

School Data Portfolio

Eastside High School

1300 Brushy Creek Road
Taylors, South Carolina 29687

864-355-2800

Mr. Michael Thorne, Principal
Dr. W. Burke Royster, Superintendent

Greenville County Schools

Plan Scope

2013-2014 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

Eastside 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		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ann Hartsell		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Michael Thorne		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kathryn Brooks		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: _____ 1300 Brushy Creek Rd. Taylors, SC 29687

SCHOOL'S TELEPHONE: (864)355-2800

PRINCIPAL'S E-MAIL ADDRESS: mthorne@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 _____ | Michael Thorne _____ |
| 2. TEACHER _____ | Brian Nyvall _____ |
| 3. PARENT/GUARDIAN _____ | Joy Joyner _____ |
| 4. COMMUNITY MEMBER _____ | Brent Poynter _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Ann Hartsell _____ |
| 6. Read to Succeed Reading Coach _____ | _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Kathryn Brooks _____ |
| 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> |
|------------------|-------------------------|
| SIC Member _____ | Jan Blackwell _____ |
| SIC Member _____ | Meredith Hairston _____ |
| Teacher _____ | Elizabeth Santos _____ |
| Student _____ | Abbey Shaw _____ |
| Student _____ | Joshua Miller _____ |
-

***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.

- x **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.
- x **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).

x **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.

x **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.

x **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.

x **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.

x **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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1. Introduction

This report was developed to document the changes and progress our school has made while working to advance teaching and learning. The self-study process and resulting report provides our staff with an ongoing means for self assessment, communication, continuous improvement, and accountability.

Our mission, vision, and action plan comprise a living document that describes Eastside High School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements within the context of our student demographics and our school needs. This report also describes how we build and utilize our overall school plan for the purpose of increasing student learning – our ultimate outcome.

Our Leadership Team—teachers elected by our faculty—serves as the steering committee for this work based on input from our entire faculty. Our PTSA, our School Improvement Council, and our Student Government are also vital to our process.

In Spring of 2013, we reviewed the areas of need as defined in our last strategic plan. Stakeholder groups including teachers, students, and parents were asked to review the list of needs and to provide evidence that we had or had not progressed toward meeting them. These same stakeholder groups reviewed our vision and goals and provided input for a new vision and goals. As we turned in our process from a review to planning for the future, our academic departments also set goals. Our action plan is a result of this input. It was reviewed and approved by our faculty, our Student Government, our PTSA, our Leadership Team, and our School Improvement Council.

We have overcome many obstacles, and we continue to face many challenges. We have many programs that are sources of great pride for our school. We are pleased that we have set

and maintained a standard of excellence in the face of potential barriers. We are proud of our school and look forward to sharing it with you. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve our school.

2. Executive Summary

School Profile Summary

Eastside High School's enrollment has risen over the last several years from 1,176 students in 1999-2000 to 1,454 students in 2015-2016. The configuration by grade level is as follows: 9th 385 students, 10th 363 students, 11th 374 students, and 12th 332 students.

Our enrollment includes over 200 students who do not reside in our attendance area but attend through the special permission choice program. The ethnicity of our students is as follows: 68% are white, 14% are African American, 10% are Hispanic, 3% are Asian, 4% are multiracial and other. Our white population has decreased over the past five years, while our minority groups have all increased in that time frame. Our free and reduced lunch numbers have increased from 7.7 % in 1999-2000 to 25% in 2015-2016. This group has increased over 400% in the past decade. In 2015-2016 our ESOL students comprised 9% of our population. Our student attendance rate is steady at 95% - 96%. Eastside High School has eighty-nine faculty members. We continue to recruit Highly Qualified (HQ) teachers in all subject areas. All teachers are deemed HQ according to federal guidelines.

