GREENVILLE SENIOR HIGH ACADEMY
OF LAW, FINANCE, AND BUSINESS

SCHOOL PORTFOLIO
(SCOPE 2013-2014 THROUGH 2017-2018)
UPDATE: 2015-2016

JASON WARREN, PRINCIPAL
1 VARDRY STREET
GREENVILLE, SOUTH CAROLINA 29601
864-355-5500

GREENVILLE COUNTY SCHOOLS
DR. W. BURKE ROYSTER, SUPERINTENDENT

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: **Greenville Senior High Academy of Law, Finance, and Business**

DISTRICT: **Greenville County Schools**

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

Mr. Jim Baumgardner		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Jason Warren		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mr. James Sharpless		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: **1Vardry Street, Greenville, SC 29601**
SCHOOL'S TELEPHONE: **864.355.5500**
PRINCIPAL'S E-MAIL ADDRESS: **jwarren@greenville.k12.sc.us**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN
GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS
SCHOOL PORTFOLIO
(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.

POSITION NAME

1. PRINCIPAL: Mr. Jason Warren

2. TEACHER: Mrs. Amy Hegarty

3. PARENT/GUARDIAN: Mrs. Carole Flashpoehler

4. COMMUNITY MEMBER: Mr. KJ Jacobs

5. SCHOOL IMPROVEMENT COUNCIL: Mr. Jim Baumgardner, SIC Chair

6. READ TO SUCCEED READING COACH: Ms. Blair Powers

7. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD: Mr. James Sharpless

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

ASSISTANT PRINCIPAL: Mr. Matt Phillips

CRT: Ms. Blair Powers

MAGNET COORDINATOR: Mrs. Kathryn Rowan

TEACHER: Ms. Carol Moore

GUIDANCE COUNSELOR: Mrs. Adelaide Fackler

STUDENT: Ms. Chloe Rothstein (12th)

STUDENT: Mr. Jacob Moore (11th)

PARENT: Mrs. Janet Chase

COMMUNITY MEMBER: Mr. Kevin Dunn

*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.

__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.

____   **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
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SCHOOL PORTFOLIO

Greenville Senior High's school portfolio was developed to document the changes for a five-year period beginning with 2013-2014 and ending 2017-2018. The portfolio reflects the needs of the school as determined by its own self-reflection and needs assessment, but also the recommendations of district, state, regional and community entities. Specific stakeholders that provided vision and leadership during this process include the Leadership Team, the Administrative Team, SIC, PTSA, the Freshman Academy staff, department and course level teams, teachers and student organizations.

Three key areas of focus include:
- Emphasizing an improved graduation rate with instructional, truancy, and individualized strategies for students along with ACT and EOC preparation.
- Developing curriculum focused on the newly adopted Common Core standards
- Improving the effective use of technology in the classroom

Materials and resources on which this current Portfolio is based include the No Child Left Behind legislation, the SC Department of Education Strategic Plan, the State Technology Plan, the Greenville County Schools' Education Plan, the Ten Key Practices of High School That Work and EEDA 2005. Current research in the areas of best practices, effective use of technology in the classroom and the adoption of the Common Core standards provided the backbone for development of the professional development plan. In 2015-2016, the faculty and staff of Greenville High will focus on effective strategies to improve graduation rate and student expectations, the effective use of technology, and the implementation and development of Common Core standards across the curriculum.

EXECUTIVE SUMMARY
GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS
SCHOOL PORTFOLIO

Greenville High Academy of Law, Finance, and Business has a proud tradition of excellence in academics, school spirit and athletics. We have a diverse student population with the heritage of four or more generations attending Greenville High School. The community is excited to accept the challenge of working with the students, parents and guardians, faculty and staff members and the Greenville community in meeting the challenges of public education in the 21st century. Our mission is to provide opportunities for students that will enable them to become productive citizens and lifelong learners. Our vision is that of a community working together to encourage and foster individual academic and personal achievement. Our belief is that each student can be successful. Greenville continues to advance the achievement of students in all instructional programs and encourages personal growth. We are proud of the following successes in our school programs:

Freshman Academy common planning provides teachers opportunities for continued collaboration, resulting in the continued decline of 9th grade failures. During the past nine years, the ninth grade retention has continued to decline from 32.5% to 9% in 2015.

Curriculum revision provides additional instruction time for students at-risk in English and math. Peer tutoring, extended day instruction, and the willingness of individual teachers to work with students on an as-needed basis insure that each individual has optimal opportunities for academic success.

Practice EOC tests were conducted in 2015- 2016 to target at-risk students. This process identified students and provided data for modified instruction in English and math classes and high stakes courses such as Biology and US History. In addition students were targeted for extra help in HSAP Math and English classes. The results hopefully will lead to gains in the first-time HSAP pass rate and an overall gain on End-of-Course tests in the same period of time. In 2015, U.S. History increased 10%; and Algebra 1 increased 2% on the EOC scores.

Ninth grade at-risk students and EOC students receive additional remediation through the USA TestPrep program, an online researched based program.

The Career Development Facilitator (CDF) to the staff enables students to develop Individual Graduation Plans based on their specific academic needs and career choices. The CDF and counselors met with students and parents for the purpose of academic planning during the spring registration process (2011, 2012, 2013, 2014, 2015, 2016).

Student computers are available for use in the Media Center, a Writing Lab, the Foreign Language Lab, four business classrooms, an engineering lab and six portable wireless labs. In addition an iPad mobile cart was added in 2012-2013. Two additional computer labs were installed in April of 2012 to accommodate the growing finance and marketing portion of the magnet program. Chromebook carts have been added to enhance a personalized learning environment for all students.

Project Lead the Way (PLTW), implemented in 2006, continues to expand its offerings. In February 2009 the Greenville High program earned national certification. Students who successfully complete the year-long course (Principles of Engineering and/or Introduction to Engineering Design) and pass a national exam are eligible for college credit. In May 2009, forty Greenville High students earned college credit at

Clemson University and the University of South Carolina. Based on the success of PLTW courses, a second-tier course, Digital Electronics (DE) was added for the 2010-2011 school year.

In August 2009 Greenville High officially became the Academy of Law, Finance, and Business. Extensive planning involving the faculty and staff, students, and the community during 2008-2009 led to the development of an enriched magnet program grounded in hands-on experiences, rigorous classroom instruction, and innovative teaching strategies. This program has grown from 125 magnet students in 2009 to 405 magnet students in 2015-2016. Greenville High has the highest number of magnet students at the high school level in the district with this total of 405. The first Mock Trial team participated in competition in 2010 and has continued to compete annually.

19 students were named as Palmetto Fellow Scholarship recipients for 2014-2015.

The Class of 2015 was awarded $8.4 million for scholarships.
GHS had 22 AP Scholars with Distinction, 24 AP Scholars with Honor, and 47 AP Scholars including 3 National AP Scholars.
Robotics Team 2014 and 2015 State Champions.
Twenty-three varsity sports teams competed in 15 sports in South Carolina AAAA. Our 2015 overall athletic GPA was 3.76.

Although Greenville High School is successful in many areas of student achievement, we face the challenge of meeting the needs of a diverse student body. Our student population for 2015-2016 is 43% Caucasian, 35.5% African-American, and 18.2% Hispanic and 3.3% other. Most notable, however, is the decrease in the number of students eligible for free and reduced lunch—50.9%. Due to the demographics of our attendance area, we know that a good portion of our students enter school with skill levels below high school expectations. We continue to challenge ourselves to accelerate student performance and raise the expectations for rigor and success in all academic areas. Key areas identified for improvement include:

- Declining on-time graduation rates
- Failing to meet AYP in Math and English Language Arts, particularly the subgroups of African-American males, special education students and individuals eligible for free and reduced lunch
- Struggling readers in all grade levels and across all academic abilities.

Based on meetings with stakeholders, the following performance goals have been identified:

Goal Area: Student Achievement
- Increase the percentage of students who graduate on-time in four year.
- Increase the pass rate on End of Course tests.

Goal Area: Teacher/Administrative Quality
- Increase the number of teacher using data to drive classroom instruction.
- Increase the number of teachers using literacy and technology strategies in daily classroom instruction.

Goal Area: School Climate
- Decrease the number of referrals for tardies.

- Decrease the number of referrals for disrespect and disruptive behavior.

