coach was named Greenville TD Club Coach of the week twice.

4 student athletes signed letters of intent to continue their athletic career at the collegiate level.

Cheerleading, boys cross country, a girls golf player qualified for state championship.

2013

Excellent Absolute Rating and Excellent Improvement Rating on School Report Card

Six AFJROTC students received awards at 2013 Cadet Leadership School for outstanding performance

School selected for Adopt A School program by local Walmart

Academic Team concluded season with 10-1 winning record

Student clubs and organizations led successful fundraisers for many groups, including but not limited to: Cancer Society of Greenville, March of Dimes, Humane Society, MDA, Greenville Family Partnership, and United Way.

Two teachers received grants to benefit their students and enhance instruction

Corps of Cadets won AAA State Championship

Head football coach was named Greenville TD Club Coach of the week twice

Competitive cheerleading, boys cross country, two wrestlers, and a player on girls golf teams qualified for state championships

SCHOOL PROFILE

School Community

Blue Ridge High School is located in a rural community situated in the northern portion of Greenville County, South Carolina. It is nestled in the foothills of the Blue Ridge Mountains near the North Carolina border, between the cities of Greer and Travelers Rest. Though the school is not located in a designated town, it is within a close-knit community. Blue Ridge High School is one of 14 traditional high schools in Greenville County.

Blue Ridge High School was first established in 1955. The original building was located on Tyger Bridge Road. The current building was constructed in 1986 and the renovation/expansion project was completed in January 2006. When Blue Ridge High School first opened its doors, there were 339 grades eight through twelve students enrolled. Upon completion of the renovation project, the building capacity is now 1,300 students, grades nine through twelve. There are currently approximately 1190 students and 73 certified personnel.

The Blue Ridge High School attendance area is one of the largest geographical areas in the Greenville County School District. It covers approximately 186 square miles and makes up approximately 23 percent of the entire county. Most families living in the community of Blue Ridge have a long ancestral history, dating back for several generations. However, there is a steady influx of new families with many new subdivisions being built in the area.

The economic status of the region runs the gamut from low to upper income brackets. Due to the rural setting of the school, many workers travel to other locales to work in businesses and industries. This relationship allows Blue Ridge High to foster many contacts within the surrounding business community.

The Blue Ridge area is served by a variety of higher education facilities. North Greenville University, Furman University, and the Greer campus of Greenville Technical College are located in close proximity to Blue Ridge High School. Additional educational opportunities are available in the Greenville area through the University Center of Greenville and various other organizations. The convenience of the higher learning facilities allows easy access and familiarity to the students.

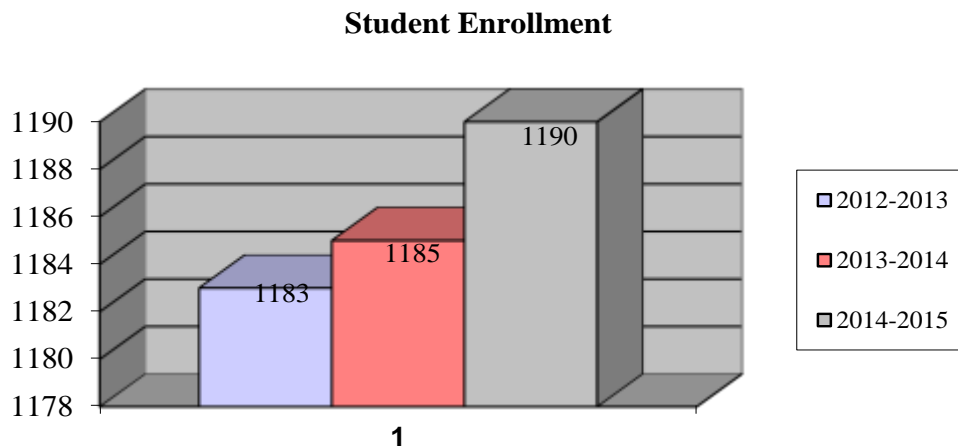
School Personnel

In addition to the 73 certified faculty members; which include teachers, guidance counselors, athletic director, assistant athletic director, administrators, and media specialist. The following classified employees serve in support roles for the school:

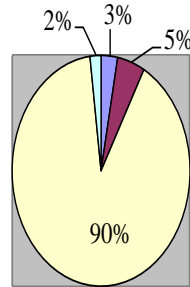
- Guidance clerk
- Attendance clerk
- Curriculum Resource Teacher
- School Resource Officer
- Licensed nurse
- Receptionist
- Bookkeeper
- Secretary
- Certified athletic trainer
- In-School Suspension (ISS) facilitator

Student Population

Over time, the student population has decreased steadily as shown below.