Student Achievement Summary

Because of the increasingly diverse nature of our student body, student learning needs are constantly evaluated. Our ESOL population continues to grow; therefore, our teachers actively

strive to incorporate ESOL strategies into their daily lesson plans. At Eastside we are focused on improvement for our entire student body, not just those students who comprise the lower quartile. This requires our teachers at every level to push students to perform at their maximum potential. Often, we find that our Honors/AP Level students, because they are naturally gifted, will exert the minimum effort required to make B's and C's when A's are well within their realm of possibility. We are also dedicated to increasing enrollment in our AP and Honors level classes while maintaining the necessary rigor. We are focusing on providing our students the necessary tools for success on the standardized tests which they take. Our Professional Development focus over the past two years has been student centered learning and achievement for all students.

Our new measurable goals for student achievement are as follows:

- Performance Goal 1: ACT federal and state accountability objectives will be met.
- Performance Goal 2: ACT federal and state accountability objectives will be met for % tested.
- Performance Goal 3: ACT WorkKeys federal and state accountability objectives will be met.
- Performance Goal 4: SAT Verbal score will increase to 518 by 2018
- Performance Goal 5: SAT Math score will increase to 529 by 2018
- Performance Goal 6: EOCEP English pass rate will increase to 81.6% by 2018
- Performance Goal 7: EOCEP Algebra pass rate will increase to 87.6% by 2018
- Performance Goal 8: Meet the AMO of 95% students testing for all ELA and Math tests
- Performance Goal 9: EOCEP Biology pass rate will increase to 91.4% by 2018
- Performance Goal 10: EOCEP US History pass rate will increase to 79.1% by 2018
- Performance Goal 11: AP scores of 3 or above will increase to 74.6% by 2018
- Performance Goal 12: Graduation rate will reach 87.7% by 2018

Teacher/Admin Summary

All teachers will obtain Highly Qualified Status by 2018. Professional Development opportunities at the school, district and state level will be provided to ensure that all teachers have the opportunity to gain this status.

School Climate Summary

Student attendance rate will maintain at a rate of 95% or higher and suspension/expulsion rate will maintain at a rate below 1.0% of the student population. Teachers, students, and parents who are satisfied with the school learning environment and safety will continue to increase each year. School wide committees are in place to research programs which will address each of these areas for us. These committees are comprised of teachers, administrators, students and parents.

Significant Challenges From the Past 3 Years

Eastside's challenges stem from our changing population of students which we serve. As noted in our profile, the demographics have shifted including free and reduced lunch population, ESOL population, minority population. This shift, along with a cultural shift in our society, presents us with a continuing challenge of revising instructional strategies to meet the changing needs of our students.

Accomplishments/Results During the Past 3 Years

A significant, ongoing accomplishment involves our school's progressive approach to innovative programs. Programs that especially stand out are the following: cognitive tutor math support, Rosetta Stone Spanish instruction, parent portal, curriculum night, ESOL information night, action teams, and our instructional coach. We have also recently implemented APEX online learning and we send students to the district's Twilight school program.

The district supported Power Teacher grading system and the Parent Portal provides information to parents. The Parent Portal allows parents to view grades, attendance, discipline, transcripts and other pertinent student information. Students and parents are given codes to

access their information anytime via the Internet. The program facilitates communication between teacher, student, and parent.

The Guidance Department not only strives to meet individual student needs during the school day, it also holds evening meetings where parents can ask questions. This is very valuable since many parents work and are unable to speak or meet with counselors during the work day.

Our SIC has started two new programs: Hispanic Outreach Program for our ESOL families and Lunch and Learn program. The Hispanic Outreach Program holds information nights each year. Parents are given the opportunity to learn about the school and also to interact with the committee members (all teachers from various departments) regarding helpful strategies for their children. Students are translators for non-English speaking parents. The most recent outreach program included guests from the local Hispanic Alliance who were very well received by the parents and the students. The new Lunch and Learn program has initiated a series of guest speakers during lunch for interested parents. The featured speaker for the 2015-2016 school year was Dr. Harry Schuker from Furman University presenting on the pressures our students face.