Some of our accomplishments include:
2011-2012
- Implementation of new magnet courses—Law, Finance, and Business
- Continuation of extended day program for at-risk students
- Benchmark testing provides data for instructional decision-making in 9th and 10th grade core courses and all EOC classes
- Implementation of *Classworks* math and English intervention program in the Freshman Academy
- On-going Individual Graduation Plan (IGPs) sessions with 9th, 10th, and 11th grade students
- Freshman Academy common planning provides teachers opportunities for continued collaboration, resulting in the continued decrease of 9th grade failures
- Greenville High named as Top 1500 School by *Newsweek* Challenge
- Second-tier course, Digital Electronics, offered as part of Project Lead the Way
- 20 students named as Palmetto Fellow Scholarship recipients for 2011-2012
- One student named Honorable Mention for National Merit Scholarship Program for 2012
- Over 1000 Renaissance cards distributed to students for academic achievement and GPA improvement
- 23 Varsity sports teams competing in 15 sports in South Carolina AAA

2012-2013
- Continuation of Magnet focus courses in Law, Finance, and Business with 81 Magnet Distinction Awards
- Continuation of Early College/Dual Credit with Greenville Technical School classes
- Benchmark testing with data for instructional decision-making in 9th and 10th grade core courses and all EOC classes
- Continuation of USA TestPrep math and English intervention program in the Freshman Academy, EOC and HSAP classes
- Freshman Academy common planning with teachers' opportunities for continued collaboration, resulting in the continued decrease of 9th grade failures
- Named as Top 1500 School by *Newsweek*
- 12 AP and 34 Honors classes
- Nationally certified and award-winning Project Lead the Way program and Robotics Team
- 17 students named as Palmetto Fellow Scholarship recipients for 2012-2013
- 7 South Carolina Academic Achievement Honors Awards recipients for 2012-2013
- Team and individual awards for State, Upper State, and Regional Champions in various sports including golf, football, basketball, baseball, swimming, and track
- 40 competitive athletic teams with overall 2013 athletic GPA 3.69
- Annual Business and Law Weeks with community speakers

2013-2014
- Palmetto Gold Award in Student Achievement for 2013-2014
- Achieved "Excellent" on Report Card
- Increased Early College and AP enrollment
- 40 competitive athletic teams with overall 2013 athletic GPA 3.72
- Greenville Senior High Academy is ranked 9th within South Carolina on US News/World Report

- Ranked in Top 200 magnet schools in U.S.
- Robotics Team 2014 State Champions
- 17 South Carolina Academic Achievement Honors Awards recipients for 2013-2014
- Continuation of USA TestPrep Math and English intervention program in the Freshman Academy, and EOC
- Benchmark testing with data for instructional decision-making in 9th and 10th grade core courses and all EOC classes
- Freshman Academy common planning with teachers' opportunities for continued collaboration, resulting in the continued decrease of 9th grade failures
- 11 AP and 34 Honors classes
- Nationally certified and award-winning Project Lead the Way program
- 19 students named as Palmetto Fellow Scholarship recipients for 2013-2014
- Team and individual awards for State, Upper State, and Regional Champions in various sports including golf, football, basketball, baseball, swimming, and track
- Annual Business and Law Weeks with community speakers
- Continuation of Magnet focus courses in Law, Finance, and Business with 81 Magnet Distinction Awards
- Continuation of Early College/Dual Credit with Greenville Technical School classes
- New for 2014-15, Accelerate Program for Engineering in partnership with the SC Governor's School, dual credit opportunities for qualifying students

2014-2015

- America's Most Challenging High School – *Washington Post*
- Greenville Senior High Academy is ranked within South Carolina on US News/World Report
- Ranked in Top 200 magnet schools in U.S.
- Robotics Team 2014 & 2015 State Champions
- 13 AP and 34 Honors classes
- Nationally certified and award-winning Project Lead the Way program
- Business, Law, and Finance community speakers
- Continuation of Magnet focus courses in Law, Finance, and Business with 70 Magnet Distinction Awards
- Continuation of Early College/Dual Credit with Greenville Technical School classes
- New for 2014-15, Accelerate Program for Engineering in partnership with the SC Governor's School. Dual credit opportunities for qualifying students
- Dual Credit Partnerships with Greenville Tech, University of South Carolina, SC Governor's School and Presbyterian College
- Tripled number of students who qualified for AP Distinction.
- 19 students named as Palmetto Fellow Scholarship recipients for 2014-2015
- Active Student Council – raised more than $206,000 for Spirit Week
- Student-run Ground Floor Coffee Shop
- Outstanding Large Delegation Award of MUNCH XV
- Fully integrated partnerships with Street Law Inc., GE, McMillian Pazdan Smith, and Greenville Federal Credit Union
- 40 competitive athletic teams with overall athletic GPA 3.68
- Advanced technology to enhance a personalized learning environment for all students

Greenville Senior High Academy of Law, Finance and Business

Steeped in Tradition...
Focused on the Future

ROBOTICS TEAM • STATE CHAMPIONS

MISSION STATEMENT

Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens and lifelong learners.

Academically grounded & motivated for success, our graduates are well-prepared to enter the workforce or attend the finest colleges & universities across the nation.

Pride in the community and in its heritage permeates the school!

2014 - 2015
Mr. Jason Warren
Principal
•
1 Vardry Street
Greenville, South Carolina
29605
864/355-5500
864/355-5492

WEBSITE

MAGNET PROGRAM

TWITTER

FACEBOOK

GREENVILLE SE

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$298,266.4

MAGNET PROGRAM

Greenville Senior High Academy of Law, Finance, and Business offers broad exposure to the students' chosen magnet strands through an in-depth study of various topics and engagement in problem-based learning activities that extend students' understanding of legal, finance and business issues and concepts in the 21st century.

While engaging in activities such as Mock Trial, Business Marketing, and Entrepreneurship students develop a better understanding of their field of study and are better prepared to serve the community.

Honors & AP Courses Available!

SAMPLE MAGNET COURSES

Fundamentals of Business Mktg. Finance
Entrepreneurship · Advertising · Marketing
Integrated Computer Applications
Accounting I · Business Finance
Digital Media Arts · Personal Finance
Business Law · Webpage Design
Virtual Enterprise · Macroeconomics (AP)
Statistics (AP) · US History (AP)
Business & Family Law (I & II Honors)
Criminal Law (I & II Honors)
Forensic Science (CP & Honors)

RAIDER ACCOMPLISHMENTS

- Palmetto Gold Award in Student Achievement for 2013/14
- Achieved "Excellent" on Report Card
- Increased Early College and AP Enrollment
- 40 Competitive Athletic Teams with Overall Athletic GPA of 372
- Ranked 9th in SC on US News/World Report
- 17 SC Academic Achievement Honors Awards Recipients 2013/14
- Robotics Team 2014 State Champions
- National Certified & Award-Winning Project Lead the Way Program
- 19 Palmetto Fellow Scholarship Recipients 2013/14
- Team & Individual Awards for State, Upper State and Regional Champions in Various Sports

SCHOOL PROFILE
GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS
SCHOOL PORTFOLIO

Greenville High School is an inner city school located a few blocks away from the downtown areas of the city of Greenville. Founded in 1776 as a trading center, Greenville was chartered as a city in 1869 and grew to become a leading textile and manufacturing area. Far-sighted leadership kept the city of Greenville viable by recruiting industry and corporate headquarters when retail businesses relocated in the 1950's and 1960's. Today, the city of Greenville is the center of business, entertainment, and culture in the county. A strong revitalization effort of the downtown area is in progress and making great strides.

Located in a picturesque setting near downtown, Greenville High School Academy of Law, Finance, and Business is rich in tradition. The Wall of Fame exhibits many plaques recognizing distinguished graduates dating back over a century. Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners. Academically grounded and motivated for success, today's graduates are well prepared to enter the workforce or to attend the finest colleges and universities across the nation. Pride in the community and in its heritage permeates the school.

The school is composed of a heterogeneous group of students who function well together. The socioeconomic status within the attendance area varies from the most poverty stricken to the most affluent. While some students enter the halls with a strong academic background, others enroll with a skill level below high school expectations. The unique combination of these varied backgrounds provides a setting where students can develop skills for life as well as find a more complete perspective of the makeup of their society. Most importantly, students will experience academic opportunities with technological and curricular support for all programs.

Students who enroll in Greenville High School become ingrained in the continual building of character that has been the tradition for generations. The opportunity to be involved in a traditional high school with the many outlets for school and community involvement is an asset for our students. This will continue as it is a vital part of the educational process. Graduates will not only have an academic or career focus, but they will also have developed these character building skills to use throughout life.

