Mauldin High School
School Portfolio
2015-16

Mauldin High School
Scott Rhymer, Principal
701 E. Butler Road
Mauldin, SC 29662
www.greenville.k12.sc.us/mauldinh

Greenville County Schools
Dr. W. Burke Royster, Superintendent

Scope of Plan: 2013-14 through 2017-18
Last Update:
March 2016

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Mauldin 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

Taft Matney		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Scott Rhymer		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Scott Rhymer		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 701 E. Butler Rd., Mauldin, SC 29662

SCHOOL'S TELEPHONE: (864) 355-6500

PRINCIPAL'S E-MAIL ADDRESS: wrhymer@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.

POSITION	*NAME*
1. PRINCIPAL:	Scott Rhymer
2. TEACHER:	Christine Thomas
3. PARENT/GUARDIAN:	Kelly Yanity
4. COMMUNITY MEMBER:	Rhonda Girvin
	Barbara Rushing
5. SCHOOL IMPROVEMENT COUNCIL:	Taft Matney

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

POSITION	*NAME*
Assistant Principal	Amy Ballard
Assistant Principal	Alex Cummings
Assistant Principal	Darah Huffman
Assistant Principal	Patrick Jarrett
Assistant Principal	Adam Massey
Assistant Principal	Tammy McClain
Assistant Principal	Tiffany McElveen
Department Chair, Science	Raj Deshpande
Department Chair, English	Nancy Zende
Department Chair, CATE	Joel Leine
Department Chair, Math	Jennifer Wilson
Department Chair, World Language	Shanna Yown
Department Chair, Social Studies	Greg Snoad
Department Chair, Fine Arts	Pam Mayfield
Department Chair, Special Ed	Amy DiPalma
Department Chair, Physical Education	Lee Taylor

*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

Act 135 Assurances

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

_____ **Academic Assistance, PreK–3**
The school 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 school 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 school 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 school 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 school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A___ **Innovation**
The school 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.

_____ **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__ Collaboration
The school (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 school 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 school 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 school 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 school 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.

_____ 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.

Table of Contents

__Introduction__

Mauldin High School's school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do to support student achievement. 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 Mauldin High School. It describes who we are, our vision for the school, goals, plans, progress, and achievement in the context of client demographics and needs, and school community. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning.

A team of staff members was involved in developing the narrative for our portfolio based on input from the whole staff and several Mauldin High School stakeholders. Our team consists of staff administration, teachers, and support staff. Additionally, the staff is broken down into committees to study the needs and assessments for the various areas.

Committee Team Members

Purpose and Direction
Pam Powell-co-chair –Teacher
Shelly Sands-co-chair–Teacher
Wendy Redmon –Teacher
Ida Rainey- Teacher
Ginger Ernst –Teacher
Evelyn Ashmore- Teacher
Brian Slusher –Teacher

Governance/Leadership
Christine Thomas-co-chair
Rachel Turner-co-chair
Erica Reese- Teacher
Carrie Ropp- Teacher
Kelly Keeler –Teacher
Nikki Smith- Teacher
Greg Snoad–Teacher

Teaching & Assessing for Learning
Lori Farmer-co-chair–Teacher
Shanna Yown-co-chair- Teacher
Lori Biggs –Teacher
Dr. Deshpande –Teacher
Amy DiPalma - Teacher
Diane Morris – Media Specialist

Resources and Support Systems
Jamie Fuller-co-chair–Teacher
Jennifer Wilson-co-chair –Teacher
Nicole Michel- Teacher
Wes Dodgens–Teacher
David Sissel- Teacher
Amy Collins- Teacher

Continuous Improvement
Dr. Childs – co-chair - Guidance
Brian Owens – co-chair –Teacher
Charles Broadwell–Teacher
Laura Gurley- Teacher

Executive Summary

Student Achievement
Demographically we are a suburban high school (grades 9-12) with 63% white, 21% African-American, 9% Hispanic, and 7% other (including Asian and Pacific Islander) ethnicity. Over the past five years, the school ethnicity demographics have remained relatively consistent. The majority of our students perform at or above the national average on standardized tests.

Student Achievement Goals
- Mauldin High School will increase success rate in each of the 7 Measurable Categories (EOC, Grad Rate, ACT, AP) comparing 2015 scores to 2016 scores in pursuit of having the highest scores in Greenville County.
- Mauldin High School will reduce the school-wide end-of-year failure rate from 3.33% in 2014-2015 to less than 3% for the 2015-2016 school year.