3. School Profile

"STRENGTH THROUGH HUMAN UNDERSTANDING," our school motto, has served as the school focus since 1970. Our school first opened its doors in August of 1970 to 650 students from four neighboring schools. During its first year, the school established school colors of royal blue and gold, chose the eagle as its mascot, decided upon its motto, printed its first

school newspaper, and began its first yearbook. The school also formed its chapter of the National Honor Society and began its marching band.

By 1973, the student body had doubled in size and the building had also been enlarged to accommodate this growth. The 1980's saw the student population increase to over 1,400. In the same year, math teacher Dr. Alexia Latimer established the first computer lab in the school district here at Eastside. Natural Helpers, a national peer counseling organization, was established at our school as the first in the school district as well as in South Carolina. The 1990's witnessed the construction of a new football stadium and also ushered in the concept of Site-Based Management. As the twenty-first century unfolds, all schools face the impact of accountability legislation. Our demographic composition is changing rapidly as we work to meet the new legislative regulations. In the midst of this change, our school has earned an Excellent or Good rating for academics every year since South Carolina introduced state report cards.

Twelve principals have led our school in its forty-three year history. The longest tenure has been ten years. Our current principal is in his fifth year at Eastside. The balance of the administrative team is comprised of three assistant principals, one administrative assistant and one instructional coach.

We have changed over the years from a predominately upper-middle class white student body to an increasingly diverse ethnic and socio-economic population. The white population declined for the first time in 2003, while the Hispanic population has quadrupled in the same time. In addition, the number of students who qualify for free and reduced lunches continues to rise.

While some of our parents are difficult to reach, we have very high parent involvement overall. Our parents volunteer thousands of hours to the school each year. While most of our

students attend college in South Carolina, namely at Clemson and USC-Columbia, we have graduates at the University of Georgia, Frances Marion University, Gardner Webb College, University of Alabama, College of Korea, Colombia International College, Georgia Southern University and the Performing Arts Center of Los Angeles. Greenville Tech and Tri-County Tech are also popular schools for our graduates. Averaging over 2,000 conferences each year, our guidance counselors play a crucial role in helping our students to plan for their futures.

As we continue to look for ways to reach out to our non-English speaking parents, our PTSA and SIC have committed to translating its newsletter into Spanish and recently won a grant to assist with outreach to all parents of students in our ESOL population. Our school is the fulfillment of a vision, inspired by her leaders -- students, teachers, administrators, parents, and all the supportive citizens of the community -- a team effort that gives special meaning to "Eastside High School: Engaging Minds. Embracing Community." which is our current tagline.

School Personnel Data

Eastside High School’s teaching staff is seventy in number with fifteen support staff.

The gender, ethnicity, and education levels of our teachers are detailed below.

Gender		Ethnicity	
Male:	33	White:	92%
Female:	45	African American:	8%
Education		Attendance Rate	94.9%
BA:	26.7%		
MA:	73.3%		

Student Population Data

A) Enrollment by grade

9 th	385
10 th	363
11 th	374
12 th	332

- B) Ethnicity of school (percentages)
- | | |
|------------------|--------------|
| Asian | 3.0% |
| African American | 14.0% |
| White | 68.0% |
| Hispanic | 11.0% |
| Multi-Racial | 4.0% |
- C) Free/Reduced Lunch
- | | |
|-----------|--------------|
| %Free | 21.2% |
| % Reduced | 3.8% |
- D) Attendance rate
95.5%
- E) Dropout rate
1.7%
- F) Gifted & Talented Enrollment
36.5%

School Programs/Initiatives:

Our school programs include writing and math across the curriculum to support HSAP scores and Common Core Standards. Our math department uses Carnegie Learning strategies in the low level courses and will implement those text books in the next school year. Cognitive Tutor software is also being used by our math department. We use Learning Focused strategies in our classrooms extensively and all teachers plan using Essential Questions. In recent years, we have implemented programs for our ESOL population, our At Risk population, our repeat 9th grade population, and our seniors who are at risk of not graduating on time.