The Greenville High community is proud of our history-rich campus and facilities. Our main building was first used in 1938. It has been modified and renovated over the past seven decades, but has still retained that Greenville High School spirit of quality academic endeavor that has marked out graduates from that time on. Greenville High School underwent an extensive renovation in 2006. We now have 81 state-of-the-art classrooms, a new classroom wing, and a new gym.

Greenville High School launched a new Magnet Academy of Law, Finance, and Business in 2009-2010. This unique specialized program (an extension of Greenville High's core academic program), with its learning-based activities, develops students' understanding of a wide variety of topics and issues. Highlights of the program include a rigorous and relevant curriculum, opportunities for job shadowing and real world experiences such as Mock Trial, Forensics and Virtual Enterprise.

LAW: Students who are interested in pursuing a career in the legal profession or in law enforcement will be engaged in stimulating challenging instruction that introduces them to topics in law, criminal justice, and public policy.

FINANCE: Students, who are interested in serving our community or managing their own personal finances, will be introduced to such topics as banking, securities, and financial planning. This will prepare them to compete in a changing specialized profession that is driving our global society.

BUSINESS: Students who are interested in understanding the sound decisions that must be made in the global context of business and its impact on society will be offered courses that apply to real world situations.

Jason Warren, principal leads an Administrative Team of four assistant principals, one curriculum resource teacher (CRT) and one half-time career development facilitator (CDF). In addition to the Administrative Team, leadership structures include the School Leadership Team composed of the principal, the CRT, and department chairs from all content areas, guidance and the media center and the School Improvement Council (SIC).

Greenville High has a staff of 77 educators which include one naval instructor in the JNROTC program. Forty-seven are female; 30 are male. Three teachers are National Board Certified. In 2015-16 there were 21 new teachers to GHS.

The staff includes five full-time counselors, one media specialist, and one technology integration specialist.   The school district funds a Curriculum Resource Teacher and a 0.5 Career Development Facilitator. The current staff includes both veteran teachers and those new to the teaching profession. Three are recognized as National Board Certified Teachers. The attendance rate for the faculty in 2014-2015 was 95.5%. The percent of teachers returning from the previous year was 83.8%. Part of the turnover is due to retirement and teacher relocation, the administration intends to do all that it can to support and encourage teachers to return.

The non-instructional staff members are an integral part of our team and are encouraged to attend school meetings and functions. Their work is critical to the safety and quality of our instructional program. Clerical personnel are district trained. Our data clerk is district trained, as are our nurse, who is fully licensed. Our resource officer is a Police Academy graduate. Also, on the staff are five special education aides, a plant manager, thirteen custodial workers, one NJROTC instructor, and a food service staff of eleven. Non-instructional personnel serve on our School Improvement Council. They also meet with the faculty and the administrative team to express concerns, share insights, and help make decisions in areas in which they have expertise.

Table 1: School Enrollment by Grade Level

GRADE LEVEL	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
9TH GRADE	415	464	402	419	420
10TH GRADE	321	371	390	331	347
11TH GRADE	330	258	314	339	302
12TH GRADE	294	360	247	298	337
TOTALS	1360	1453	1353	1387	1406

Table 2: School Enrollment by Ethnicity (Percentages)

ETHNICITY	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
CAUCASIAN	41.0%	41.02%	43.68%	43.13%	43.0%
AFRICAN AMERICAN	45.0%	44.9%	39.53%	38.15%	35.5%
HISPANIC	10.0%	11.6%	13.9%	16.01%	18.2%
OTHER	4.0%	3.48%	2.89%	2.17%	3.3%

Table 3: School Enrollment by FARMS (Percentages)

YEAR	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
FARMS %	56%	55%	57%	57%	51%

Table 4: School Enrollment by Special Education (Percentages)

YEAR	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
SPECIAL EDUCATION %	10.6%	10.7%	11.8%	11.5	15.2%

The total number of students in Special Education has declined significantly. Students with disabilities other than speech decreased from 11.8% in 2013-2014 to 11.5% in 2014-2015 and then increased to 15.2% in 2015-2016. This group continues to challenge the faculty and staff in terms of student achievement. Students with special needs are visible and included in all school activities and events. Because Greenville High is the inner-city hub for special education services and because of the excellent reputation of our program, many students are bussed to the school from outside of the attendance area. There are 7 special education teachers, three aides, and two itinerant specialists (vision and speech).

It is obvious from the above data that Greenville High School is an increasingly diverse population, reflecting its surrounding community. As we welcome the new to our community, we recognize many families who are second, third or even fourth generations at this school. We applaud this blend of old and new as we strive to meet the needs of each student.

MISSION, VISION, AND BELIEFS
GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS
SCHOOL PORTFOLIO

Mission Statement
Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners.

Our Beliefs
All individuals can learn.
Education is a lifelong process.
Each student is a valued individual, with unique intellectual, physical, social, and emotional needs.
Quality teaching requires both love of students and content matter.
Clear goals and high expectations for student achievement according to state and Common Core standards should guide the development of the curriculum and the design of instructional strategies and learning activities.
All individuals have the right to be treated equally with dignity and respect.
All individuals have the right to a physically and emotionally safe learning environment.
Parents and guardians should be responsible and accountable for actively supporting the learning process.
Education is a total community effort involving home, school, and business.

Our Vision
- Students will actively engage in learning.
- Students will develop a lifelong love of learning.
- Students, faculty, and parents (or guardians) will share a sense of unity and mutual respect.
- Students will meet all educational expectations.
- Students, faculty, and parents (or guardians) will together develop and nurture extracurricular interests and involvement.
- Students, teachers, parents (or guardians), and community will contribute to create an atmosphere of quality learning and to instill a lifelong desire for learning.

Our Expectations
- Teachers will incorporate a variety of strategies and resources to insure a relevant, challenging, and engaging learning environment.
- Teachers will promote meaningful learning opportunities both in and beyond the classroom.
- Teachers will plan instructional activities based on best practices that are informative and inspiring.

Curriculum will be:
rigorous and meaningful.
designed to meet the needs of each individual. standards-based.
reflective of high expectations.
driven by what is best for every student.

Instruction will be:
>
> *structured with both student and teacher-centered practices. well planned by highly qualified teachers.*
> *based on best practices.*
> *engaging to motivate students*.

Assessment will be:
>
> *varied and appropriate to the content and grade level. reflective of different learning styles.*
> *ongoing.*
> *linked to standards.*
> *formative and summative.*
> *based on mastery of skills and concepts.*

The **learning environment** will be:
>
> *safe, inviting and nurturing.*
> *consistent and fair.*
> *clean and comfortable.*

DATA ANALYSIS AND NEEDS ASSESSMENT
GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS
SCHOOL PORTFOLIO

District Expectations

Greenville County Schools' expectations for student learning are outlined in the district's Strategic Education Plan for 2013-2018. ***Charting a Steady Course for Excellence in Education*** clearly reflects the measures outlined in federal and state plans. The goals identified for Greenville County Schools are:

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

The School Board identified Goal 1 as the primary goal with Goals 2-5 as support goals. All five goals are fully developed in the district's Strategic Education Plan. That plan, available at the district web site, contains objectives, strategies and resources for effectively achieving each goal. Goals 1, 2, and 3 relate directly to Greenville High's Action Plan.

Local Expectations at Greenville High School

A study of expectations at Greenville High School begins by referencing the school mission statement: Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners.

Our school in many ways is not one school but two. One group consists of the higher-level classes--honors and AP classes which represent 40 percent of our population. A diverse and adequate number of AP courses are offered at the school. The other includes the vast majority of grade repeaters, Exit Exam failures, and the high dropout rate. The Action Plan developed for 2012-2018 attempts to meet the needs of both groups in an effort to increase rigor, promote critical thinking, and increase student performance for all students.

STUDENT ACHIEVEMENT
GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS
SCHOOL PORTFOLIO

Student Achievement

Data from the most recent School Report Card (2014) indicated Greenville Senior High School is effective in some areas and is still working to improve in others. Our overall ratings have been good, as shown in the chart below. We are very proud to reclaim the level of "Excellent" in 2013.