Student Ethnicity

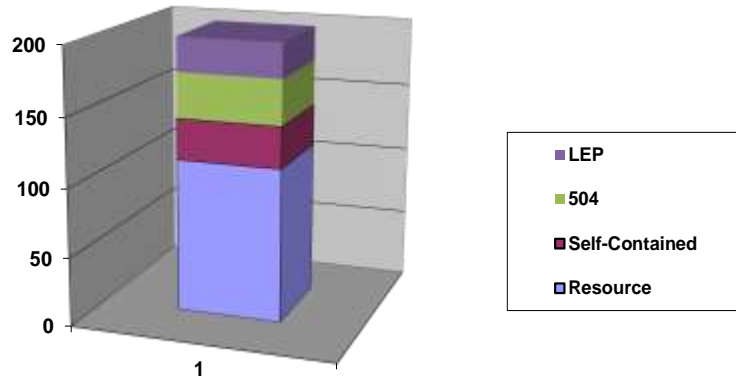


■ Hispanic ■ African American □ Caucasian □ Other

Approximately 34 percent of Blue Ridge High School students qualify for free and reduced priced meals, and almost 400 students use the school bus system to get to school and/or home each day.

In addition, approximately 15 percent of BRHS students qualify for special education services. We offer special needs students support through resource classes as well as through self-contained classes. Students qualifying for the self-contained classes work towards an occupational diploma. 33 students have a 504 and receive accommodations. 25 students are limited English Proficient and are provided assistance through an ESOL teacher and receive accommodations. Over the past five years our special needs population has grown at approximately the same rate as our school enrollment.

Number of Students Receiving Special Services



Academic and Behavioral Features/Programs/Initiatives

Blue Ridge High School promotes student involvement in extra-curricular activities and programs. A wide array of offerings is available to students: Beta Club, Student Council, National Honor Society, AFJROTC, Academic Team, Future Farmers of America, German Club, Junior Classical League, Key Club, Fellowship of Christian Athletes, and Journalism. Currently, almost 50 percent our student body is actively involved in our athletic programs, the Blue Ridge High School Corps of Cadets, and our Chorus and Orchestra.

Blue Ridge High School currently uses the 4X4 Block with embedded A/B Scheduling model. Using this model provides teachers with larger blocks of time for instruction that can be more student-centered. With this model, teachers can also better incorporate project-based learning and inquiry learning experiences into the curriculum. The 4X4 Block model also affords teachers better opportunity to address differences in learning styles and intelligence modes. This model encourages students and teachers to work cooperatively as a community of learners who encourage and support each other. We have also implemented the Credit Recovery program before and after school, as well as utilize the school district's virtual school and evening school (Twilight School) programs. With this program in place, graduation rates have increased and overall retention rates have decreased.

At Blue Ridge High School, we have been very successful in our overall approach to educating children. Our daily operations have been established by the administration with input from the faculty and staff. The BRHS administration and faculty is afforded discriminatory privileges with funding and allocations in order to make spending decisions that best suit the needs of the students and overall educational program.

In addition, BRHS has established an academic learning climate in which there is a focus on instructional goals. The decision-making process is collaborative and provides opportunities for meaningful involvement of school stakeholders. Progress in improving student achievement and instructional effectiveness is monitored frequently and is adjusted as necessary. Instruction at Blue Ridge High School is based on a standards and data driven curriculum. Teachers make adjustments to the instructional process based on student learning styles and assessments of student learning. Instruction at BRHS has become more uniform and consistent by focusing on learning standards and implementing strategies for EOC, ACT and SAT preparation. Curriculum at Blue Ridge High School is firmly centered on both state and district learning standards. The curriculum focuses on the diverse needs of all student learners and provides opportunities for acceleration and remediation in language arts, mathematics, science, and social studies.