4. Mission, Vision, and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we should operate. Staff was asked to brainstorm independently before we, as a group,

agreed upon our core beliefs about what instruction, curriculum and assessment strategies will increase our students' learning. Our core beliefs are as follows:

- All students can learn.
- Students must be active participants in their own learning.
- Education is a shared responsibility of the home, the school, and the community.
- The academic program is the primary focus of the school.
- Extra-curricular activities are a valuable component of the total school program.
- Students learn best in a safe, disciplined environment nurtured by teachers, principals, support staff and community.
- Character development and mutual respect are essential for a positive learning environment.
- Educational experiences should encourage and enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Learning is a lifelong process.

Eastside High School's mission is to provide an educational program in a positive atmosphere that will ensure both quality and equity. Academic courses and extra-curricular programs will provide lifelong learning experiences for our community; furthermore, our vision is to be recognized as a school of excellence through our achievements in academics, athletics, and the arts.

5. Data Analysis and Needs Assessment

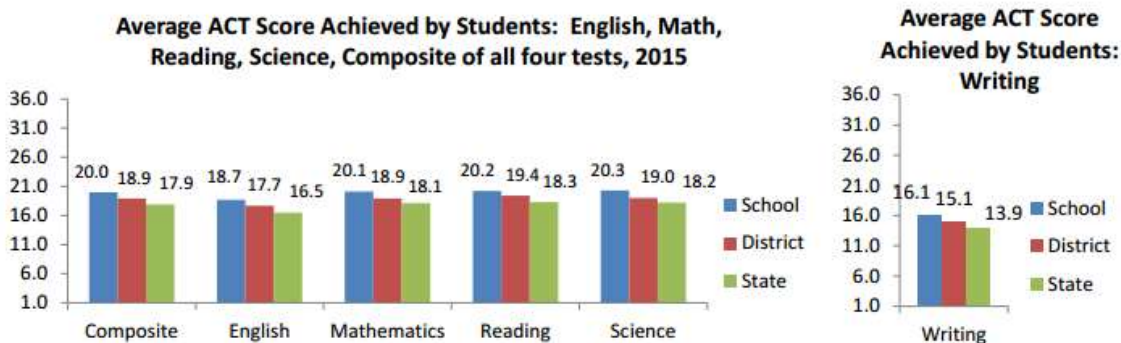
Student Achievement & Needs Assessment

Since the needs of our students are as diverse as the students themselves, a constant review of academic data provides our teachers and school leaders with a more accurate assessment of student progress. In the last ten years the free/reduced lunch population at Eastside High has increased 400%. Additionally, the Hispanic student population now makes up 10% of the student body. Standardized test scores tend to mirror the socioeconomic composition of the family; therefore, we continually seek new ways to reach all our students. During the 2011-2012 school year, we participated in a faculty wide book study researching the unique

needs of our students based on the research of Dr. Robyn Jackson. About half of our teachers have also been trained to use an inquiry-based pedagogical style based on the learning theories of Dr. Richard Paul of the Foundation for Critical Thinking.

Some additional data was analyzed to help us find growth areas. Discipline referrals have decreased over the past few years. The more time students spend in class, the better they perform overall. Our graduation rate is slowly rising (88.0% in 2015) and guidance and administration work on our drop-out problem in a collaborative effort in increase this rate and help our students stay in school. Our student attendance rate continues to remain high (95.5%), and all our teachers are deemed Highly Qualified by the federal NCLB standards.

