

Greer High School School Portfolio 2015-2016



Greer High School Greenville County Schools

Principal, Marion D. Waters
3000 East Gap Creek Road
Greer, South Carolina 29651
864.355.5700

www.greenville.k12.sc.us/greerhs

“Where Tradition Gives Rise to Excellence”

Superintendent, Dr. W. Burke Royster
Scope of Plan 2013-14 through 2017-18



SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Greer High School

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Jenny Perry		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Marion Waters		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Lori Martin		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 3000 E Gap Creek Rd
Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355- 5700

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|-----------------------|
| 1. PRINCIPAL | <u>Marion Waters</u> |
| 2. TEACHER | <u>Tabitha Pruitt</u> |
| 3. PARENT/GUARDIAN | <u></u> |
| 4. COMMUNITY MEMBER | <u>Larry James</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Jenny Perry</u> |
| 6. Read to Succeed Reading Coach | <u></u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Lori Martin</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Principal (2016-17)</u>	<u>Justin Ludley</u>
<u>Instructional Coach</u>	<u>Juanita Smith</u>
<u>Math Teacher</u>	<u>Nathan Flounders</u>
<u>Media Specialist</u>	<u>LeAnn Kiser</u>
<u>ESOL Teacher</u>	<u>Patricia Kubes</u>

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

_____ **Academic Assistance, PreK–3**

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

 x **Academic Assistance, Grades 4–12**

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

 x **Parent Involvement**

The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

 x **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

 x **Technology**

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

_____ **Innovation**

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

 x **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

Recruitment

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

within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

x **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.



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INTRODUCTION TO THE SCHOOL PORTFOLIO GREER HIGH SCHOOL

The Greer High School portfolio documents changes and progress in our efforts to improve our school. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Greer High School and includes actual evidence of our work. It defines who we are, our vision, goals, plans, and progress for the school, as well as achievements in the context of client demographics, needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of fostering student learning in preparation for life after high school.

A team of teachers developed the narrative for our portfolio based on input from the whole staff. After discussions within departments, teachers were divided into multi-department teams. Each team studied the data to create a portion of this document. The narrative content resulted from staff discussions of the three area goals.

The Staff of Greer High School

GREER HIGH SCHOOL EXECUTIVE SUMMARY 2015-2016

Students

The current enrollment at Greer High School is over eleven hundred students. These students include students of various ethnicities, abilities, and social status. Our students participate in classes ranging from AP/ IB, honors, fine arts, and career classes to Occupational Diploma classes and Intellectual Disabilities class. Our “Advanced Manufacturing Program” that was added last year continues to grow in number and This year courses in Sports Medicine/Health Science, Ag. Science/Nursery/Garden/ Small Animal Care, and four Dual Credit classes were added. More than seventeen percent of our students are classified as special education. This year Greer High qualified for Universal Breakfast with currently almost fifty-four percent of our students receiving free or reduced meals. Regardless of the student, each teacher at Greer High is dedicated to assisting students’ to reach their highest potential.

Our actual population is continuously changing in many ways. Many of our students are second or third generations of Greer High students but this year in addition to enrolling students from other schools with the district and the state, we also have enrolled students from at least 8 states and 10 foreign countries. Our demographics now reflect a higher percentage of Hispanic students than African-American. In addition since September 1, 2015 ninety-one students have enrolled, and eighty-three students have exited.

The average score for our EOC exams in all areas continues to increase, an average of 2.9%, increase from the previous year. Our EOC average results exceeded the state average in all areas and compared to “schools like us” exceeded the scores in all subjects except US History. The school year 2014-15 added the ACT and WorkKeys as assessment tools for 3rd year students. Greer High’s scores were lower than GCS and state averages.

Although Greer High School’s retention rate and dropout rate is still higher than schools like us, our retention dropped 0.9% from last year and the dropout rate decreased again by 1.7%. Greer High’s four-year graduation rate increased by 11% placing us higher than the state average while our five-year cohort graduation rate increased by 4% bringing us above the state average. The district Satellite Diploma Program has contributed to our increase in 5 year graduate rate.

The percentage of students taking the SAT in 2015 remained the same as did the average score in Critical Reading. There was an increase of one point in Writing and an eleven point increase in Math. . The number of students taking AP/IB classes increased in 2014-15 by 3.6% while the percentage of students noted as successful increased by 0.9%.