Also, the development of assessments of student learning is based on the type of achievement to be assessed. Students' understanding is assessed through a variety of measures such as teacher-made tests, standardized tests, projects, etc. Assessment is aligned with standards, curriculum and instruction.

MISSION, VISION, AND BELIEFS

We, the faculty and staff of Blue Ridge High, believe our purpose is to serve the community by preparing the successful adults of tomorrow. This purpose is very important for creating the mission, vision, and beliefs of Blue Ridge High.

During this self-study for SACS, our mission, vision, and beliefs were revisited to determine if any changes were necessary. Blue Ridge High School's vision portrays what the school will be like when the mission is achieved. In our SACS study committee we discussed the beliefs to determine their continuing relevance to us. After minor revisions, the mission, vision, and beliefs were reviewed and agreed upon by the faculty and staff.

Our mission is...

...to offer each student interdisciplinary experiences that develop intellectual, social, physical, creative, and technological potential in a safe environment.

Our vision at Blue Ridge High School is to create a school where:

- Each student will feel that the curriculum has prepared him or her for college and/or the workforce.
- The curriculum will be relevant, challenging and interesting.
- The curriculum will be always expanding, never stagnant, and changing to meet the needs of the student.
- Instruction will value student input.
- Instruction will be enhanced with technology when applicable.
- Instruction will be accurate, well-planned, professional, and effective.
- Each student will be assessed proportionately on content and skills taught in the instructional process.
- Each student will be aware of the expectations that will be assessed.
- A variety of assessment techniques will be used.
- Assessment will be fair, accurate, and will require critical thinking.
- Students, teachers, and administration will feel pride and ownership in Blue Ridge High School.
- Blue Ridge High School will be safe, clean, comfortable, and provide an environment that is conducive to learning.

- Blue Ridge High's environment will reflect student accomplishments.
- Blue Ridge High School will set the standard for all other schools in the Southeast.

We believe that...

- The student is the center of the educational process.
- Every student is a unique individual and that the curriculum should be designed to address a variety of learning styles, assessment techniques, and a broad range of interests.
- Students should expect professionalism and support from all faculty, staff, and support personnel.
- Students should be nurtured and challenged to fully realize their gifts and skills.
- As an essential element of the educational process, each student must accept responsibility to be an active learner and supporter of the learning environment.
- We must offer the students interdisciplinary experiences which will prepare them as cooperative problem solvers and responsible decision-makers in the workplace.
- The academic program should adequately prepare students to meet or exceed established state standards.
- We have an obligation to help each student learn to deal with a technologically advanced 21st century in positive and creative ways.
- We must foster in all students an attitude of understanding and appreciation for cultural, physical, and other differences among people.
- Blue Ridge High School, as a partner with the home and community, should strive to exemplify characteristics of citizenship, self-sufficiency, and strong moral character.
- Blue Ridge High School, as a partner with the home and community, must teach individual responsibility for one's actions and acceptance of consequences appropriate to one's behavior.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Outcomes and Needs Assessment

Evidence of Strengths:

- Instruction is aligned with state learning standards, as well as with national, state, and district goals and expectations of student learning.
- Students are actively involved in the learning.
- Science teachers used hands-on laboratory experiences to emphasize standards.
- Various types of grouping strategies are used in the classroom to help students understand instruction and to encourage active participation.
- Advanced Placement courses are offered in English, Math, Science, Social Studies, Foreign Language and Computer Science.
- Learner expectations are clearly stated in district curriculum guides and South Carolina frameworks.
- Technology is used to enhance the learning process (internet research, Power Point presentations, video streaming, Microsoft Word, Inter-write Pads, etc.).
- Advance Placement (AP), Honors, and College Prep levels of courses are offered.
- Career and Technology courses are offered, which include Family and Consumer Sciences, Business Education and Agriculture Education.
- We have built a comprehensive foreign language program, offering four languages: French, German, Latin, and Spanish. In addition, we offer four levels of each language.
- Blue Ridge High has a strong arts program. Our choral students, band members, and visual art students have received numerous honors and awards.
- Special education classes are provided (resource and self-contained).
- Appropriate methods of unbiased assessment are chosen, based on class, district, and state goals.
- Expectations for assignments are conveyed before assessments are taken. Thus, students have a clear understanding of the expectations before beginning an assignment.