Table 1: School Report Card Ratings 2009-2014

YEAR	SCHOOL REPORT CARD RATING	FEDERAL ESEA WAVIER
2011	Good	N/A
2012	Good	78.8% (C)
2013	Excellent	58.6% (F)
2014	Excellent	87.4% (B)
2015	na	na

Greenville Senior High's graduation rate has increased since 2012. In 2010 the on-time graduation rate was 70.8% and decreased in 2012 to 69.8%. Graduation rate has become a major focus for the school and any program we consider.

Table 2: Greenville Senior High School's Graduation Rate

YEAR	GRADUATION RATE
2011	70%
2012	69.8%
2013	81.5%
2014	82.8%
2015	87.3%

End-of-Course tests, one of the indicators on the School Report Card, continue to be an area of emphasis. Greenville Senior High is attributed to an ongoing school wide initiative using data with classroom instruction aimed at specific skills areas, the use of online test prep programs (USA Test Prep), and study sessions prior to exam days. In addition, teachers in the English, Math, Science and Social Studies Freshmen Academy departments meet during the summer and continue to meet throughout the school year. Periodically throughout the school year, the district's learning consultant for that content area meets to discuss Common Core expectations and strategies with the team. In addition, the purpose of these planning sessions is to continue the development of instructional strategies (best practices) aimed at increasing EOC scores. Closer scrutiny of EOC scores indicate that the subgroups who are identified as at-risk are the same subgroups who fail to score at 70% or better on EOC: African-Americans, Hispanics, subsidized lunch students and students with disabilities.

Table 3: Greenville Senior High School EOC Test Results

EOC	2014 Pass Rate	2015 Pass Rate	Change
Algebra 1	87%	89%	+2 %
Biology 1	88%	82%	-6%
English 1	71%	70%	-%
US History	67%	78%	+11%

SAT and ACT are two college entrance tests available to students interested in attending a four-year college or university. Therefore, success on these tests translates into improved opportunities for Greenville High students after high school. Continued efforts towards appropriate test selection and better preparation for these tests have led to steady numbers in average composite scores over the past five years.

Table 4: Greenville Senior High School SAT Test Results by Area

YEAR	CRITICAL READING	MATH	WRITING*	COMPOSTIE SCORE*
2012	474	479	455	953
2013	474	478	458	952
2014	491	482	465	973
2015	470	460	450	930

The ACT and ACT WorkKeys is the state testing program (2015), given to grade 11 students are defined as students in the third year of high school after their initial enrollment in the ninth grade.

Table 5: Greenville Senior High School ACT Average Grade Distribution

AVERAGE SCORE	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
2012	20.8%	21.2%	21.4%	21.1%	21.3%
2013	20.5%	21.2%	21.9%	20.8%	21.2%
2014	21.4%	21.5%	22.7%	21.5%	21.9%
2015	18.1%	19.1%	19.4%	20.1%	19.3%

Table 6: Greenville Senior High School WorkKeys – National Career Readiness Certificate

Percentage of Students	BRONZE	SILVER	GOLD	PLATINUM	TOTAL
2015	21.9%	40.0%	28.8%	0.6%	91.3%

Table 7: Greenville Senior High School WorkKeys – Applied Mathematics

Percentage of Students	LESS 3	3	4	5	6	7	AVERAGE
2015	5.9%	20.6%	17.5%	24.7%	20.3%	10.9%	78.7

Table 8: Greenville Senior High School WorkKeys – Locating Information

Percentage of Students	LESS 3	3	4	5	6	7	AVERAGE
2015	3.8%	10.0%	53.4%	32.2%	0.6%	NA	78.1

Table 9: Greenville Senior High School WorkKeys – Reading for Information

Percentage of Students	LESS 3	3	4	5	6	7	AVERAGE
2015	3.1%	3.1%	28.8%	35.6%	22.8%	6.6%	79.6

Student achievement in Advanced Placement courses (AP) provides an indication of course rigor and student ability to meet such rigorous expectations. Performance in AP classes indicates readiness for post-secondary work. The percent of students scoring three or higher on AP exams remains steady. A major concern continues to be the small number of minority students enrolled in AP courses. Efforts have been made to address this trend. Beginning in 9th grade, teachers will work more closely with counselors and the career development specialist in an effort to align student achievement with academic goal setting. This includes insuring that all students experience academic rigor from the onset of their high school careers through 12th grade.

Table 10: Advanced Placement – Number of Exams Given

AP COURSE	2012	2013	2014	2015
BIOLOGY	20	27	25	21
CALCULUS	23	36	36	30
HUMAN GEOGRAPHY	69	92	92	133
EUROPEAN HISTORY	17	60	91	48
US HISTORY	23	58	76	81
MACROECONOMICS	23	27	15	22
US GOVERNMENT & POLITICS	25	30	30	27
ENGLISH	35	56	66	138
STATISTICS	54	35	47	66
CHEMISTRY	17	14	19	28
PHYSICS	9	10	13	38
# of EXAM GIVEN	315	445	510	632

Teacher and Administrator Quality

In order to assess the quality of education in our school and to determine the strengths and weaknesses of that education, Greenville Senior High conducts a survey of teachers, parents, and students in the spring of each year. Surveys were administered to eleventh grade students and to teachers, and surveys were sent home to parents of eleventh-graders. Participation was limited with student populations, and as is common at the high school level, it was very limited with parents. These survey results are from the spring 2015 administration.

Table 11: Greenville Senior High Survey

Criterion	Teachers	Students	Parents
Percent satisfied with learning environment	98.7	85.6	94.5
Percent satisfied with social and physical environment	96.1	80.7	78.8
Percent satisfied with school-home relations	97.4	89.4	87.2

Results from the survey were informative and encouraging. While few of the indicators were identified as "highly functional", several areas were seen as "emerging" (evidence indicates early or preliminary stages of implementation) or "operational" (evidence indicates that practices are actively implemented). The majority of teachers agree that the curriculum is standards-based, that common syllabi include clear expectations and guidelines for students, and that systems are in place to effectively support ninth grade students in their transition to high school

Common planning time is a must if effective instruction is the expectation. For four years, common planning has been scheduled for Freshman Academy teachers. This group and grade level groups meet weekly for the purpose of sharing ideas, developing common assessments and lessons, and analyzing student work. Social Studies teachers meet as a department monthly for the same purpose with emphasis being placed on high stakes courses such as US History.

School Climate

The survey of 2015 did reveal some areas of limited effectiveness that need improvement. One of those areas was home-school relations, which received mixed ratings. Students and teachers felt a sense of

satisfaction with home-school relationships, but parents tended to be less satisfied; only 87 % of the parents agreed that these relations were satisfactory. A second area for improvement revealed by the survey was in the area of student behavior. Unacceptable behavior is a factor in all large groups of adolescents and must be addressed. The discrepancy in student and teacher perceptions of what is acceptable may reflect the diverse student population at Greenville High, which includes a large percentage of both high-achievers and at-risk students in the same student body. As new academic programs and extensive tutoring programs are being developed and implemented at Greenville High to increase the motivation of all students and to ensure the success of failing ninth and tenth graders, faculty, staff and parents may have opportunities to affect change in behaviors also.

Creating a climate of high academic expectations involves building a community-wide expectation of mutual respect among all stakeholders as well as pride in the campus environment. In response to concerns about issues such as the number of discipline referrals, increasing diversity in the student body make-up, and litter around campus SIC was prompted to form a subcommittee to address these areas. Efforts to-date focus on engaging students and adults in dialogues aimed at ways in which to incorporate the Red Raider Spirit into everyday activities in the classroom, on campus grounds and at school-sponsored events. In March 2011, over 400 Greenville students and 60 community leaders and teachers participated in the 2nd Challenge Days held at the West End Community Development Center. Students focused on team-building activities designed to overcome fears and pre-conceived notions; then attention was turned to developing long-term solutions for the GHS community. It is the hope of SIC and the faculty and staff that this work has continued and will be at the forefront of initiatives in upcoming years. Action steps to consider include:

- Creating a student forum.
- Developing a campus litter program in conjunction with a service learning project.
- Continuing dialogue among various student groups during the school day.
- Sponsoring professional development programs and speakers focused on diversity and working with multicultural populations.