Teacher and Administrator Quality
Mauldin High School currently has 112 teachers on staff. One hundred percent of our faculty are highly qualified. Eight percent of teachers are National Board Certified Teachers, 66 % have master's degrees or higher, 48% are Gifted/Talented endorsed, and 35% have their AP endorsement. Evaluation of teachers is done with a competency based evaluation instrument and student surveys of teacher competency are linked to their yearly job performance evaluation.

Mauldin High School currently has eight administrators. On average, the administrative staff has over six years of school administrative experience in addition to an average of over 10 years teaching experience. Several administrators hold dual administrative certifications and advanced teaching certifications. Evaluation of the administrative staff is done with a competency-based evaluation instrument and administrator performance surveys are linked to their yearly performance evaluation.

School Climate
We are committed to maintaining a safe, responsible, and respectful school environment. Initiating structure is a principal behavior that is oriented toward both tasks and achievements through clearly articulated work expectations and performance standards. Parent, student, and teacher surveys are linked to school climate evaluation.

Our school makes every effort to involve all parents and families, as well as members of the community, in the planning and implementation of school programs and activities. We benefit from extensive partnerships with local businesses, corporations, and individuals who support many educational and extracurricular endeavors with funding and volunteers.

Significant Challenges
- Involving all stakeholders in the decision making process
- Promoting continuous improvement in an already high performing school

Significant Accomplishments

- 90% graduation rate, leading Greenville County and among the top 3% in South Carolina.
- *Newsweek* Magazine's "America's Best High Schools: Top 1500 High Schools in the Nation" 2008-2013
- Excellent Absolute Rating on 2011, 2012 and 2013 school report cards
- ESEA rating "A" for 2014
- Palmetto Gold (Absolute Improvement) Award Winner 2009-2014
- Highest AP enrollment in Greenville County Schools; 144 AP Scholars 2015
- 13 National Merit Scholar Finalists in 2015
- Thirty MHS students received SC Academic Achievement Honors Awards.
- Thirty Five Palmetto Fellows Scholarships in 2015
- Four Teaching Fellows 2014
- The class of 2015 earned scholarships totaling over $14 million.
- Four State Athletic Championships and Eight Regional Athletic Championships in 2009 -2012
- Twenty Five Regional Championships 2009-2014
- Thirty Six Total State Championships and 51 Upper State Championships
- Overall GPA of student athletes – 3.785
- 9th Place Directors Cup for Athletic Program (Statewide) in 2014
- World Class Partnership – 3 European Sister Schools
- Track and Field Coach inducted in S.C. Cross Country Coaches' Association Hall of Fame, 2012
- Strength Coach inducted into the S.C. Strength and Conditioning Association Hall of Fame, 2014
- Greenville County School District Teacher of the Year, 2014
- National Beta Scholarship for Academic Excellence and Community Service 2013
- Award Winning South Carolina PTSA

School Profile

School Community

Mauldin High School is located in Mauldin, South Carolina. Situated in the foothills of the Blue Ridge Mountains in Upstate South Carolina, we are located in one of the fastest growing areas of the state. Built in 1973 and renovated in 2002, our campus is home to a wide variety of successful instructional, athletic, extracurricular, and lifelong learning

programs. Despite the size of our student body, presently 2,246 in number, our school provides a welcoming and nurturing environment.

Our physical plant has over 350,000 square feet located on 46.22 acres. The atrium is an airy two-story space that functions as an attractive meeting space as well as the school cafeteria. Maverick Pride, showcases filled with trophies, and Awards of Excellence are inviting fixtures in this area. Each classroom has been furnished with attractive, comfortable, and functional

student and teacher desks. A bright, glassed-in breezeway connects the original building to the new multi-story addition. Painted by a generous community member during the 2006 summer break, an arresting mural now adorns the hall leading from the atrium to the side exit and in the cafeteria. We are fortunate to have a practice gym and a 2000-seat competition gym, as well as a 4000-seat stadium. Baseball and softball fields and four tennis courts complete our sports complex. Fine arts groups perform in a 650-seat auditorium. Chorus and band rooms are equipped with individual practice rooms and space for whole group performances. The studio art classroom is equipped with both an art patio for outdoor work and a 15-station dark room for developing film.