Evidence of Need:

- Additional preparation and assistance is needed for students taking SAT and ACT.
- Even though progress has been made in the use of different types of assessments, more variety would be beneficial.
- Continue using USA Test Prep online software to enhance student preparation for EOC.
- Continue using USA Test Prep as a means of creating common assessments to give teachers the opportunity to collaborate with fellow colleagues and identify best practices to help effectively teach content standards.
- Continue working with at-risk students.

Teacher and Administrator Outcomes and Needs Assessment

Evidence of Strengths:

- The school collaboratively develops a school wide plan for improvement.
- Teachers analyze student achievement on classroom assessments, common unit assessments, benchmark assessments and standardized tests in order to determine how to best help students succeed.
- The use of POWERTEACHER has aided teachers in keeping accurate records of student attendance.
- The use of POWERTEACHER(grade book software) has aided teachers in keeping accurate records of student progress. The use of this program has also increased parent communication by enabling teachers to send electronic progress reports to parents via email.
- POWERTEACHER training is available as needed.
- District committees and school staff are working to better align instruction with those specific goals and objectives.
- Departmental meetings allow opportunities for sharing ideas and support.
- Teachers use the following types of data to make instructional decisions: school report card, classroom assessments, Individual Education Plans (IEP's), and observations.
- Teachers have access to internet resources, materials in the media center, ETV streamline video, distance learning, content department and instructional leaders and on-site workshops to help improve instruction.

- Teachers work cooperatively on creating common syllabi for courses. Teachers provide syllabi to students and parents. The syllabi are aligned to the state curriculum standards and include classroom expectations, grading policies, and an outline of course content.
- Teachers provide syllabi and outlines of courses on their websites.
- Teachers meet at school, district, and state levels to receive and share knowledge in updating the curriculum.
- Departmental meetings are held bi-monthly to address curriculum related issues and to share ideas.
- Faculty in-services focus on improving student achievement.
- Common unit assessments are used by all teachers teaching a course with other teachers and data analysis meetings are held to review data and instructional strategies.
- Teachers use a variety of assessments: standardized tests, objective tests, essays, daily work, homework, portfolios, projects, rubrics, grading scales, and performance assessments.

Evidence of Need:

- Opportunities for peer observations are needed.
- Vertical Team meetings are needed to allow opportunities for sharing ideas and support.
- Additional departmental planning opportunities are needed in order to continue our focus on refining curriculum foundations.

School Climate Outcomes and Needs Assessment

Evidence of Strengths:

- SIC meetings are held monthly to discuss how community and parent representatives can contribute to the school improvement process.
- Over 80% of teachers and students responded they were satisfied with the learning environment on the latest school report card survey.
- Over 80% of parents and students responded they were satisfied with the social and physical environment on the latest school report card survey.
- Over 80% of teachers and students responded they were satisfied with the school-home relations on the latest school report card survey.

Evidence of Need:

- Establish a committee to formulate more comprehensive plans to decrease learning gaps in student achievement.
- 80% of students responded they were satisfied with the learning environment on the latest school report card survey.
- Under 85% of students responded they were satisfied with the social and physical environment on the latest school report card survey.
- Under 85% of parents responded they were satisfied with the school-home relations on the latest school report card survey.

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): ESSA Federal Accountability and SDE School Report Card

ACT Composite – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	17.9			
District Projected	X			
District Actual	18.9			

Baseline data to be established in 2014-15.

ACT English – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	16.8			
District Projected	X			
District Actual	17.7			

ACT Mathematics – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	17.8			
District Projected	X			
District Actual	18.9			

ACT Reading – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	18.5			
District Projected	X			
District Actual	19.4			

ACT Science – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	18.1			
District Projected	X			
District Actual	19.0			

ACT Writing – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	13.0			
District Projected	X			
District Actual	15.1			

ACT English – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	43.7			
District Projected	X			
District Actual	47.7			

ACT Math – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	18.3			
District Projected	X			
District Actual	28.4			

ACT Reading – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
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School Projected	X			
School Actual	27.5			
District Projected	X			
District Actual	33.3			

ACT Science – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	16.3			
District Projected	X			
District Actual	23.8			

ACT %TESTED

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.