Professional Development 2015-2016
Background/rationale:
In Results Now, Mike Schmoker argues persuasively that "unprecedented improvements" can occur in teaching and learning when leadership can be redefined on the basis of teams of teachers, administrators, support personnel and community members coming together to form professional learning communities (PLCs). The focus of learning communities is a desire to continuously seek and share learning in the form of current research and best practices which can then be acted upon in the school environment. The goal of PLCs is to enhance effectiveness as professionals so that students benefit. This arrangement has also been termed communities of continuous inquiry and improvement. Lucianne Carmichael stated, "Teachers are the first learners." Through their participation in a professional learning community, teachers become more effective, and student outcomes increase - a goal upon which we can all agree." (Carmichael, L. 1982, October. Leaders as learners: A possible dream. Educational Leadership, 40(1), 58-59.)

PLCs are characterized as follows:
supportive and shared leadership,
collective creativity,
shared values and vision,
supportive conditions, and

shared personal practice.

The Greenville High faculty and administration adopted school-wide goals and objectives during the 2009 – 2010 and has continued this initiative through the current school year. The over-arching goal is for all students to graduate in four years. This is supported by the following objectives:
increase pass rate on EOCE (Algebra 1, English 1, US History, Biology); increase rigor and relevance in all courses by providing focused professional development.

Initiatives focused on achieving these objectives for 2015-2016 include:
> *EOC Initiative*
> *Authentic literacy across the curriculum*
> *Increased use of effective technology strategies*

The current model for professional development calls for teachers to attend two days of training per month. Thus far, experiences have been limited to developing technology proficiency (Promethean Boards, software such as Rosetta Stone, the use of online programs such as USA Test Prep, the use of electronic formats for grade keeping and lesson planning), and the implementation of Common Core standards. To implement new practices and to provide sustaining support or allowing for reflective practices professional development sessions, after school sessions have been added at the district level as well as the school level . Planning sessions include teachers from all departments; it is difficult to focus on specific content areas or issues. Additionally, days designated by GCSD for Professional Development are scheduled into the calendar early in the year. These days occur at the onset of the school year when teachers are busy getting their classrooms ready for students, at the end of grading periods or the last few days of school when teachers are finalizing grades, cleaning rooms and mentally checking out for the summer. We have moved   to the next level—to make professional development more readily accessible, more relevant to practice and more embedded into the craft of teaching. We are closing the gap between what we know and what we do in each and every classroom at Greenville High. As Mike Schmoker states, "Any faculty could improve performance tomorrow if they never attended another professional development." The key is small professional learning communities—core departments, the Freshman Academy team, the department chairs, the leadership team, the SIC— focused on continuous improvement in instructional practices which impact student achievement.

GHS PLCs will:
- analyze and disaggregate data,
- research and discuss strategies for improving student achievement by focusing on reading, writing and vocabulary development in content areas,
- develop and critically review common assessments,
- develop and reflect upon best practices for engaging students
- develop instructional strategies geared toward Common Core standards.

Our guiding principles within each PLC will be as follows:
- We accept learning as the fundamental purpose of our school and we are willing to examine all of our teaching practices in terms of their impact on learning.
- We are committed to working together to achieve our goal.
- We will assess our effectiveness bases on results rather than intentions.

Three critical questions serve as the foundation for our planning:

- What do we expect students to learn?
- How will we know students have learned?
- How will we respond when students have difficulty learning?

Implementation Plan 2015-2016:
Our goal: All students will graduate in four years.

Action Steps:
- Increase student performance in English Language Arts (EOCE, grade level coursework, literacy skills);
- Increase student performance in Mathematics (EOCE, grade level coursework, literacy in math skills);
- Develop a Code of Conduct which promotes lifelong learning and values diversity.

Focal areas:
- Continuous professional development focused on best practices including:
- literacy across the curriculum (critical reading, discussion, writing),
- critical thinking and problem solving,
- assessment based on standards.

Timeline for 2015-2016
August 2015
  o Department Days focused on identifying power standards, developing curriculum maps, course matrices and common syllabi, and initiating development of common assessments for core courses
  o New Teacher Orientation
  o PowerTeacher Training
  o Rubicon Curriculum and Unit Plan Training

First Semester/September 2015
  o Freshman Academy PLC identifies students at-risk and strategies to address their needs.
  o English PLC and math PLC identify students at-risk and strategies to address their needs.
  o Department PLCs identify students at-risk and strategies to address their needs.
  o Freshman Academy, English and Math PLCs analyze data for 9th grade during common planning; adjust instruction based on assessed needs
  o English and Math PLCs analyze HSAP data for 10th grade and repeat test-takers during common planning; adjust instruction based on assessed needs
  o Science and Social Studies meet monthly to review goals
  o Training: PowerTeacher, PAS-T Evaluation Process, PAS-T Goal Setting Conferences, Teacher Web Pages, Rubicon Curriculum Training
  o Technology Training through monthly professional development including Google Classroom

October 2015
  o Freshman Academy PLC continues strategies to address student needs.
  o English PLC and math Department PLCs continue strategies to address student achievement and needs.
  o All departments analyze first nine weeks grades and adjust instruction accordingly

- o Teachers examined student achievement data such as benchmark scores and current grade distributions to adjust instructional strategies
- o Technology Training through monthly professional development
- o School Professional Development: Common Core Literacy Design Collaborative Template Tasks – Scaffolding Writing
- o School Professional Development – Learning Focus Best Practices
- o District Common Core Implementation Secondary meetings
- o District Common Core Implementation Secondary meetings

November 2015
- o Freshman Academy PLC continues strategies to address student needs.
- o English PLC and math Department PLCs continue strategies to address student achievement and needs.
- o Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- o Technology Training through monthly professional development
- o Training: PowerTeacher, PAS-T Evaluation Process, PAS-T Goal Setting
- o School Professional Development – Common Core LDC Module Writing
- o District Common Core Implementation Secondary Meetings

December 2015
- o Freshman Academy PLC continues strategies to address student needs.
- o English PLC and math Department PLCs continue strategies to address student achievement and needs.
- o Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- o Technology Training through monthly professional development District
- o Common Core Implementation Secondary Meetings

January 2016
- o Freshman Academy PLC continues strategies to address student needs.
- o English PLC and math Department PLCs continue strategies to address student achievement and needs.
- o Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- o All departments analyze first semester grades and adjust instruction accordingly.
- o Department chairs meet to review progress, adjust and revise goals as needed for second semester
- o CRT meets with administration to review and revise PD Plan for 2nd Semester.
- o Technology Training –during monthly professional development
- o District Common Core Implementation Secondary Meetings

Second Semester/February 2016
- o Freshman Academy PLC continues strategies to address student needs.
- o English PLC and math Department PLCs continue strategies to address student achievement and needs..

- o Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction All departments review and revise plans for HSAP, EOC, AP prep
- o Technology Training during monthly professional development
- o District Common Core Implementation Secondary Meetings

March 2016
- o Freshman Academy PLC continues strategies to address student needs.
- o English PLC and math Department PLCs continue strategies to address student achievement and needs.
- o Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- o All departments analyze third nine weeks grades and adjust instruction accordingly
- o District Common Core Implementation Secondary Meetings
- o Common Core Assessment Research and Writing Strategies

April 2016
- o Freshman Academy PLC continues strategies to address student needs
- o English PLC and math Department PLCs continue strategies to address student achievement and needs.
- o Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- o District Common Core Implementation Secondary Meetings
- o Technology Training through monthly professional meeting

May 2016
- o Freshman Academy PLC continues strategies to address student needs.
- o English PLC and math Department PLCs continue strategies to address student
- o Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- o All departments analyze second semester grades and adjust instruction accordingly.

SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR 2015-2016
PERFORMANCE STANDARD 5: PROFESSIONAL DEVELOPMENT
GREENVILLE SENIOR HIGH SCHOOL

ADVANCED ACCREDITATION STANDARD 3: TEACHING AND LEARNING

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

ADVANCED ACCREDITATION STANDARD 4: DOCUMENTING AND USING RESULTS

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement effort.

GREENVILLE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT REQUIREMENT

- All teachers must participate in a minimum of 24 hours of professional development (PD) during each school year.
- At least 12 of these 24 hours will be offered by the school/principal.

PROFESSIONAL DEVELOPMENT EXCHANGE DAY(S)

- Teachers may earn 1 or 2 days off for PD received during "off contract" time from the day after school's out in 1 year until the day school's out the next year.
- "Off contract" time includes weekend, holiday, after school, and summer hours that are outside of the teacher's regularly scheduled working hours.
- Hours used toward a day off can't have been used to gain in-service credit for certificate renewal, college course credit, or a stipend. They can be part of the district yearly-required 24 hours.
- 7 hours of professional development may be exchanged for one day off.
- Days off must be taken on predetermined PD exchange days on the district calendar and be approved in advance by Mr. Warren.