Our school makes every effort to involve all parents and families, as well as members of the community, in the planning and implementation of school programs and activities. We benefit from extensive partnerships with local businesses, corporations, and individuals who support many educational and extracurricular endeavors with funding and volunteers. Local partnerships with the school include Charter Communications; Bi-Lo; Mauldin Police and Fire Department; and Urban League just to name a few. Our School Improvement Council meets the 2nd Thursday of each month and includes parents, teachers, administrators, local business partners and students. On any given day we have 10-15 volunteers working throughout the school. PTSA has a database of over 200 volunteers who work in 20 different categories.

School Personnel

The **School Leadership Team** is made up of the principal, leaders of each of the academic departments, the head of the guidance department, and a media center representative. The leadership team coordinates the work of the different departments, integrates the curriculum standards of each department, and brings concerns to the team that need to be discussed and addressed.

Scott Rhymer
Principal

Chuck Childs
Guidance

Raj Deshpande
Science

Amy Dipalma
Special Ed

Pam Mayfield
Fine Arts

Diane Morris
Media Center

Greg Snoad
Social Studies

Lee Taylor
Physical Education

Joel Leine
Career Tech Ed

Jennifer Wilson
Math

Shanna Yown
World Languages

Nancy Zende
English

The school's **Administrative Team** collaborates with faculty to provide instructional leadership for the school. Mauldin High School currently has eight administrators. Each administrator monitors the progress of their respective instructional department(s) and the curriculum resource teacher provides instructional leadership and professional development for the faculty. On average, the administrative staff has over 8 years of school administrative experience in addition to an average of over 10 years teaching experience. Several administrators hold dual administrative certifications and advanced teaching certifications. Evaluation of the administrative staff is done with a competency based evaluation instrument and administrator performance surveys are linked to their yearly performance evaluation.

Scott Rhymer
Principal

Don Alewine
Assistant Principal

Amy Ballard
Assistant Principal

Alex Cummings
Assistant Principal

Darah Huffman
Assistant Principal

Patrick Jarrett
Assistant Principal

Adam Massey
Assistant Principal

Tammy McClain
Assistant Principal

Tiffany McElveen
Assistant Principal

Personnel Data

Mauldin High School current has one hundred sixteen (116) teachers, two (2) media specialists, six (8) guidance counselors, one (1) Curriculum Resource teacher, and seven (7) administrators comprise the faculty at Mauldin High School. Of the teachers, seventy-eight (67%) are female and thirty-eight (33%) are male.

Sixty seven (67) percent of teachers have masters degrees or higher. Twelve (12) percent of teachers are National Board Certified Teachers. Over sixty (60)

percent of teachers have over 10 years of teaching experience and one hundred (100) percent of teachers are highly qualified. Forty seven (47) percent of teachers are endorsed to teach Gifted/Talented and thirty (30) percent have their AP endorsement. The teacher attendance rate is 95.4%.

Student Population

Demographics & Subgroups
Mauldin High School student enrollment is 2,243. The current student population consists of 1435 Caucasians (64%), 471 African-Americans (21%), 161 Hispanics (8%), and 150 other ethnicities (7%). Fifty one (51) percent of our student population is female and forty nine (49) percent are male.

The number of students receiving ESOL services is 37 (1.5%). Twenty-seven (27) percent of MHS students qualify for free/reduced lunch this year. Two hundred and eleven (11%) students are receiving special education services this year.   Thirty- two (32) percent of our students are served by the gifted and talented program. Over forty five (45) percent of our student body is enrolled in at least one advanced placement course.

Student Attendance & Retention
The attendance rate for Mauldin High School students is ninety three (93) percent. Our school retention rate is 2.0%.

Academic Features/Programs/Initiatives

The core curriculum consists of applied technology, college prep, honors, and Advanced Placement. Our decisions about the courses we offer are data driven and research based. Data analysis allows school personnel to determine weaknesses and gaps in the instructional process. Therefore, data analysis is conducted annually of disaggregated data from state and national tests such as the, PASS, MAP, EOC and Advanced Placement.

The faculty uses a variety of student centered instructional techniques that place students at the center of their learning. Our "bring your own personal device" friendly campus encourages technology integration by teachers and students to enhance the learning environment. Teachers incorporate critical thinking into daily classroom activities. The academic environment of our school encourages teachers to explore classroom strategies beyond traditional instruction.

