

The background of the page features a large, faint, circular seal of Travelers Rest High School. The seal's outer ring contains the text "TRAVELERS REST HIGH SCHOOL" at the top and "TRAVELERS REST, SOUTH CAROLINA" at the bottom. The inner circle depicts a central shield with a large "TR" monogram. Above the shield is a torch, and below it is a banner with the motto "At Veritas". The shield is flanked by two figures: on the left, a Native American holding a bow and arrow; on the right, a person in a hard hat holding a pickaxe. The entire seal is rendered in a light gray tone.

TRAVELERS REST HIGH SCHOOL

Strategic Planning and Portfolio

2013-2014 through 2017-2018

Mr. Louis Lavelly

Principal, Travelers Rest High School

Dr. W. Burke Royster

Superintendent, Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

TRAVELERS REST HIGH SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		03.31.2017
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Keith Austin		03.31.2017
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Lou Lavelly		03.31.2017
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Stephanie Rees		03.31.2017
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 301 N. Main Street, Travelers Rest, SC 296074

SCHOOL'S TELEPHONE: (864) 355-0001

PRINCIPAL'S E-MAIL ADDRESS: llavelly@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

1. PRINCIPAL
2. TEACHER
3. PARENT/GUARDIAN
4. COMMUNITY MEMBER
5. SCHOOL IMPROVEMENT COUNCIL
6. READ TO SUCCEED READING COACH
7. SCHOOL READ TO SUCCESS LITERACY

NAME

Lou Lavelly
Kevin Hawkins
Lori Mason
Erin Smith
Angela Moore
Ashley Gordon
Stephanie Rees

LEADERSHIP TEAM LEAD

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

POSITION

Heather Foster
Deanna McCarrell

NAME

Guidance
Media Specialist

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.

Act 135 Assurances

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

NA **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).

✓ **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).

✓ **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.

✓ **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*.

✓ **Technology**

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

NA **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.

✓ **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).

NA **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.

NA **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.

NA **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.

NA **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.

NA **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.

✓ **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

In the spring of 2014, TRHS was introduced to the Advanced Ed self-study and decided to facilitate the five areas through four block groups led by each of the four administrators and the department chairs led by the principal.

Also during that time, the CRT led eight faculty members in updating the school portfolio by assessing the gap analysis and the Advanced Ed self-study as well as the latest report card, ESEA, and local data. This group designed an action plan that was adopted by consensus and then presented to administrators, department chairs, and SIC members for approval.

Each group in the Advanced Ed and Portfolio committees met at least three times as a whole and then several other times as sub-groups as needed.

For the 2016-2017 school year, TRHS continued to implement student-centered practices that focus on student-generated learning and formative assessment tracking. The faculty continued to follow a lesson planning format to answer the questions: 1) Where are the students, 2) Where do the students need to be, and 3) How will we get them there? In addition, Professional Learning Communities (PLCs) spent time analyzing student work to formatively assess student progress towards mastery. Through professional development sessions, the instructional coach modeled disciplinary literacy strategies based on the books *This is Disciplinary Literacy: Reading, Writing, Thinking and Doing...Content Area by Content Area* by Lent and *Content Matters: A Disciplinary Literacy Approach to Improving Student Learning* by McConachie and Petrosky. These strategies allowed teachers to reflect on how their instruction encourages “doing” the content versus simply “knowing” the content. Teachers then planned to implement these routines during monthly departmental lunch meetings.

Also in 2016-2017, TRHS continued to invest in technology and technology training. Throughout the school year, a team of four teachers worked with a trainer from Discovery Education to learn and implement technology strategies in the classroom. Throughout 2017-2018, these teachers will open their classrooms as learning labs for other TRHS teachers to observe what they have learned. Teachers continue to use chromebooks to implement a variety of strategies in the classroom especially the use of Google Classroom.

Executive Summary

In its evolution as a small town high school in a large metropolitan school district, Travelers Rest High School has made great strides. We are now serving our eleventh class of International Baccalaureate Diploma Program students. Students in these grades have begun experiencing change in their learning as impacted by the seven strands of the IB curriculum and the five areas of interaction. Truly, we address the “global community” in our mission statement with these two programs. In its eighth year, the ninth grade academy continues to monitor and adjust its format, its programs, and its gains.

We achieved an Excellent absolute SDE Report Card rating in 2014. Our growth rating was Good. We earned a B on our ESEA rating. Due to changes in state testing, schools were not rated for state accountability in 2015 and 2016.

While our diversity is not apparent in our racial makeup (23% minority), it is clearly evident in our socio-economic breakdown. Our school serves the largest geographic attendance zone in Greenville County, ranging from the North Carolina State line to the north, Pickens County to the west, and the attendance areas of three other high schools on the east and south. This attendance area includes highly educationally motivated subdivisions surrounding Furman University and exclusive gated communities. We also serve impoverished government housing projects, mobile home parks, and traditionally lower income communities. TRHS currently has a 55.4% poverty rate.