STATE CERTIFICATE RENEWAL GUIDELINES

- New teachers with a SC Initial Certificate aren't eligible to accrue renewal credit points toward certificate renewal until they have a SC Professional Certificate.
- Teachers with a SC Professional Certificate with less than a Masters degree must earn at least one 3-hour graduate level course from an accredited college or university and 60 renewal points or an additional 3-hour graduate course within a five-year validity period to renew their state Professional Certificate.
- Teachers with a SC Professional Certificate with a Masters degree or higher must earn 120 renewal credit pts, 6 college credit hours, or 60 renewal credit pts. & 3 college credit hours in a 5 year validity period to renew their certificate.

DEPARTMENT PROFESSIONAL DEVELOPMENT: *(TOPICS AND DATES SCHEDULED AS NEEDED)*
- Each teacher will be required to attend the session during an assigned department professional development.
- Attendance will be taken at each session and will be recorded on the Portal with recertification points.

AFTER SCHOOL MEETINGS AND PROFESSIONAL DEVELOPMENT: *(SCHEDULE ADAPTED AS NEEDED)*
1st Wednesday, 4:00—5:00: Department Head Meetings
2nd Wednesday, 4:00—5:00: Department Meetings
3rd Wednesday, 4:00-5:00: Faculty Meeting
4th Wednesday, 4:00—5:00: Professional Development

FRESHMAN ACADEMY PROFESSIONAL DEVELOPMENT:
Bi-Weekly Thursdays, 5th Period Planning: Freshman Academy
- Each Freshman Academy teacher will be required to attend the sessions.
- Attendance will be taken at each session and will be recorded on the Portal with recertification points.

TITLE	PRESENTER(S) OR PERSON(S) RESPONSIBLE	DESCRIPTION	DATE	TIME	INSERVICE POINTS	EXCHANGE POINTS	TARGETED GROUP	CORRELATED TO SCHOOL GOALS
AUGUST								
New Teacher Meeting/ Orientation	Blair Powers & Jacob Tuttle	Orientation for new teachers.	8/5/15	9:00am - 12:30pm	0	0	New Teachers	Teacher Quality
Freshman Academy Retreat	Jacob Tuttle	Freshman Academy teachers will participate in a two-day retreat/ planning session for the 2015-2016 school year.	8/6/15-8/7/15	9:00am - 4:00pm	14	14	Freshman Academy	Teacher Quality, School Climate & Student Achievement
Faculty Mini-Session	Administrative Team	Faculty will learn how to implement classroom management, procedural assessment, and other s kills for a successful year. (IMS, Safety, PAS-T & PowerTeacher)	8/14/15	9:00am - 11:30pm	0	0	Faculty	Teacher Quality & School Climate

TITLE	PRESENTER(S) OR PERSON(S) RESPONSIBLE	DESCRIPTION	DATE	TIME	INSERVICE POINTS	EXCHANGE POINTS	TARGETED GROUP	CORRELATED TO SCHOOL GOALS
Raider Roles & Responsibilities - New Teacher Meetings	Blair Powers & Janet Allen	Throughout the year there will be several roundtable meetings as a support system for new teachers at Greenville High School. Each meeting will cover a new topic that is beneficial to the teacher learning new roles and responsibilities as a Raider.	8/26/15	8:00am - 9:00am	1	1	New Teachers	Teacher Quality
SEPTEMBER								
Y.A. Hooligans Book Club	Janet Allen	The Y.A. Hooligans Book Club is for teachers to become acquainted with current Y.A. literature and trends impacting our teen readers. Teachers will be asked to read your book of choice, join in on the discussion in our Google Classroom, and try out a new tech tool.	9/1/15	Entire Month	7	7	Faculty	Teacher Quality (Tech Plan)
Google Sites Basics/Refresh	Allison Barton	Teachers will learn how to create pages, the different page types and their uses, how to edit your site quickly, add navigation bars, and how to include hyperlinks to other websites, pages on your site, and documents.	9/8/15	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)

Title	Presenter(s) or Person(s) Responsible	Description	Date	Time	Inservice Points	Exchange Points	Targeted Group	Correlated To School Goals
Student Learning Objective Training	Blair Powers	Teachers will receive information on the PAS-T updates and training on how to effectively write Student Learning Objectives.	9/9/15	4:00pm-5:30pm	4	4	Faculty	Teacher Quality, School Climate & Student Achievement
PAS-T Notebook Training	Blair Powers	Teachers will learn how to create their PAS-T notebook using the staff drive folder. Participants will learn appropriate documentation of the various components of the notebook, and learn how to increase student achievement through criteria outlined in the notebook.	9/21/15	Planning Periods	1	0	Faculty	Teacher Quality, School Climate & Student Achievement
Google Sites Advanced I	Allison Barton	Teachers will learn how to format webpages, how to add tables, edit page layout, and add backgrounds.	9/22/15	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)
World Language SLO Training	Amanda Catherman	GHS World Language SLO Training: Department members will read and discuss sample SLOs that are specific to WL courses.	9/22/15	4:00pm-5:00pm	1	1	World Language Depart.	Teacher Quality, School Climate & Student Achievement

Title	Presenter(s) or Person(s) Responsible	Description	Date	Time	Inservice Points	Exchange Points	Targeted Group	Correlated To School Goals
Promethean	Allison Barton	Teachers will learn the basics of operating the ActivInspire software. Teachers will be shown how to personalize their toolbars and use those tools to create dynamic flipcharts. Teachers will also learn how to access premade flipcharts through the Promethean Planet website.	9/23/15	4:00pm-5:00pm	1	1	Faculty	Teacher Quality (Tech Plan)
Raider Roles & Responsibilities - New Teacher Meetings	Blair Powers & Janet Allen	Setting SMART goals/SLO	9/23/15	8:00am - 9:00am	1	1	New Teachers	Teacher Quality
ESOL Strategies	Terri Zavondik	The purpose of this PD is to help teachers work with their limited English learners. The teacher will clarify the various ESOL levels, focusing on the two lowest levels. The teacher will provide ideas for instruction, assignments, and assessments.	9/23/15	4:00pm-5:00pm	1	1	Faculty	Teacher Quality

TITLE	PRESENTER(S) OR PERSON(S) RESPONSIBLE	DESCRIPTION	DATE	TIME	INSERVICE POINTS	EXCHANGE POINTS	TARGETED GROUP	CORRELATED TO SCHOOL GOALS
World Language SLO Training Part II	Amanda Catherman	GHS World Language SLO Training: Department members will read and discuss sample SLOs that are specific to WL courses.	9/22/15	4:00pm-5:00pm	1	1	World Language Depart.	Teacher Quality, School Climate & Student Achievement
OCTOBER								
Y.A. Hooligans Book Club	Janet Allen	The Y.A. Hooligans Book Club is for teachers to become acquainted with current Y.A. literature and trends impacting our teen readers. Teachers will be asked to read your book of choice, join in on the discussion in our Google Classroom, and try out a new tech tool.	10/1/15	Entire Month	7	7	Faculty	Teacher Quality (Tech Plan)

Title	Presenter(s) or Person(s) Responsible	Description	Date	Time	Inservice Points	Exchange Points	Targeted Group	Correlated To School Goals
Promethean-ActiveInspire Training	Allison Barton	If you are ready to put your ActivInspire to good used, this virtual training is for you. Teachers will learn not only the fundamentals of the ActivInspire software but also how to create dynamic presentations and lesson tools to use with their students. This is a virtual PD that is offered through Edmodo. Once participants sign up for the class, they will be emailed the Group Code for the course. The final project will be to submit a finished flipchart that will be used in your classroom.	10/1/15	Entire Month	6	6	Faculty	Teacher Quality (Tech Plan)
Google Sites Advanced II	Allison Barton	Teachers will learn how to merge Google Drive and Google Sites to seamlessly and share the weekly planner, handouts, etc. Mrs. Barton will also demonstrate how you can embed media items such as videos onto your website.	10/6/15	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)