The above summarizes the challenges that face Greer High School. We must determine a way to not only keep students in school but also to increase their success level.

Teachers

The rewards of teaching and learning at Greer High are evident when one considers that excluding the teachers in their first year at Greer High the average number of years teachers have taught at Greer High is twelve years with nineteen teachers having spent their entire career at Greer High. This year we have nineteen teachers in their first year at Greer High with nine of those in their first year of teaching. The challenges are enormous, but the rewards of teaching and learning at Greer High have consistently enhanced Greer High School's mission for countless generations of students, teachers, and administrators. The state of our school and community is solid but much remains to be done. As leaders, we must strive never to be satisfied with the *status quo*. As professionals, we are committed to personal growth and to insuring that our students are provided the very best education possible. The 21st century is an exciting and promising time in education. Our goal is to keep Greer High on the cutting edge of educational Best Practices as students prepare for life after high school graduation.

School Climate

Like most American high schools, Greer High faces challenges and opportunities each year. Promethean Boards were installed in those classes without boards during the 2013-14 school year and projectors in the older Promethean Boards have been replaced. With wireless connectivity activated during the summer of 2015 more flexibility for teachers and students as well as issues dealing with the available technology is a challenge. To date, Greer High has kept its academic and extra-curricular programs intact. No additional compensation is awarded to teachers for extra duties such as clubs/team sponsors. The faculty, staff, and administration are to be commended for going the extra mile and sacrificing in order to keep key programs in place.

The demographics of Greer are continually changing and the school now faces the challenges of meeting the needs and providing educational services for special populations – from AP and IB to special education students to a growing Hispanic population for which English usage is limited. Greer High works in partnership with state and local agencies on matters related to drug and alcohol abuse, mental health, adult education, and juvenile justice. Into this fertile mix, schools are competing for the best and brightest teachers to come and be a part of teaching and inspiring our students. Teacher recruitment and retention present another challenge in today's competitive market. Our staff members have participated in numerous staff professional and/or technology in-service opportunities to remain current with student skills, employer, and/or state requirements.

Challenges

Challenges that face Greer High are a reflection of our society. Today's students have grown up in a world of immediate gratification. Most teachers have limited interaction with individual students due to class size. Increasing numbers of our students live in or at poverty level (more than half our students receive free or reduced meals). Greer High's

ESOL population continues to grow and brings another set of challenges for the school. Parental involvement is dwindling, a growing number of students lack basic fitness levels, and students' attitudes and behaviors (absences, tardiness, apathy, disrespect) continue to plague educators. State and National curricular demands will change the classes that are taught and how they are taught. Teacher training to comply with national and state requirements will be an added task. Greer High is struggling with technology use in the classroom. GCSD is a Google school and that requires additional training. Each classroom has internet access and at least one computer. The addition of wireless allows BYOD instruction and/or activities while presenting the problem of meaningful instruction while monitoring access.

Awards

- Virtual Enterprise Program continues to garner many state, regional, and national awards relative to its business plan. This year they were awarded first place in the South Carolina state business plan In April 2016 they returned to NYC for the International competition
- Greer High Band students are consistently recognized in All-County and All-Region Bands. This year marks the fifth consecutive year that the band program has earned superior ratings in both marching band and concert band. In addition our performing ensembles (Indoor Percussion, Winter Guard, etc.) consistently have award winning performances in competitions.
- Greer High's Choral Music Program has members that are consistently recognized at the state level in both group and individual for performance and sight reading.
- Greer High's Art Program continues to have students recognized for their award winning art entries in local, state, and national competitions.
- Greer High has been very successful in the South Carolina PTA's Art Reflections Contest annually placing in several of the top categories. This year five students were recognized at the Young Women's Art Exhibit.
- Greer High is very competitive in athletics. In the past seven years team region championships have been won as well as individual state championships
- Greer High School's senior class has been awarded over three million dollars in scholarships (academic and athletic) each year for the past four years.

SCHOOL PROFILE

According to the catalogue of Greer High School, in the mid-1870s Miss Sallie Cannon offered eight years of school in Greer in a small house near J.L. Green's residence. From that humble start, the Greer schools have had remarkable growth along with the town. In fact, there have been six different locations for the high school.