Departmentally, teachers determine the skills needed for successful completion of current coursework and prepare students for the next level of study. Dialoguing with middle school teachers and college admission officers ensures a seamless curriculum. The guidance department as well as department chairs

met with teachers from Mauldin Middle, Hillcrest Middle and Riverside Middle in February 2015 to discuss course requirements and rigor. Department chairs meet monthly with their district counterparts to guarantee vertical articulation between schools.

Our school is proud to offer Project Lead the Way (PLTW) courses and curriculum, the nation's leading provider of science, technology, engineering, and math (STEM) programs. We are expanding our PLTW engineering program to offer courses to a larger population of students.

Mission, Vision, Beliefs

Mission Statement
The faculty and staff of Mauldin High School, in conjunction with students, their families, and the community, shall provide every student the opportunity, challenge, and support to realize his or her educational potential and the ability to assume a responsible and productive role in a democratic society.

Shared Vision
The vision for the perfect Mauldin High School would be divided into four core areas: curriculum, instruction, assessment, and learning environment.

The curriculum would be rigorous and seamless, meeting state and national standards of excellence. Teachers would be involved in interdisciplinary collaboration, as well as the integration of technology and creative arts throughout the curriculum. There would also be a multicultural emphasis encompassing character education.

Instruction would involve students actively participating and taking responsibility for their own learning. Teachers would collaborate in sharing strategies and ideas to improve instruction. Students and teachers would have the opportunity to incorporate technology in all areas of instruction. High expectations would be evident for all students and teachers in a rigorous instructional program. Current research information shared by teachers in discussion groups would be reflected in the implementation of new and effective strategies.

Continual assessment of the school environment would involve self-evaluation of the school, goals, and instruction. Students would be encouraged to achieve at high rates in the most rigorous courses appropriate. Real life applications would enable students to see the connections between what they are learning in the classroom and its relevance to their future. A variety of assessment tools would be used including student self-assessment. Current school data and

research would be used to aid students and faculty engaged in reflective assessment practices.

The learning environment would be positive and student-centered, with all the stake holders working toward common goals. There would be open, ongoing communication emphasizing support and value of each member. The school community would be displaying excellent citizenship with emphasis on positive work ethic, acceptance of cultural diversity and service to the community. There would also be a variety of resources available to meet the social, emotional, academic, and physical needs of the students.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Through an examination of written beliefs already in place and individual and small group brainstorming, we developed the following core beliefs about instruction, curriculum, assessment, and the school's environment that we believe will increase our students' learning.

We believe...
- All students can learn and achieve success in a rigorous curriculum.
- Students learn and demonstrate their knowledge and skills in different ways and should be provided with a variety of effective instructional approaches and assessments to support their learning.
- Students must be provided with a challenging and diverse curriculum.
- Each student is a valued individual with unique physical, social, emotional, cultural, and intellectual needs.
- Exceptional students require special services, resources, and support services.
- Students develop an appreciation of different people and cultures through an awareness and understanding of cultural diversity.
- Students, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- School and community commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.
- Students are equally responsible for maximizing their educational opportunities.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

EOC Results

Mauldin High School
701 E. Butler Rd. • Mauldin, SC 29662 • 864-355-6500 • Fax: 864-355-6657

Motivation
Achievement
Values
Success

EOC (3 Years)

EOC Subject and Year	Algebra 1/ Math Tech 2	Biology 1/ Applied Biology	English I	US History	Average Pass Rate
2013	89.4	90.3	81.7	85.9	86.8
2014	91.0	89.4	82.1	86	87.1
2015	94.0	93.2	83.6	90.8	89.5

AP Results

Mauldin High School
701 E. Butler Rd. • Mauldin, SC 29662 • 864-355-6500 • Fax: 864-355-6657

Motivation
Achievement
Values
Success

Advanced Placement

AP COURSE	2013	2014	2015
BIOLOGY	87.2	91.1	97.1
CALCULUS AB	84.8	85.1	79.3
CHEMISTRY	75	54.5	27.6
COMPUTER SCIENCE	72.7	69.2	70.0
MACRO	88.6	81.2	90.7
LANGUAGE	68	64.4	50.3
LITERATURE	87.5	68.6	73.2

AP Results (con't)

Mauldin High School
701 E. Butler Rd. • Mauldin, SC 29662 • 864-355-6500 • Fax: 864-355-6657