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

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

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

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

Math – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
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 – Percentage of students who received a National Readiness Certificate (NCRC)

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	86.3			
District Projected	X			
District Actual	89.2			

ACT WorkKeys – Percentage of students who received a bronze NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	21.7			
District Projected	X			
District Actual	20.9			

ACT WorkKeys – Percentage of students who received a silver NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	45.2			
District Projected	X			
District Actual	40.3			

ACT WorkKeys – Percentage of students who received a gold NCRC

	Baseline	2015-16	2016-17	2017-18

	2014-15			
School Projected	X			
School Actual	19.1			
District Projected	X			
District Actual	27.1			

ACT WorkKeys – Percentage of students who received a platinum NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	0.3			
District Projected	X			
District Actual	0.9			

EOCEP % ENGLISH I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 67.2% in 2012 to 81.3% in 2018.

ANNUAL OBJECTIVE: Increase by 2.8 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
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School Projected	X	X	70.1	72.9	75.7	78.5	81.3
School Actual	67.2	80.2	73.9	77.3			
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 9th, 10th, 11th, and 12th 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 76.8% in 2012 to 88.6% in 2018.

ANNUAL OBJECTIVE: Increase by 2.4 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
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School Projected	X	X	79.0	81.4	83.8	86.2	88.6
School Actual	76.8	90.4	77.7	86.5			
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 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 83.9% in 2012 to 88.9% in 2018.

ANNUAL OBJECTIVE: Increase by 0.3 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	84.5	84.8	85.1	85.4	85.7
School Actual	83.9	84.7	86.1	85.6			
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 56.9% in 2012 to 70.6% 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 US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	59.8	62.5	65.2	67.9	70.6
School Actual	56.9	74.1	69.6	66.7			
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 38% in 2011 to 61% by 2018.

ANNUAL OBJECTIVE: Increase by 4.6 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

	Baseline 2010- 11	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	38	42.6	47.2	51.8	56.4	61
School Actual	38	32	25	28	36			
District Projected	X	X		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 8 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 4 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	497	498	499	500	501
Critical Reading Actual	496	474	488	489			
Math Projected	X	X	492	495	498	501	504
Math Actual	488	478	480	480			
Writing Projected	X	X	464	468	472	476	480
Writing Actual	460	451	457	464			
Composite Projected	X	X	1453	1461	1469	1477	1485
Composite Actual	1444	1403	1425	1433			

District	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496	499	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 1 percentage point each year, from 75.0% in 2012 to 80.0% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by 1 percentage point annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	76.0	77.0	78.0	79.0	80.0
School Actual	75.0	82.7	84.2	89.7			
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2			

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Create teams of teachers for Algebra I, English I, Biology I, and US History	Fall 2013-Spring 2018	Principal, AP for scheduling, guidance counselors	None	N/A	Master schedule Increase in EOC passage rates
Utilize USA TestPrep for EOC in Algebra I, English I, Biology I, and US History	Fall 2013-Spring 2018	Algebra I, English I, Biology I, and US History teachers	\$475 per year	District funds	Increase in EOC passage rates
Visit and collaborate with schools like ours for graduation rate, SAT, and ACT and EOC	Fall 2013-Spring 2018	Principal, AP for curriculum, CRT, EOC and required courses for graduation teachers	\$100 per year for mileage	District Funds	Agenda from meetings with other school Additions to school report handbook Increase in graduation rate, SAT score, ACT score and EOC passage rates
Utilize common planning that incorporates common unit plans, common unit assessments, USA TestPrep assessments, collaboration, and data analysis	Fall 2013-Spring 2018	Algebra I, English I, Biology I, and US History teachers	None	N/A	Agendas and minutes from meetings Increase in EOC passage rates
Schedule Special Ed students in Tutorial by grade level and collaborate with regular ed teachers on EOC subjects	Fall 2013-Spring 2018	Principal, AP for scheduling, guidance counselors, Algebra I, English I, Biology I, and US History teachers	None	N/A	Master schedule Agendas and minutes from meetings Increase in EOC passage rates
Increase AP enrollment and preparation through vertical teaming	Fall 2013-Spring 2018	Principal, AP for curriculum, AP for scheduling, CRT, guidance counselors, and teachers	None	N/A	Enrolment summary College board results Agendas and minutes from vertical teaming meetings