TITLE	PRESENTER(S) OR PERSON(S) RESPONSIBLE	DESCRIPTION	DATE	TIME	INSERVICE POINTS	EXCHANGE POINTS	TARGETED GROUP	CORRELATED TO SCHOOL GOALS
Tech Tip Tuesday	Blair Powers	Each month teachers will explore a new technology tool to use in their classroom.	10/13/15	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)
AP Data and Instructional Strategies	Rachel Stokes & Linda Haynes	This professional development will give AP teachers the tools and strategies to build and maintain successful AP courses. Teachers will also receive instructional strategies and data for each course.	10/15/15	1:00pm-3:00pm	1	0	AP Teachers	Teacher Quality, School Climate & Student Achievement
Raider Roles & Responsibilities - New Teacher Meetings	Blair Powers & Janet Allen	Instructional Planning and Delivery	10/28/15	8:00am - 9:00am	1	1	New Teachers	Teacher Quality
Google Classroom vs Edmodo	Allison Barton	Learn more about what Google Classrooms has to offer plus be introduced to or learn more about how Edmodo might be a better fit for your class.	10/28/15	4:00pm - 5:00pm	1	1	Faculty	Teacher Quality (Tech Plan)
NOVEMBER								

Title	Presenter(s) or Person(s) Responsible	Description	Date	Time	Inservice Points	Exchange Points	Targeted Group	Correlated To School Goals
Y.A. Hooligans Book Club	Janet Allen	The Y.A. Hooligans Book Club is for teachers to become acquainted with current Y.A. literature and trends impacting our teen readers. Teachers will be asked to read your book of choice, join in on the discussion in our Google Classroom, and try out a new tech tool.	11/1/15	Entire Month	7	7	Faculty	Teacher Quality (Tech Plan)
Google Apps for the iPad	Allison Barton	In the past, Google Apps and Apple Products did not get along. No longer is that the case. Now there are 31+ apps that can be used on your iPad expanding the possibilities for mobile learning in your classroom. Come to one or both sessions during your planning period to pick up some new tips and tricks. You don't have to have a teacher iPad to participate!	11/3/15 and 11/10/15	Planning Periods	2	0	Faculty	Teacher Quality (Tech Plan)

Title	Presenter(s) or Person(s) Responsible	Description	Date	Time	Inservice Points	Exchange Points	Targeted Group	Correlated To School Goals
World Language Interpersonal and Presentational Speaking Assessments	Amanda Catherman	World Language teachers will share and discuss current formative and summative assessment strategies for interpersonal and presentation speaking skills.	11/10/15	4:00pm-5:00pm	1	1	World Language Depart.	Teacher Quality, School Climate & Student Achievement
Tech Tip Tuesday	Blair Powers	Each month teachers will explore a new technology tool to use in their classroom.	11/10/15	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)
Technology in the Classroom	Jigna Desai	Teachers will learn about the implementation of the PBL in their science classes. Technology tips will also be shared with the department: Blendspace, Google Classroom, Kahoot, Socrative, Newsela.	11/11/15	4:00pm-5:00pm	1	1	Science Depart.	Teacher Quality (Tech Plan)
Discovery Education Introduction	Blair Powers	Teachers will be trained on the features of Discovery Education and how they can integrate the technology into their lesson plans.	11/11/15	4:00pm-5:00pm	1	1	Business Depart.	Teacher Quality (Tech Plan)
December								

Title	Presenter(s) or Person(s) Responsible	Description	Date	Time	Inservice Points	Exchange Points	Targeted Group	Correlated To School Goals
Raider Roles & Responsibilities - New Teacher Meetings	Blair Powers & Janet Allen	Assessments	12/9/16	8:00am - 9:00am	1	1	New Teachers	Teacher Quality
JANUARY								
Y.A. Hooligans Book Club	Janet Allen	The Y.A. Hooligans Book Club is for teachers to become acquainted with current Y.A. literature and trends impacting our teen readers. Teachers will be asked to read your book of choice, join in on the discussion in our Google Classroom, and try out a new tech tool.	1/1/16	Entire Month	7	7	Faculty	Teacher Quality (Tech Plan)
Effective Thesis Statement	Rachel Stokes	Teachers will learn how to help students construct effective thesis statements.	1/6/16	4:00pm – 5:00pm	1	1	Faculty	Teacher Quality
Tech Tip Tuesday	Blair Powers	Each month teachers will explore a new technology tool to use in their classroom.	1/10/16	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)

TITLE	PRESENTER(S) OR PERSON(S) RESPONSIBLE	DESCRIPTION	DATE	TIME	INSERVICE POINTS	EXCHANGE POINTS	TARGETED GROUP	CORRELATED TO SCHOOL GOALS
Flipped Classroom	Allison Barton	Have you ever thought about flipping your classroom? Come learn more about how teachers and students all over the country are embracing this new way of teaching that is dramatically affecting test scores and retention.	1/27/16	4:00pm-5:00pm	1	1	Faculty	Teacher Quality (Tech Plan)
Raider Roles & Responsibilities - New Teacher Meetings	Blair Powers & Janet Allen	Learning Environment	1/27/16	8:00am - 9:00am	1	1	New Teachers	Teacher Quality
FEBRUARY								
Y.A. Hooligans Book Club	Janet Allen	The Y.A. Hooligans Book Club is for teachers to become acquainted with current Y.A. literature and trends impacting our teen readers. Teachers will be asked to read your book of choice, join in on the discussion in our Google Classroom, and try out a new tech tool.	2/1/16	Entire Month	7	7	Faculty	Teacher Quality (Tech Plan)

Title	Presenter(s) or Person(s) Responsible	Description	Date	Time	Inservice Points	Exchange Points	Targeted Group	Correlated To School Goals
Designing Summative Assessments in Spanish:	Amanda Catherman	Spanish teachers with overlapping courses will meet and create common summative assessments for Spanish 2 and 3 courses.	2/9/16	4:00pm-5:00pm	1	1	World Language Depart.	Teacher Quality, School Climate & Student Achievement
Tech Tip Tuesday	Blair Powers	Each month teachers will explore a new technology tool to use in their classroom.	2/10/16	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)
Raider Roles & Responsibilities - New Teacher Meetings	Blair Powers & Janet Allen	Communication	2/24/16	8:00am - 9:00am	1	1	New Teachers	Teacher Quality
Discovery Education	Allison Barton	Teachers will learn how to better use the videos and tools offered through the Discovery Education website in order to enhance their instruction and promote project based learning with students.	2/24/16	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)
MARCH								

TITLE	PRESENTER(S) OR PERSON(S) RESPONSIBLE	DESCRIPTION	DATE	TIME	INSERVICE POINTS	EXCHANGE POINTS	TARGETED GROUP	CORRELATED TO SCHOOL GOALS
Y.A. Hooligans Book Club	Janet Allen	The Y.A. Hooligans Book Club is for teachers to become acquainted with current Y.A. literature and trends impacting our teen readers. Teachers will be asked to read your book of choice, join in on the discussion in our Google Classroom, and try out a new tech tool.	3/1/16	Entire Month	7	7	Faculty	Teacher Quality (Tech Plan)
Chromebook Training	Lance Curry	Teachers will gain a working knowledge of how best to integrate and use the Chromebooks in the classroom.	3/2/16	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)
Science Sensors	David Slagle & Russell Bunce	The science department has recently become the proud owners of several different sensors and technology that will allow our students to collect, analyze, and display a variety of data. Teachers will learn how to set-up 6 different stations using Chromebook for the collection of pH, temperature, pressure, and conductivity in our classrooms.	3/9/16	4:00pm-5:00pm	1	1	Science Depart.	Teacher Quality & Student Achievement (Tech Plan)

TITLE	PRESENTER(S) OR PERSON(S) RESPONSIBLE	DESCRIPTION	DATE	TIME	INSERVICE POINTS	EXCHANGE POINTS	TARGETED GROUP	CORRELATED TO SCHOOL GOALS
Vertical Teaming in Math Classes	Linda Haynes	Teachers will collaboratively investigate the needs in math courses to determine how we can better prepare students for subsequent courses while building on strengths established in prerequisite courses.	3/9/16	4:00pm-5:00pm	1	1	Math Depart.	Teacher Quality & Student Achievement
Tech Tip Tuesday	Blair Powers	Each month teachers will explore a new technology tool to use in their classroom.	3/10/16	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)
Raider Roles & Responsibilities - New Teacher Meetings	Blair Powers & Janet Allen	Professionalism	3/23/16	8:00am - 9:00am	1	1	New Teachers	Teacher Quality
APRIL								
Y.A. Hooligans Book Club	Janet Allen	The Y.A. Hooligans Book Club is for teachers to become acquainted with current Y.A. literature and trends impacting our teen readers. Teachers will be asked to read your book of choice, join in on the discussion in our Google Classroom, and try out a new tech tool.	4/1/16	Entire Month	7	7	Faculty	Teacher Quality (Tech Plan)