Motivation
Achievement
Values
Success

Advanced Placement

AP COURSE	2013	2014	2015
GOVERNMENT	90	97.6	100.0
EUROPEAN	67.9	70	74.2
HUMAN GEOGRAPHY	73.5	51.2	86.2
PHYSICS	28.6	72.7	56.5
PSYCHOLOGY	85.5	82.1	91.4
STATISTICS	67.6	84.4	81.8
US HISTORY	83.8	80.4	72.7

ACT Results

Mauldin High School
701 E. Butler Rd. • Mauldin, SC 29662 • 864-355-6500 • Fax: 864-355-6657

Motivation
Achievement
Values
Success

ACT Grade Distribution

Average Score in	English	Math	Reading	Science
2013	22.2	22.3	23.5	22.3
2014	22.0	21.6	23.4	22.1
2015	22.1	22.3	23.0	22.4

SAT Results

SAT Results by Area

Year	Critical Reading	Math	Writing*	Composite Score*
2013	506	499	481*	1005
2014	510	502	479*	1012
2015	502	505	472*	1007

* Writing scores removed for consistent comparison

Graduation Rate

Graduation Rate

Year	Rate
2013	89.1%
2014	91.7%
2015	91.8%
3 Year Average	90.9%

Teacher and Administrator Quality

MAULDIN HIGH 2015-2016 PROFESSIONAL DEVELOPMENT PLAN

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 one or two days off for PD received during "off contract" time from the last day of school one year until the last day of school 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 cannot be 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.
- Seven 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. Rhymer

STATE CERTIFICATE RENEWAL GUIDELINES

- New teachers with a SC Initial Certificate are not 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 Master's 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.

18

- A five-session Professional Development opportunity will be offered each month.
- Each teacher will be required to attend one session during an assigned planning period.
- 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: Faculty Meetings/PD
2nd Wednesday, 4:00—5:00: Department Meetings
3rd Wednesday, Planning Periods: Professional Development
4th Wednesday, 4:00—5:00: Leadership Meetings

TITLE	PRESENTER(S) OR PERSON(S) RESPONSIBLE	DESCRIPTION	DATE	TIME	INSERVICE POINTS	EXCHANGE POINTS	TARGETED GROUP	CORRELATED TO SCHOOL GOALS
				AUGUST				
Opening of School Faculty Mini-Sessions	Administrative Team	Curriculum & Instruction; Guidance Procedures; Start of School Procedures; Safety	8/12/15	9:00am - 12:40pm	0	0	Faculty & Staff	Teacher Quality & School Climate
Opening of School Faculty Mini-Sessions	Administrative Team	Professionalism; Student Discipline; Finances; SPED/504's	8/17/15	9:00am – 12:40pm	0	0	Faculty & Staff	Teacher Quality & School Climate
New Teacher Website and Weekly Planner Training	Wes Dodgens	New teachers will learn how to create and update their websites and post their weekly lesson plans.	8/13/15	9:00am – 10:00am or 1:30pm – 2:30pm	0	0	Faculty	Teacher Quality (Tech Plan)
New Teacher Website and Weekly Planner Training	Wes Dodgens	New teachers will learn how to create and update their websites and post their weekly lesson plans.	8/14/15	9:00am – 10:00am or	0	0	Faculty	Teacher Quality (Tech Plan)
New Teacher Meeting/ Orientation	Christine Thomas & Amy Ballard	Orientation for new teachers.	8/18/15	2:30pm-3:30pm	0	0	New Teachers	Teacher Quality
				SEPTEMBER				
SLOs	Christine Thomas & Amy Ballard	Explanation of SLO expectations	09/02/15	4:00pm-5:00pm	0	0	Faculty	Teacher Quality

Title	Presenter(s) or Person(s) Responsible	Description	Date	Time	Inservice Points	Exchange Points	Targeted Group	Correlated To School Goals
SLO Workshops	Christine Thomas & Amy Ballard	One-on-one assistance with creation of SLOs.	9/16/15	Planning Periods	0	0	Faculty	Teacher Quality
October								
Technology Proficiency, PAS-T notebooks, Google Email	Christine Thomas & Amy Ballard	Explanation of various items	10/07/15	4:00-5:00pm	0	0	Faculty	Teacher Quality
Peer Observations	Christine Thomas & Amy Ballard	Peer Observations (Google Classroom), Resources & Support Video (EdPuzzle)	10/21/15	4:00-5:00pm	0	0	New Teachers	Teacher Quality
November								
Learning Targets	Christine Thomas & Amy Ballard	Explanation of Learning Targets	11/18/15	Planning Periods	0	0	Faculty	Teacher Quality & School Climate
December								
Observations	Christine Thomas & Amy Ballard	Explanation of observation purpose and presentation of feedback about observation process	12/02/15	4:00-5:00pm	0	0	Faculty	Teacher Quality
Inclusive practices	Scott Rhymer	Presentation of current standing of school goals and explanation of transition to inclusive practices	12/17/15	Planning Periods	0	0	Faculty	Teacher Quality
January								
Look Fors/Success Criteria	Amy Ballard	Explanation of successful criteria for instructional best practice	1/20/16	Planning Periods	0	0	Faculty	Teacher Quality