In 1922, Davenport High School was completed. It was named for Mr. D.D. Davenport who paid most of the \$150,000.00 construction cost. The class of 1923 published the first yearbook, *The Bantam*. In the same year the eleventh grade was added, and Mr. Bill Gambrell was the coach of Greer High's first football team. The class of 1924 had four literary societies, which, according to former class member Edward C. Bailey, "studied journalism, writing, and poetry." They published *Pep*, a literary journal.

In 1927, Elizabeth Jones won the school-wide competition for writing the best "Alma Mater", which is still being sung today. The school motto, "Parantes pro Civitate" (preparing for citizenship), the coat of arms (containing the State Palmetto Tree, the yellow jacket, the peach) and first class ring were selected in 1935.

In 1940-41, Greer High had its first band, the first edition of the Greer High Times was distributed with a subscription rate of fifty cents per year, and the yearbook changed its name from *The Reflector* to *Le Flambeau*.

Davenport served as Greer's high school until 1953 when the building on North Main Street was completed. Davenport then became Davenport Junior High School until it was destroyed by fire in 1970. The auditorium was added to the North Main Street campus in 1955-56. Greer High School was renovated and enlarged in 1970 when the new library and additional air-conditioned science classrooms on the first floor were added.

In 1974, the Piedmont Heritage Fund sponsored a school program to get students interested in the history and heritage of Greer. The result was a magazine, *Clingstone*. It was called "*Clingstone*" because to most of us, peaches are... "at the heart of Greer -- a kind of witness that the seeds of the past are still growing in the present. The flesh of the clingstone peach clings to the most important part of the fruit: the seed, which passes its lasting qualities on to succeeding generations; we want to do the same in this magazine"(Clingstone, Winter, 1974).

Today Greer High School is one of 18 high schools in the Greenville County School District. It is located on East Gap Creek Rd in Greer, South Carolina on 107 acres of land and contains 275,000 square feet of floor space which is equivalent to 6.3 acres. This amount of space is also the equivalent of 91 houses each containing 3000 square feet. Greer High School is a grade 9 through 12 public school built in 1998 that can accommodate up to 2000 students but currently houses 1125 students with 63 full time and 4 part time instructional staff members as well as 4 administrators, 2 media specialists, 3 full time guidance counselors, 2 half time guidance counselors, a mental health counselor, a Curriculum Resource Teacher, and a half-time IB coordinator.

This year we added an Agriculture Program that includes a variety of topics and a functioning greenhouse. In addition we added a classroom equipped for Sports Medicine. This is in addition to Greer High School's 110 classrooms that have direct and wireless internet access; occupied classrooms are equipped with Promethean Boards; Science Labs, Computer Labs, and Virtual Enterprise Laboratories; a Fine Arts wing equipped with various stage production, scene shop and dressing rooms, a Theatre/Auditorium with Computer Tech Lighting and Sound Room, Dark Room for Photography and Yearbook Productions, a Television Production Facility, and a Choral Room; a multi-purpose Commons Area that houses a PTSA Student Store, the School Cafeteria, and a faculty dining room; a spacious media center; and an athletic program that boasts a gymnasium with a seating capacity of 2000+, an auxiliary gymnasium, weight training rooms, wrestling room, and a community football stadium that seats 6,000 spectators. The site includes a lighted baseball field, two softball fields, one soccer field, one football field, six tennis courts, a nine-lane track and high jump area. Also available are restrooms, ticket booths and storage facilities.

The school is designed in an "H" format. The commons area doubles as a cafeteria. The auditorium seats 600. Classrooms are housed on both the first and second floors. On the second floor science classrooms surround a science research lab. The Media Center is located on the first floor. It has 35 computers available for student use. The building also contains 5 computer labs. These labs contain a total of 215 computers for student use. This year we added two Chrome Carts for class checkout. All occupied classrooms are equipped with Promethean Boards. Many teachers utilize document cameras as a supplemental tool. Each classroom has at least one computer. All computers in the school are networked.

Greer High is fortunate to have active participation by the PTSA, SIC, Athletic Boosters, and Band Boosters. The PTSA supports our teachers by funding teacher grants twice a year as well as sponsoring various events (Teacher Appreciation Week, etc). The PTSA and Athletic Booster Club also provide scholarships for our students.