Title	Presenter(s) or Person(s) Responsible	Description	Date	Time	Inservice Points	Exchange Points	Targeted Group	Correlated To School Goals
Tech Tip Tuesday	Blair Powers	Each month teachers will explore a new technology tool to use in their classroom.	4/10/16	Planning Periods	1	0	Faculty	Teacher Quality (Tech Plan)
Raider Roles & Responsibilities - New Teacher Meetings	Blair Powers & Janet Allen	Student Achievement	4/27/16	8:00am - 9:00am	1	1	New Teachers	Teacher Quality
MAY								
Raider Roles & Responsibilities - New Teacher Meetings	Blair Powers & Janet Allen	Next Year Goals and Data	5/25/16	8:00am - 9:00am	1	1	New Teachers	Teacher Quality

Greenville County School District
Professional Development Areas of Emphasis: 2014-2015

ELA
- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Science
- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies
- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Mathematics
- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages
- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

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				
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**

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

ANNUAL OBJECTIVE: Increase by _____ 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					
School Actual							
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 _____% in 2012 to _____% in 2018.

ANNUAL OBJECTIVE: Increase by _____ 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					
School Actual							
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 _____% in 2012 to _____% in 2018.

ANNUAL OBJECTIVE: Increase by _____ 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					
School Actual							
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 _____% in 2012 to _____% in 2018.

ANNUAL OBJECTIVE: Increase by _____ 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					
School Actual							
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 _____% in 2011 to _____% by 2018.

ANNUAL OBJECTIVE: Increase by _____ 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						
School Actual								
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 _____ 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 _____ 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					
Critical Reading Actual							
Math Projected	X	X					
Math Actual							
Writing Projected	X	X					
Writing Actual							
Composite Projected	X	X					
Composite Actual							

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
_____ percentage points each year, from _____% in 2012 to _____% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by _____ 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					
School Actual							
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2			

STRATEGY / Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Use 9GR lists and assign students without transfer documentation to members of the administration team to find.	Sept. 2015	Administration	$0		4 year Graduation rate, 9GR lists with assigned faculty
Use 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Monthly Sept. 2015 – June 2016	Administration	$0		4 year Graduation rate, 9GR lists with assigned faculty
Continue to support the Freshman Academy with resources to encourage promotion.	Monthly Aug. 2015 – June 2016	Administration	$0		Academy EOC scores and promotion rate
Use Credit Recovery and the SDP strategically to target students that need alternative means for success.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$0		Credit Recovery and SDP enrollment rates, promotion rates
Use Intervention Specialist to target specific students to address environmental	Monthly Aug. 2015 – June	Administration & Teachers	$0		Logs of interventions and meetings

factors beyond the classroom affecting student performance.	2016				
Cooperation between administrators and school counselors to target at-risk students at each grade level and discuss opportunities for interventions.	Monthly Aug. 2015 – June 2016	Administration	$0		Leadership Meeting Agendas, Logs of conferences, interventions and contacts.
Analyze 2013 – 2014 EOC school data to determine areas of deficiency.	Sept. 2015	Administration & Teachers	$0		Report to the Principal and Leadership Team by EOC Administrator/Assistant Principal
Benchmark students in all EOC classes.	Sept. 2015	Teachers	$0		Benchmark analysis shared within departments at September meeting
Share school data with faculty and staff, SIC, PTSA.	Oct. 2015	Administration	$0		Principal's report on the agenda
Identify improvement of EOC pass rate as a key goal for 2013 – 2014; share with SIC	Nov. 2015	Administration & Teachers	$0		School Action Plan 2014-2015
Set department goals (English, Math, Science, Social Studies) to address reading, writing, research skills and	Aug. – Sept. 2015	Administration & Teachers	$0		Department goals Department syllabi

math across the curriculum.					
Meet as PLC monthly to analyze data, review test prep strategies, and share best practices.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$0		Department agenda and minutes
Schedule professional development opportunities focused on uses of technology for instruction and implementation of Common Core	Aug. 2015 – June 2016	Administration & Teachers	$0		Professional Development calendar
Schedule EOC classes for computer lab and/or laptop use time • *USA TestPrep*: English 1 • *USA TestPrep:* Algebra 1, Biology, English 1, US History	Sept. 2015 – June 2016	Teachers	$0		Computer use Schedule (Room 313. Room 317, and/or Media Center)
Analyze grades each 4-5 weeks (midterm and end of quarter); provide early intervention for at-risk students.	Sept. 2015 – May 2015	Teachers	$0		Teachers, CRT, department chairs, grade level administrators, magnet coordinator, counselors
Administer practice EOC test in each subject area.	March – April 2015	Teachers	$0		Teachers, admin, CRT, department chairs

Analyze practice test data and structure review sessions in class and after school. Students given an analysis of strengths and weaknesses with goals.	March – April 2015	Administration & Teachers	$0		Teachers, admin, CRT, department chairs
Identify methods to improve US History EOC Scores. Meet with CRT to focus on benchmark testing coinciding with state standards, apply rigorous assignments, and collaborate with other High Schools.	Sept. 2014 – May 2015	Administration & Teachers	$0		CRT, Professional Development calendar
Extend the school day by establishing a structured tutorial program.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$5,000	Technical Assistance Funding	Attendance Sheets from sessions
Support reading beyond the classroom.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$0		SSR
Provide appropriate materials for classroom instruction.	Monthly Aug. 2015 – June	Administration & Teachers	$0		Records of meetings, logs of classroom observations/walk through; unit plans

	2016				submitted
Expand and modify the curriculum to increase the level of differentiation in unit plans.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$0		Records of meetings, logs of classroom observations/walk through; unit plans submitted

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

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

STRATEGY /Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide technology-based PD for all staff for professional growth and classroom application.	Monthly Aug. 2015 – June 2016	Administration & Media Specialists	$0		Increase use of technology in classrooms and number of staff becoming technology proficient.
Set high expectations for all students by developing instructional Common Core strategies with common syllabi and common assessments in English, Math, Science and Social Studies.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$0		Records of meetings, logs of classroom observations/walk through; unit plans submitted
Bimonthly Freshman Academy Meetings.	Monthly Aug. 2015 – June 2016	Administration & Freshman Academy Teachers	$0		FA agenda and minutes
Department meetings to address department goals, reading, writing, research skills and math across the curriculum.	Aug. – Sept. 2015	Administration & Teachers	$0		Department agenda and minutes
Meet as PLC monthly to analyze data, review test prep strategies, and share best practices.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$0		Department agenda and minutes
Schedule professional development	Aug. 2015 – June	Administration & Teachers	$0		Professional Development calendar

opportunities focused on uses of technology for instruction and implementation of Common Core.	2016				

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

<u>FIVE YEAR PERFORMANCE GOAL</u>: Maintain a student expulsion rate below 0.5% of the total school population.

<u>ANNUAL OBJECTIVE</u>: Maintain an annual student expulsion rate below 0.5% of the total school population.

<u>DATA SOURCE(S)</u>: 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							
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 _____% in 2012 to _____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by _____ 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					
School Actual							
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 _____% in 2012 to _____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _____ 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					
School Actual							
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 _____% in 2012 to _____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _____ 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					
School Actual							
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 _____% in 2012 to _____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _____ 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					
School Actual							
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 _____% in 2012 to _____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _____ 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					
School Actual							
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 _____% in 2012 to _____% by 2018.

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

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

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

STRATEGY /Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Improve attendance rate using intervention strategies to follow-up on missing students.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$0		4 year Graduation rate, 9GR and attendance reports
Continue to provide a safe school environment supportive of learning for student, teachers, and parents.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$0		Bell schedules, monitoring, and communication.
Lower the annual student expulsion and OSS rate.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$0		Referrals, mentoring programs
Emphasize the wearing of ID's at Greenville Senior High.	Aug. – Sept. 2015	Administration & Teachers	$0		Referrals, temporary ID list
Offer an alternative way to make up excessive absences.	Monthly Aug. 2015 – June 2016	Administration & Teachers	$0		Seat time recovery
Immediately address improper behavior.	Aug. 2015 – June 2016	Administration & Teachers	$0		Referrals