Title	Presenter(s) or Person(s) Responsible	Description	Date	Time	Inservice Points	Exchange Points	Targeted Group	Correlated To School Goals
February								
Peer Observations	Amy Ballard	Intentional observation of a peer	2/17/16	Planning Periods	0	0	Faculty	Teacher Quality
ClassFlow Session	Amy Ballard	Explanation of ClassFlow	2/23/16	4:00-5:00pm	0	0	Faculty	Teacher Quality
March								
Rubrics	Amy Ballard	Teachers will receive training for the use of rubrics	3/16/16	Planning Periods	0	0	Faculty	Teacher Quality
April								
End of year procedures	Amy Ballard	Explanation of end of the year procedures and timelines	4/13/16	Planning Periods	0	0	Faculty	Teacher Quality

PROFESSIONAL DEVELOPMENT EMPHASIS FOR 2015-2016

- Student-Centeredness
  - Assessment systems
  - Student-Centered Coaching
  - Student Support Systems: Multi-tiered System of Supports (MTSS)
  - Inclusive Practices

- Curriculum and Instruction
  - Instructional strategies for most diverse learners
  - Standards-based instruction
  - Specific content support

- Instructional Technology
  - Teacher instructional/educational technology integration
  - Teacher facilitation of student personal electronic device usage for instructional practice

School Climate Needs Assessment

School Report Card Surveys: 2014
The State Department of Education School Report Card Survey is administered each spring to all teachers, as well as, 11th grade students and parents. The surveys consist of 44 to 55 items that measure the following constructs: Learning Environment, Social and Physical Environment, and Home-School Relations. Although the results of three survey questions appear on Maudlin HS School Report Card, all of the survey items have been analyzed and the school's perceived strengths and weaknesses have been highlighted.

Student Survey:

Students (% Mostly Agree and Agree) n = 451

I am satisfied with the learning environment at my school.	77.0%
I am satisfied with the social and physical environment at my school.	87.1%
I am satisfied with home-school relations at my school.	91.4%

Parent Survey:

Parents (% Agree and Strongly Agree) n = 186

I am satisfied with the learning environment at my child's school.	83.9%
I am satisfied with the social and physical environment at my school.	73.6%
I am satisfied with home-school relations at my school.	70.2%

Teacher Survey:

Teachers (% Mostly Agree and Agree) n = 104

I am satisfied with the learning environment at my school.	98.1%
I am satisfied with the social and physical environment at my school.	99.0%
I am satisfied with home-school relations at my school.	98.1%

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

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

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

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

ACT Composite – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	19.2	19.5	19.8
School Actual	22.6			
District Projected	X	19.2	19.5	19.8
District Actual	18.9			

ACT English – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	18.0	18.3	18.6
School Actual	22.1			
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	19.2	19.5	19.8
School Actual	22.3			
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	19.7	20.0	20.3
School Actual	23.0			
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	19.3	19.6	19.9
School Actual	22.4			
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	5.8	5.9	6.0
School Actual	5.9			
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	53.1	58.6	64.0
School Actual				
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	33.3	38.1	43.0
School Actual				
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	36.9	40.4	44.0
School Actual				
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	28.2	32.6	37.0
School Actual				
District Projected	X	28.2	32.6	37.0
District Actual	23.8			

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

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

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

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

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

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

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 Test Scores

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	90.2	91.2	92.2
School Actual	90.9			
District Projected	X	90.2	91.2	92.2
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	21.2	21.5	21.8
School Actual	17.7			
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	40.6	40.9	41.2
School Actual	38.6			
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	27.4	27.7	28.0
School Actual	34.0			
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	1.0	1.1	1.2
School Actual	0.6			
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 _____% 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	77.3	78.3	79.3	80.3	81.3
School Actual		81.7	82.1	83.6			
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.