Greer High Faculty and Staff

The Greer High Faculty consists of sixty-two full time teachers and four half time teachers. The faculty is assisted by four administrators with a combined one hundred years in teaching and administration experience as well a Curriculum Resource Teacher and a half time IB Coordinator. Three full time guidance counselors are assigned students by last name allowing counselors to work with the same students for three years. Two part-time counselors serve the 9th grade. Almost three-fourths of the professional staff faculty holds advanced degrees with several teachers currently pursuing advanced degrees. Teachers who come to Greer tend to stay. The average years teacher have been at GHS is ten – ranging from teachers in their first year to a career of thirty seven years – at Greer High. Nineteen teachers have taught only at Greer High.

Four special education aides work with teachers and students in two Occupational Diploma classes and one Intellectual Disabled class. Other positions include attendance clerks, ISS coordinator, receptionists, bookkeepers, guidance clerk, nurses, cafeteria, and custodial staff.

Greer High School Students

Greer High School currently serves over eleven hundred students. After a period of declining enrollment the last two years the enrollment has risen. The population of the city of Greer and surrounding areas has undergone dramatic changes in the last 10 years. Greer area schools have certainly experienced the changes.

The spring of 2015 student enrollment at Greer High was 18% Hispanic, 58% Caucasian, and 20% African American. The spring of 2016 saw an increase in the Hispanic population (21.7%) and a decrease in the African American population (19.7%). The primary language spoken for our student population is English; however, an increasing number of students list another language as primary including Spanish, Russian, Vietnamese, Arabic, and Tagalog. Greer High School's population is currently made up of 567 males (50.4%) and 558 females (49.6%).

Greer High School serves over 150 students who are classified as special education. For the last 3 years, the Special Education students have represented from 11% to 15% of our school population with LD being the largest group. To better prepare our special education students, Greer High began Inclusive Practices with a tutorial class for academic assistance for students needing the additional assistance. In addition to classroom instruction our Occupational Diploma Program students are given the opportunity to train with employment specialists and our Intellectual Disabled students are taught to live, work, and recreate.

The number of students receiving free or reduced lunch increased from 45% in 2010-11 to over 60% at the beginning of 2015-16.

Greer High School's retention rate steadily declined from the 2008-2009 rate of 6.3% to 4.5% in 2013-14 to 3.0 in 2014-15. Student attendance rates at Greer High School steadily declined over the years but have begun to stabilize. The attendance for students in 2014-15 was 93.4% was down from the 2013-14 rate of 94.8%

Features and Programs

- International Baccalaureate Diploma Program (Grades 11 and 12) and Middle Years IB Program (Grades 6-10). The IB Program is an international program that is operated in the Greer High feeder program through Chandler Creek Elementary, Greer Middle, and Greer High. It is a seamless program that provides students with a world class education. The program is fully integrated throughout the curriculum in elementary and middle schools and is the foundation for student entry into the IB Diploma Program in the eleventh and twelfth grades. Students who earn an IB Diploma are nationally and internationally recognized and sought after by prestigious colleges and universities.
- In addition to IB, Greer High's curriculum provides students a full array of CATE classes, college preparatory, honors, AP courses, and Dual Credit classes
- Greer High is a High Schools That Works site. The High Schools That Works Program is provided under the auspices of the Southern Regional Educational Board in Atlanta, Ga. Thousands of high schools are in the HSTW network in more than thirty states. Educational best practices and the implementation of quality educational practices in both academic and career development provide the basis for HSTW inclusion.
- Greer High is one of a select few high schools housing Project Lead the Way pre-engineering program. This engineering program is offered to students who intend to be engineers and who need an introduction into rigorous science, math, problem-solving, design, and development processes that engineers use daily in the field. Computer assisted 3-Dimensional functions are included in all courses.
- In 2014-15 additional classes in "Advanced Manufacturing Program" were added.
- Greer High offers multiple-levels of Virtual Enterprise. The VE program is a national curriculum offered through Virtual Enterprise and the SC Virtual Enterprise Network. The program simulates the establishment of a virtual business environment and provides competitive opportunities for success and participation in thirty-six countries. The goal is to create a product that can be marketed for profit. From the Board Room to the production floor, students assume various roles in the operation, management and success of the organization.
- Greer High offers five levels of foreign language in Spanish, German, and French. The last two levels of foreign language are IB HL or SL and require international assessment.
- Greer High has a thriving arts program that offers students opportunities for growth in both music and the visual arts. Students are afforded the opportunities for musical expression in orchestra, symphonic band, marching band, jazz band, choral music, honor choir, and choral ensemble. In the visual arts students may explore art design in two and three dimensional formats as well as individual art design. The

performing arts allow students to engage in a wide range of genre studies and offer them opportunities to perform and compete at the local, county, state, and national levels.