ACT (2014-2015) - State Testing: Average Score



ACT (2014-2015) - State Testing: Percent of Students Meeting ACT College-Ready Benchmark

Percent of Students Meeting ACT College-Ready Benchmarks, 2015				
English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
53.3	39.5	36.2	33.9	22.2

ACT WorkKeys (2014-2015) – State Testing – National Career Readiness Certificates

	Bronze	Silver	Gold	Platinum
% of Students	92.0	40.8	30.2	2.7

ACT WorkKeys (2014-2015) – State Testing – Percent of Students at Each Level

	<3	3	4	5	6	7
Applied Mathematics	5.0	15.1	18.6	25.7	23.4	12.1
Locating Information	4.7	10.9	46.7	34.9	2.7	NA
Reading for Information	2.7	5.9	25.1	32.4	28.3	5.6

EOC Pass Rate:

	Algebra 1	English 1	Biology	US History
2015	95.7	74.3	88.1	75.9
2014	83.6	85.2	89.3	80.2
2013	87.3	79.5	87.6	69.3
2012	82.6	76.5	88.9	74.1
2011	71.4	79.0	81.8	69.9

Four Year Graduation Rate:

School Four-Year Cohort Graduation Rate			
2015	2014	2013	2012
88.0	86.8	82.6	80.2

Five Year Graduation Rate:

School Five-Year Cohort Graduation Rate			
2015	2014	2013	2012
87.8	85.0	83.1	78.2

AP Five Year Report:

	2011	2012	2013	2014	2015
Eastside High School (411948)					
Total AP Students	309	339	389	494	390
Number of Exams	601	616	644	820	758
AP Students with Scores 3+	215	235	242	271	248
% of Total AP Students with Scores 3+	69.6	69.3	62.2	54.9	63.6

SAT Senior Report 2015:

SAT Performance				
Percent of Students Tested	Average Critical Reading Score	Average Math Score	Average Writing Score	Average Composite Score
79.9	516	523	500	1539

**Teacher and Administrator Quality
Professional Development Calendars
2015-2016**

Date	Time	Title	Facilitator	Location	Technology Points
Thurs. 9/3	7:45-8:45 Planning	Set-up and Goal Setting	K. Brooks	Media Center Professional Library	Yes
Tues. 10/27	7:45-8:45 Planning	Standards 1, 2, 3, 4	K. Brooks	Media Center Professional Library	Yes
Thurs. 2/25	7:45-8:45 Planning	Standards 5, 6, 7, 8	K. Brooks	Media Center Professional Library	Yes

Date	Time	Title	Facilitator	Location	Technology Points
Wed. 8/12	9 – 10AM	Grade Cam!	K. Whaley	Media Center	Yes
	10 - 11AM	ESOL and Resource Best Practices in the General Ed Classroom	K. Brooks & B. Kluttz	Media Center	No
	11AM- Noon	Analysis of Curriculum	Dept. Chairs, D. Barron & V. Muller	Various	No

Mon. 8/17	11AM-Noon	A Look at Assessments	K. Brooks	Media Center	No
Wed. 9/2 & Tues. 9/15	Planning Periods	Student Learning Objectives	K. Brooks	Media Center Professional Library	No
Wed. 9/23	Planning Periods	ESOL Inclusive Practices	J. Valenti	C117	No
Wed. 10/14	Planning Periods	Special Education Inclusive Practices	K. Whaley J. Hutchison E. Santos M. Loucks J. Poynter K. Brooks	Media Center Professional Library	No
Tues. 11/17	Planning Periods	Best Practices for Student Centered Learning	K. Brooks	Media Center Professional Library	Yes

Date	Time	Title	Facilitator	Location	Technology Points
Thurs. 1/14	8:30AM-11:30AM	Student Goals for Second Semester	PLC Lead Teachers	Various	No
Tues. 2/9	Planning Periods	New State Assessments and Student Achievement	K. Brooks	Media Center Professional Library	No
Tues. 3/8	7:45-8:45 Planning	Preparing for More Inclusive Practices	K. Brooks	Media Center Professional Library	No
Tues. 4/12	7:45-8:45 Planning	Using Technology as a Tool for Testing Preparation	K. Brooks	Media Center Professional Library	Yes
Tues. 4/26	7:45-8:45 Planning	Gearing Up for The Testing Marathon!	K. Brooks	Media Center Professional Library	No