☒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	84.6	85.6	86.6	87.6	88.6
School Actual		89.4	91.0	94.0			
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	81.7	82.7	83.7	84.7	85.7
School Actual		90.3	89.4	93.2			
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5	83.7			

☒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	66.6	67.6	68.6	69.6	70.6
School Actual		85.9	86.0	90.8			
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 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	56	57	58	59	60	61
School Actual	76	73	76	73	74			
District Projected	X	X	56	57	58	59	60	61
District Actual	56	53	55	54	53			

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

FIVE YEAR PERFORMANCE GOAL: Annually increase by _____ 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

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			

☒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	73.9	75.4	77.0	78.5	80.0
School Actual		89.1	91.7	91.8			
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2			

STRATEGY **Activity-Graduation Rate**	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Senior Rally Program	Following the 2nd Qtr	Guidance	$0	N/A	Enrollment
Identify and meet with all students failing a class per grading quarter	Quarterly, beginning with 1st Qtr	Guidance/Admin	$0	N/A	Meeting Records
Use Seat Time Recovery for Remediation	All year long	Marina Lewis	$0	N/A	Enrollment
Step-Up Virtual Credit Recovery School Classes	All year long	Guidance Counselors	$0	N/A	Enrollment

☐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 as it relates to school and district wide initiatives. Increase the number of highly qualified teachers from 93% in 2011-2012 to 100% in 2017-18.

ANNUAL **OBJECTIVE**: Increase the number of highly qualified teachers by 1.5% annually.

DATA SOURCE(S): State Teaching Credentials, Administrator Observations, Professional Development Activities.

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	2015-16	2016-17	2017-18
Projected	x	x	94.5	96	97.5	99	100
Actual	93	90	99.3				

STRATEGY Activity-Professional Development	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Department Chairs and/or department members included in Interviews	2013-2017	Principal Department Chairs	$0	n/a	Interview Records
Professional Development: Mentoring Support Sessions for New Teachers	2013-2017	Administrators/CRT	$0	n/a	Record of Attendance Agendas from Meeting
Administrative Supervision and Support for all MHS teachers	2013-2017	Administrators	$0	n/a	Walk-Through Observation EPAS records
Professional Development: A minimum of 12 hours of professional development will be offered at the school during faculty meetings and TNT's.	2013-2017	CRT, Guidance and Administration	$0	n/a	Agendas from PD sessions

☐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	95.7	95.4	96.0	95.6			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

☐Student 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	1.3%	1.0%	1.4%	1.3%			
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%			

☐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	85.3	85.8	86.3	86.8	87.3
School Actual	84.8	84.9	83.9	92.0			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

☐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

School Name	Baseline 2011-12	Planning Year 2012-13	**2013-14**	**2014-15**	2015-16	2016-17	2017-18
School Projected	X	X	89	80	81	82	83
School Actual	78.0	78.7	77	83.9			
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				

☐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	93.7	94.2	94.7	95.2	95.7
School Actual	93.2	94	98.1	97.2			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

48

☐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	88.3	88.8	89.3	89.8	90.3
School Actual	87.8	90.8	87	87.9			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

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

49

☐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	93.1	93.6	94.1	94.6	95.1
School Actual	92.6	92.4	92.4	94.8			
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2				

☐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	100	100	100	100	100
School Actual	100	97.5	98.1	97.3			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
SRO –visible on campus and sweeping halls 7:30 am-4:30 pm	2013-2017	SRO	$0	n/a	SRO's seen by faculty and students
School administrators are highly visible before and after school and sweeping the halls every class change.	2013-2017	Administrative Team	$0	n/a	Administrators seen by faculty and students
All visitors must enter through the front office and sign in before being allowed in the main building	2013-2017	Office Personnel	n/a	n/a	The front door remains locked and visitors must enter through the office
Parental Involvement through PTSA, SIC and Booster Clubs	2013-2017	Group Chairperson	n/a	n/a	PTSA/SIC/Booster Club Membership Rosters/Attendance
Doors are locked during the school day	2013-2017	Maintenance Staff	$0	n/a	Doors are locked
Students must enter school from front door, student parking lot door, parent loop door	2013-2017	Maintenance Staff	$0	n/a	Doors are locked

Appendix A

2015 School Report Card

2014 ESEA Report