Utilize SAT and ACT questions of the day as bellringers in core content classes	Fall 2013-Spring 2018	Teachers of core content classes	None	N/A	Observations Lesson plans
Guidance counselors will assist students in choosing appropriate test, time to take test, and course load to prepare for tests	Fall 2013-Spring 2018	Guidance counselors	None	N/A	Increase in SAT and ACT scores
Assign guidance counselors by alphabet to better track students and assist towards a 4 year graduation	Fall 2013-Spring 2018	Guidance counselors	None	N/A	Increase in graduation rate
Offer SAT prep class	Fall 2013-Spring 2018	Principal	None	N/A	Master schedule Increase in SAT scores

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other
Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Meet the goal of 100% of teachers will attend professional development related to their subject area for SC standards and rigor.

ANNUAL OBJECTIVE: Maintain 100% attendance by teachers in SC standards and rigor professional development.

DATA SOURCE(S): professional development calendar

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Create professional development calendar based on goals and strategies, certification, common core, and rigor	Fall 2013- Spring 2018	Principal, AP for curriculum, and CRT	None	N/A	Professional development calendar Portal Sign in sheets

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	94.7	95.0	94.0	95.2			
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 out of school suspension or expulsion rate for violent and/or criminal offenses below 0.5% of the total school population.

ANNUAL OBJECTIVE: Decrease the student out of school suspension or expulsion rate for violent and/or criminal offenses by 0.1% each year, from 1.0% in 2012 to 0.5% in 2018.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	1.0%	2.3%	4.2%	2.5%			
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 89.6% in 2012 to 91.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.3 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	89.9	90.2	90.5	90.8	91.0
School Actual	89.6	91.6	63.6	92.0			
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 85.4% in 2012 to 85.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.02 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	85.4	85.4	85.4	85.4	85.5
School Actual	85.4	88.5	85.3	80.0			
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 85.4% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.8 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	91.3	92.1	92.9	93.7	94.5
School Actual	90.5	91.3	91.7	89.0			
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 98.0% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	98.4	98.8	99.2	99.6	100
School Actual	98.0	91.7	72.7	95.9			
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 96.7% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.7 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	97.2	97.9	98.6	99.3	100
School Actual	96.7	93.5	95.9	92.9			
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 of teachers who feel safe at school during the school day.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	100	100	100	100	100
School Actual	100	98.5	100	100			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Use school website, teacher websites, and/or printed material to inform parents.	Fall 2013-Spring 2018	All teachers	None	N/A	Website counter and/or parental signature Increase in school report card positive ratings on surveys
Teachers will use communication logs and make contacts via email, phone, or in writing.	Fall 2013-Spring 2018	All teachers	none	N/A	Teacher records Increase in school report card positive ratings on surveys
Teachers will keep up-to-date websites and check email regularly.	Fall 2013-Spring 2018	All teachers	none	N/A	Teacher websites Documentation of emails sent to parents Increase in school report card positive ratings on surveys
Open Houses at the beginning of each semester provide an opportunity for parents to obtain information, as well as meet the faculty and staff.	Fall 2013-Spring 2018	All teachers and staff	none	N/A	Open House brochures, website, sign in sheets Increase in school report card positive ratings on surveys
Use the School Messenger telephone system to inform parents.	Fall 2013-Spring 2018	Administration and staff	none	N/A	School messenger files Increase in school report card positive ratings on surveys
Attendance clerk contacts students, parents, and teachers regarding absences on a daily basis	Fall 2013-Spring 2018	Attendance clerk	None	N/A	Increase in student attendance rate
Teachers, administration, and SRO supervise students in all	Fall 2013-Spring 2018	Administration, teachers, and SRO	None	N/A	Decrease in student expulsion rate

locations, report incidents immediately, and work with parents					
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Link to BRHS 2015 school report card

<https://ed.sc.gov/assets/reportCards/2015/high/c/h2301003.pdf>