- Greer High offers students opportunities for participation and growth in a variety of sports. The following sports are provided for females – cross country, volleyball, tennis, basketball, softball, track, and soccer. Males are provided opportunities in football, cross country, tennis, basketball, wrestling, baseball, soccer, track, and golf. Greer High participates in the AAA state conference and is a member school of the South Carolina High School League.
- Clubs allow the student body to participate in a variety of extracurricular experiences. Our clubs include: Academic Team, Beta Club, Chess Club, FBLA, FCA, French Club, Green Light Club, Key Club, Leo Club, Mu Alpha Theta, National Art Society, National Honor Society, and Prom Committee.
- Student Government plays an active role in student life conducting a variety of activities and events for the entire student body.

Greer High Mission Statement

The mission of Greer High School is to provide educational experiences, in cooperation with the home and community that prepare students for lifelong learning and for ethical, productive participation in a democratic society and the global community.

To accomplish this mission we will:

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

The IB Mission Statement adds another dimension to accomplishing our mission.

- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Philosophy

We Believe.....

- All students can learn.
- Students are the center of the educational process.
- Students learn best in a safe, orderly, and inviting environment.
- Students should have competent teachers, principals, and support personnel.
- Parent involvement and volunteer services support and enhance the teaching and learning process.
- Students should have equal access to educational opportunities.
- Students have the responsibility to be active learners.
- Curriculum and instruction should meet the needs of all students.
- Educational experiences should enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Education is the shared responsibility of home, school, and community.

Our Vision

To become an exemplary school in which every child achieves to his or her maximum ability through a rigorous, engaging curriculum and systems of support that cultivate the potential and promote the well-being of every individual child.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

- On-time graduation has continued to increase.
- Although the EOC in 2014 had the highest percent of students scoring with a 70 or above in the past five years, there is a need for improvement in all areas.
- The number of students in AP/IB courses continues to increase as we offer additional AP/IB courses.
- SAT- 2015 again saw a decrease in the number of students taking the SAT but the overall average has remained consistent.
- ESEA Federal Accountability Rating for 2014-15 rose to an A rating from a C rating in 2013-14.

Teacher and Administrator Quality

- Professional Development at Greer for 2015-16 continued the focus on student achievement, student centered learning, and Google Apps for Education with 34 hours for all teachers and 6 for specific groups. Focus for 2016-17 will continue students centered learning, literacy, and technology integration.
- Faculty members attended a variety of Professional Development sessions that were sponsored by the district on topics that were content specific.

School Climate Needs Assessment

- Attendance was for 2015 dropped to 93.4% from 94.8% in 2014
- Expulsion rate – The out-of-school suspension or expulsions for violent and/or criminal offenses increase to 2.4%

Learning Environment

- Percentage of teachers satisfied with the learning environment in 2015 was 90.0%
- Percentage of students satisfied with the learning environment rose to 71.4% in 2015
- Percentage of parents satisfied with the learning environment increased to 80% in 2015
- Percentage of teachers satisfied with the safety during the school day was 96.0% in 2015.
- Percentage of students satisfied with the safety during the school day decreased slightly to 71.0% in 2015
- Percentage of parents satisfied with the safety during the school day rose to 79%. In 2015

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 each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard as measured by the ACT.

ANNUAL OBJECTIVE: Annually meet or exceed the standard as measured by the ACT.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	17.6	17.9	18.2
School Actual	17.3			
District Projected	X	19.2	19.5	19.8
District Actual	18.9			

Baseline data to be established in 2014-15.

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	17.6	17.9	18.2
School Actual	17.3			
District Projected	X	19.2	19.5	19.8
District Actual	18.9			

Baseline data to be established in 2014-15.