2016-2017

Date	Time	Title	Facilitator	Location	Technology Points
Wed. 8/10	9 – 10AM	Power Hour	K. Whaley	Media Center	Yes
	10 - 11AM	Inclusive Best Practices in the General Ed Classroom	K. Brooks & B. Kluttz	Media Center	No
	11AM-Noon	Literacy Plan	Dept. Chairs, D. Barron & V. Muller	Various	No
Mon. 8/15	11AM-Noon	Disciplinary Literacy	K. Brooks	Media Center	No

	Planning Periods	Student Learning Objectives	K. Brooks	Media Center Professional Library	No
	Planning Periods	Inclusive Practices; Co-Teaching and Support	J. Poynter	Media Center Professional Library	No
	Planning Periods	Power Hour Framework	K. Whaley J. Hutchison E. Santos M. Loucks J. Poynter K. Brooks	Media Center Professional Library	No
	Planning Periods	Best Practices for Student Centered Learning	K. Brooks	Media Center Professional Library	Yes

School Climate

2015

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	253	34
Percent satisfied with learning environment	100.0	85.0	94.0
Percent satisfied with social and physical environment	100.0	81.0	88.0
Percent satisfied with school-home relations	100.0	90.0	73.0

* Only students in grade 11 and their parents were included.

2014

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	71	116	58
Percent satisfied with learning environment	94.4%	81.8%	84.5%
Percent satisfied with social and physical environment	97.2%	80.4%	87.9%
Percent satisfied with school-home relations	92.8%	90.4%	86.0%

* Only students at the highest High school grade level and their parents were included.

6. Action Plan

ACT – STATE TESTING

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	20.0			
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	18.7			
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	20.1			
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	20.2			
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	20.3			
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	16.1			
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	53.3			
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	39.5			
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
School Projected	X			
School Actual	36.2			
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	33.9			
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	*			

7. *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	*			
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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.

ACT WorkKeys

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	92.0			
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	18.3			
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	40.8			
District Projected	X			
District Actual	40.3			

ACT WorkKeys – Percentage of students who received a gold NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	30.2			
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	2.7			
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 76.6% in 2012 to 81.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.6	78.6	79.6	80.6	81.6
School Actual	76.6	79.2	85.2	74.3			
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)			

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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 82.6% in 2012 to 87.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.6	84.6	85.6	86.6	87.6
School Actual	82.6	87.4	83.6	95.7			
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)			

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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 88.9% in 2012 to 91.4% in 2018.

ANNUAL OBJECTIVE: Increase by 0.5 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	89.4	89.9	90.4	90.9	91.4
School Actual	88.9	87.4	89.3	88.1			
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5	83.7			

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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 74.1% in 2012 to 79.1% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 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

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.1	76.1	77.1	78.1	79.1
School Actual	74.1	69.6	80.2	75.9			
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3	77.8			

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 69.6% in 2011 to 74.6% by 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

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

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		70.6	71.6	72.6	73.6	74.6
School Actual	69.6	69.2	62.2	54.9	63.6			
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55	54	53			

SAT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 2 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	510	512	514	516	518
Critical Reading Actual	508	527	509	516			
Math Projected	X	X	521	523	525	527	529
Math Actual	519	523	510	523			
Writing Projected	X	X	493	495	497	499	501
Writing Actual	491	503	481	499			
Composite Projected	X	X	1520	1522	1524	1526	1528
Composite Actual	1518	1553	1500	1538			