ACT English – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	16.0	16.3	16.6
School Actual	15.7			
District Projected	X	18.0	18.3	18.6
District Actual	17.7			

ACT Mathematics – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	17.6	17.9	18.2
School Actual	17.3			
District Projected	X	19.2	19.5	19.8
District Actual	18.9			

ACT Reading – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	18.3	18.6	18.9
School Actual	18.0			
District Projected	X	19.7	20.0	20.3
District Actual	19.4			

ACT Science – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	17.7	18.0	18.3
School Actual	17.4			
District Projected	X	19.3	19.6	19.9
District Actual	19.0			

ACT Writing – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	5.1	5.2	5.3
School Actual	5.0			
District Projected	X	5.8	5.9	6.0
District Actual	5.7			

ACT English – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	37.0	42.4	47.8
School Actual	31.6			
District Projected	X	53.1	58.6	64.0
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	18.7	23.6	28.5
School Actual	13.8			
District Projected	X	33.3	38.1	43.0
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	28.7	32.3	35.9
School Actual	25.1			
District Projected	X	36.9	40.4	44.0
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	19.3	23.7	28.1
School Actual	14.9			
District Projected	X	28.2	32.6	37.0
District Actual	23.8			

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

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

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

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

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

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	*			
Subsidized Meals	*			

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	*			
Subsidized Meals	*			

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	*			
Subsidized Meals	*			

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): WorkKeys report produced by ACT

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	85.7	86.7	87.7
School Actual	84.7			
District Projected	X	90.2	91.2	92.2
District Actual	89.2			

Baseline data to be established in 2014-15.

ACT WorkKeys – Percentage of students who received a bronze NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	24.7			
District Projected	X	21.2	21.5	21.8
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	42.2			
District Projected	X	40.6	40.9	41.2
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	17.5			
District Projected	X	27.4	27.7	28.0
District Actual	27.1			

ACT WorkKeys – Percentage of students who received a platinum NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	0.4			
District Projected	X	1.0	1.1	1.2
District Actual	0.9			

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 70.7% in 2012 to 75.7% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in 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	71.7	72.7	73.7	74.7	75.7
School Actual	70.7	76.0	80.9	76.8			
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)			

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 77.7% in 2012 to 82.7% in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	78.7	79.7	80.7	81.7	82.7
School Actual	77.7	82.6	84.7	85.2			
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)			

☒ 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 62.1% in 2012 to 67.1% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	63.1	64.1	65.1	66.1	67.1
School Actual	62.1	74.4	75.1	94.0			
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 55.5% in 2012 to 60.5% in 2018.

ANNUAL OBJECTIVE: Increase by 1.5 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	57.0	58.5	60.0	61.5	63.0
School Actual	55.5	66.0	67.6	73.6			
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3	77.8			

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams and the Scholastic Aptitude Tests (SAT).

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 50% in 2011 to 55% by 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

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

	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		51	52	53	54	55
School Actual	50	44	35	29	32			
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 2 points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 6 points.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	464	466	468	470	472
Critical Reading Actual	462	462	472	472			
Math Projected	X	X	464	466	468	470	472
Math Actual	462	462	461	472			
Writing Projected	X	X	439	441	443	445	447
Writing Actual	437	455	446	447			
Composite Projected	X	X	1368	1374	1380	1386	1392
Composite Actual	1362	1420	1379	1391			

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

GRADUATION RATE

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

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by 1.5 percentage points each year, from 68.0% in 2012 to 75.5% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	69.5	71.0	72.5	74.0	75.5
School Actual	68.0	68.8	73.8	84.8			
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2			

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
USA Test Prep for EOC courses	Annual renewal	Department Chairs, Administration	Annual cost \$325 each or \$1300 annually	Local funds, department funds, PTSA grants	Increased scores on EOC exams
Test taking skills through advisory	On-going	CRT, Grade level Advisory Leaders	\$400	PTSA grants, local funds	Increased scores in all testing areas
Collaboration time with and between departments	On-going	Administration, CRT, Department Chairs	N/A	N/A	Greater emphasis on Common Core
After school programs for test prep – Ex. SAT	On-going	Administration	\$2000	PTSA grant	Increased scores in SAT, etc

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Teachers will participate in Professional Development that emphasis student centeredness and best practices in curriculum instruction.

ANNUAL OBJECTIVE: A minimum of twelve hours of local Professional Development with emphasis on student centeredness and best practices in curriculum instruction.

DATA SOURCE(S): Professional Development Portal

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	PD with emphasis on Common Core	PD focused on Inclusive Practices and collaboration	PD focused on SCL and GAFE		
Actual	26 hours of PD offered on a variety of topics including rigor.	14 hours of Professional Development for all teachers. An additional 17 hours for specific groups. Teachers also participated in various district sponsored PD	25 hours of Professional Development for all teachers. An additional 20 hours for specific groups. Teachers also participated in various district sponsored PD	17 hours of Professional Developments for all teachers. An additional 18 hours were offered for specific groups and/or interest. Teachers also participated in various district sponsored PD			

Greer High PD 2015 – 16

Date	Title	Description
7/13/2015	Welcome to Greer High	Teachers new to Greer High will be given an introduction to the basis of beginning the school year, including logging into the computer, Atlas, Google Apps, etc.
Various	SLO	Teachers will be trained on the new PAS-T performance standard #8 and will be able to write student learning objectives for their classes based on student evidence.
9/9/2015 - 5/25/2016	PLCs @ GHS	Bi-Monthly meetings of PLC groups
9/10/2015	GHS Google Sites	Teachers create or update their websites
9/16/2015	IE Scholar	IE Scholar is an online annotation, organization, and research tool for teachers to use within their classrooms; to explore both the teacher and student sides of the program.
9/22/2015	IB MYP 2015	This session will be an overview of IB and Learner Profile and how conceptual teaching ties in with the district Profile of the South Carolina Graduate (World Class Knowledge, World Class Skills, and Life and Career Characteristics).
9/9/2015	New Math Standards	This session will include an update from the most recent Algebra I meeting that introduced and gave support for the implementation of South Carolina College and Career ready Math standards for 2015-16. In addition, the Math Teacher Leader will share information from the district meeting on the New SC Standards, course offering for next year, new board policies, teaching strategies.
10/21/2015	Google Everywhere	A variety of sessions on Google Apps will be offered including Beginner & Intermediate Google Drive, Google Docs, Google Forms, etc.
9/24/2015	CTE @ Greer High	The Greer High CATE department meeting with Marilyn Nasiatka to review the expectations related to QRM, Advisory Committees and Work-Based Learning.
10/20/2015	IB APPROACHES TO TEACHING MODEL	The focus of this session includes: Approaches to Teaching Model Introduction, Introduction of each area of the Approaches to Learning (ATL) with ideas for classroom implementation, and Approaches to Learning (ATL) – Thinking Skills, Communication Skills, Social Skills, Self-Management Skills, Research Skills
11/17/2015	Refresh	Teachers will receive training about their new laptops, Windows 8 and Office 13
10/14/2015	SCL at Greer High #1	This session will focus on the guidelines for establishing a Student Centered Learning Environment at Greer High
11/3/2015 - 3/24/2016	GAFE @ GHS	Series of 8 session designed to focus on Google Apps for Education. Teachers will learn about Google docs, slides, forms, and classroom.
12/16/2015	Google Docs Problem Solving	This is a follow-up session to answer questions and troubleshoot any issues with Google Docs.

1/7/2016	IE - Initial Product Training/Classroom Integration	The main focus during this training will be on classroom usage and integration of IE Scholar . Teachers will understand the functionality of Scholar and also how to use it for much more than the traditional research project. This method of training helps teachers feel comfortable using it daily and then when the students do have a research project, they are comfortable with the tools to do so."
11/18/2015	Teen Dating Violence	Teachers will participate in professional development to raise awareness of dating violence. They will be made aware of signs to look for when talking with students and protocol for reporting violence in relationships.
11/17/2015	SCL #2	At this meeting we will reflect on the first two meetings and establish the plan for distributed practice with the committee first, then with departments. We will drill down into the components of student centered learning and examine where we are headed.
2/4/2016	Vertical Planning for 2016-17	Curriculum Teams from Greer High and Greer Middle will meet to discuss data, planning and curriculum updates and changes from the district as well as the state to promote student achievement in all grade levels
3/22/2016	IB DP 2016 Assessments	DP teachers will meet to discuss internal assessment deadlines and May testing as well as the new changes that will be affecting the Diploma program next year. These changes include adding the Approaches to Teaching and Learning to Unit Planning for each subject and changes to the Extended Essay and Creativity, Action, and Service requirements.
4/20 & 5/18/2016	Literacy	A close look at both content and discipline literacy at Greer and next steps will be determined.