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 1.5 percentage points each year, from 80.2% in 2012 to 87.7% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.7	83.2	84.7	86.2	87.7
School Actual	80.2	82.6	85.0	88.0			
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</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Tutoring session year-long for all students	Continuous	All teachers	None	N/A	Attendance at sessions
Test specific tutoring sessions one month before each testing event	September, March, April & May	All teachers	None	N/A	Attendance at sessions
PLC Groups organized by testing event	Continuous	All teachers	None	N/A	Minutes of groups, unit & lesson plans
Identification of students at risk to fail tests or not graduate	Continuous	Guidance Department & Rising Eagles Action Team	None	N/A	Documentation of meetings with students
Mentoring at risk students	Continuous	All teachers, CRT, Guidance Department	None	N/A	Documentation of meetings with students
Parent meetings	Continuous	Guidance Department	None	N/A	Documentation of meetings with parents
Seat Time Recovery offered	November, December, April & May	Attendance Clerk	None	N/A	Documentation of attendance

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Increase classes taught by highly qualified teachers by 1.0 percentage point each year, from 95.6% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Increase classes taught by highly qualified teachers by 1.0 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
Projected	x	x	96.6	97.6	98.6	99.6	100
Actual	95.6	95.4	99.1	100			

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Review status of each teacher	August each year	Lisa Greene; Assistant Principal	None	N/A	Coursework completed by teachers
Compliance report	Fall each year	Kathryn Brooks; CRT	None	N/A	Submit certification additions/changes
Assign teachers to teach courses for which they are Highly Qualified	Spring each year	Mike Thorne; Principal	None	N/A	Master schedule

STUDENT ATTENDANCE

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.6	95.3	N/AV	95.5			
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 suspension/expulsion rate for violent/criminal offenses below 1.0% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student suspension/expulsion rate for violent/criminal offenses below 1.0% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%
School Actual	1.1%	0.3%	0.8%	1.2%			
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 81.0% in 2011 to 86.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 1.0 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.0	84.0	85.0	86.0	87.0
School Actual	81.0	89.1	84.5	94.0			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

Insufficient Data for Parent Survey results for 2011-12. Results are from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 82.5% in 2011 to 87.5% 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 – Question #18

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84.5	85.5	86.5	87.5	88.5
School Actual	82.5	74.0	81.8	85.0			
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)			

Forms Lost in Shipment for Student Survey results for 2011-12. Results are from 10-11.

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 100%.

ANNUAL OBJECTIVE: Maintain the percent of teachers who are satisfied with the learning environment at 100%.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	94.4	100			
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 81.0% in 2011 to 87.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.0	84.0	85.0	86.0	87.0
School Actual	81.0	87.7	87.9	88.0			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7			

Insufficient Data for Parent Survey results for 2011-12. Results are from 10-11.

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 92.5% in 2011 to 98.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.5	95.5	96.5	97.5	98.5
School Actual	92.5	80.2	80.4	81.0			
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)			

Forms Lost in Shipment for Student Survey results for 2011-12. Results are from 10-11.

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 98.1% in 2012 to 100% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.6	99.1	99.6	100	100
School Actual	98.1	98.5	97.2	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>
New student, faculty, staff ID procedure and machine	August 2013	Lisa Greene; Assistant Principal		District Office	All students, faculty and staff wearing new ID
Increased systems in place for adult supervision	Continuous	Administrative Team & Teachers	None	N/A	Fewer incidents of student disruptions and visitors not signed in
Fewer entrances into building for students	Continuous	Administrative Team	None	N/A	Fewer incidents of persons without ID entering building
Improvement plans and contracts for students with attendance issues	Continuous	Administrative Team, Attendance Clerk & Guidance Counselors	None	N/A	Increased student attendance rate
Seat time recovery	End of each semester	Attendance Clerk	Hourly pay rate	Cost of seat time paid for by student	Increased student attendance rate

Appendix A

2014-2015 School Report Card:

<http://ed.sc.gov/assets/reportCards/2015/high/c/h2301006.pdf>