Division of Academics: Focus for Professional Learning 2015-2016

Student-centeredness, continued

- Assessment systems
- Student-Centered Coaching
- Student Support Systems: Multi-tiered System of Supports (MTSS)
- Inclusive Practices
- Assessment Systems
- Classroom Systems
- Effective PLCs and Data Teams

- Diverse Learners

Student-Centered Coaching

- Data as an essential component
- Enhancing teacher leadership
- Strategies for Coaches
- Student Support Systems
- Inclusive Practices

- Implementing academic and behavioral interventions
- Strategies for supporting students with Autism

Curriculum and Instruction

- Instructional strategies for most diverse learners
- Standards-based instruction
- Specific content support
- Legal issues in Special Education (IDEA)
- Roles and responsibilities of the LEA rep.
- Understanding Section 504

Research and Quality Assurance

- Grant writing and resources
- ESEA/Federal Accountability
- State and District testing
- Data analysis

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Minimum of twelve hours of PD with emphasis on Inclusive Practices, curriculum, and PLC's focused on Student Achievement offered at Greer High each year	On-going	Administration, CRT	Variable	Local funds, district fund	Increased teacher implementation of strategies of differentiation and successful practices to increase students learning and test score results
Teachers attend district provided PD	On-going	CRT, District personal	N/A	District	Increased teacher implementation of

					student centered practices.

STUDENT ATTENDANCE

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

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual			94.8	93.4			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

STUDENT EXPULSION

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual			1.1%	2.4			
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 2.2% in 2012 to 77.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 1 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	73.2	74.2	75.2	76.2	77.2
School Actual	72.2	54.2	77.0	80.0			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 82.3% in 2012 to 87.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 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	83.3	84.3	85.3	86.3	87.3
School Actual	82.3	63.9	64.8	71.0			
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7	76.5	83.9 (ES, MS & HS)			

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 89.2% in 2012 to 91.7% by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – 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	89.7	90.2	90.7	91.2	91.7
School Actual	89.2	91.5	90.3	90.0			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 78.9% in 2012 to 83.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 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	79.9	80.9	81.9	82.9	83.9
School Actual	78.9	65.2	61.5	79.0			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7			

STUDENT 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 78.9% in 2012 to 83.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

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	79.9	80.9	81.9	82.9	83.9
School Actual	78.9	65.2	75.6	71.0			
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2	91.3 (ES, MS & HS)			

TEACHER 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 78.9% in 2012 to 83.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

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	79.9	80.9	81.9	82.9	83.9
School Actual	78.9	65.2	96.8	96.0			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

Goal 3. School Climate					
STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Create a student recognition plan for attendance.	Create a plan for 2013-2014 and revise annually as needed	Administration, CRT, Faculty representatives	\$400 per year	PTSA, Business partners	Increase % in annual student attendance rate
Review and revise, as necessary, the school's discipline code and consequences.	Review 2013-2014 with revisions as needed	Administration, Representatives from the faculty, students, and parents	N/A	N/A	Reduction in % OSS
Institute identification badges for faculty, staff, and students	Begin 2013-2014 and continue each year	District, administration	undetermined	District, local funds, donations	Increase in parent and student % satisfaction with school safety
Continue safety procedures previously implemented (ex. classroom doors locked during instruction time).	Revise procedures as necessary	Administration, faculty, and staff	N/A	N/A	Increase in parent and student % satisfaction with school safety
Periodically utilize advisory as conferencing opportunity to address students' grades and/or attendance.	On-going	Administration, guidance, advisory leaders	N/A	N/A	Increase in % learning environment satisfaction coupled with decrease in % student OSS
Teacher mentoring program with at-risk students	Beginning in 2013-2014 identification of at-risk students – behavioral issues, attendance, and grades	Diane Powell, Guidance, Administration, Faculty Committee	N/A	N/A	Increase in % learning environment satisfaction coupled with decrease in % student OSS

Community Meetings	Begin in 2013-2014 hold one school meeting in the community. Add additional meetings the following years.	Administration, local community leaders	undetermined	PTSA, local funds, business partnerships	Increase in parent, student, teacher % satisfaction with school safety and learning environment
Continue Semester Open House Events, Student Performances, and other opportunities for family and community to engage with school	On- going	Administration, PTSA, faculty groups	\$200 annually	PTSA, local funds, business partners, donations	Increase in parent, student, teacher % satisfaction with school safety and learning environment

School Report Card and ESEA Website Links

Greer High School 2015 School Report Card