A large demographic sub-group at Travelers Rest High School is our disabled population. We continue to make small gains for students with IEP’s and 504’s.

Our challenges continue to be a reduced budget, demands on teachers to learn and incorporate initiatives and programs on top of existing professional expectations, and a poverty rate that has grown significantly in five years. Parental involvement is minimal.

Over time (five years) we have made gains in all areas. We have dropped at one time or other, but we do seem to come back. We credit our Professional Learning Communities and Power Hour with much of the success in student achievement. The IB and MYP, AP classes, and the continuation of dual credit courses in conjunction with Greenville Tech sets our students on a path of academic preparedness for college. We were at the top of the county and state in EOC scores. As is our tradition, extra-curricular activities continue to enhance the school experience. The student body demonstrated character and commitment to the community by raising over \$30,000 for local charities. Student Council was named a US Gold Level Honor Council for the ninth consecutive year, one of only four schools in SC to achieve this honor.

School Profile

School

301 North Main Street
Travelers Rest, SC 29690
Telephone: (864) 355-0000
Fax: (864) 355-0088
www.greenville.k12.sc.us/trest/

Grades: 9th - 12th Grade

Enrollment: 1,192

School Location: Just north of downtown Travelers Rest on Highway 276

Principal: Louis E. Lavelly, Jr.

email: llavelly@greenville.k12.sc.us

Our eleven year old campus includes four computer labs, Promethean Boards in all classrooms and labs, agricultural shop and greenhouse, state of the art science labs, art studio with kiln room, band practice field. Athletic facilities include football stadium, soccer stadium, baseball field, softball field, four tennis courts, paved track, weight room, fitness room, three gymnasiums, and two practice fields.

During the last five years, enrollment has ranged between 1150 and 1265. Ethnic demographics have remained steady for at least five years. White students represent approximately 77%, Black 14%, Hispanic 6%.

Free and reduced price lunch and poverty rate have steadily increased for the last 9 years. The poverty rate, for example, has risen from 28% in 2002-2003 to 55.4% currently.

Never satisfied with the status quo, the partnership of students, parents, administration, and faculty at Travelers Rest High School constantly seek ways to improve both the content and scope of students' learning, the quality of their lives, and their overall drive to become lifelong learners.

Attendance Area (Community)

Recently the Travelers Rest community has experienced significant economic growth and has transformed from a basically textile to a diversified base. Several industrial firms have located in the area, and some existing firms have expanded their operations.

By far the most significant factor in a citywide renewal is the completion of the 26+ mile Greenville County Swamp Rabbit walking biking trail that meanders through the town and in front of Travelers Rest High School. New businesses, primarily retail and restaurants, have opened along the trail in the city limits.

Travelers Rest High School serves the most widespread attendance area in Greenville County, roughly stretching from the North Carolina line to the east and north, the Pickens County line and Berea to the west, and Cherrydale Shopping Center and Sans Souci to the south. Furman University lies within the area, and North Greenville University lies just outside the attendance area. The small town of Travelers Rest lies entirely in the area; upscale communities such as Cliff's Valley and Stratford Forest/Green Valley lie in the area as well as government subsidized housing communities such as Boulder Creek. A

large number of students come from the rural areas in the attendance zone. The balance of students come from lower middle class homes, sub-divisions, apartments, and mobile homes.

Faculty and Staff

Administrators.....	5
Teachers	60
Certified Academic Staff	10
Support Staff	30
% Teachers with Master’s Degree or Above	71%
% Teacher Attendance	94.5%

Certified Staff

<u>Gender</u>	
Male	39%
Female.....	61%
<u>Education Level</u>	
Bachelor’s	21%
Bachelor’s +18	8%
Master’s.....	42%
Master’s +30	25%
Doctorate.....	4%
National Board Certified.....	8%

Among the certified faculty there are five administrators, 60 classroom teachers, a part-time ESOL teacher, one part-time IB coordinator, one instructional coach, one athletic director, four guidance counselors, and two media specialists. The support staff consists of eleven maintenance staff workers, seven cafeteria workers, one school resource officer, one ISS aide, seven clerical workers, one nurse, one athletic trainer, and one teaching aide.

Faculty experience ranges widely. We have fewer faculty members who have fewer than five years of experience (23%) than several years ago when that percentage was 35%. Our most experienced numbers have also dropped as some of faculty members who were eligible have taken advantage of retirement opportunities. Our percentage of faculty members with more than 25 years of experience has dropped from 26% several years ago to 8% this year.

The faculty turnover through retirement is also reflected in the drop of continuing contract teachers in the past two years, and the lower average number of experienced teachers is also reflected in the drop in the number of teachers with advanced degrees. Teacher attendance rates remain near 95% percent, which is a slight improvement from the last several years.

Leadership

Decision-making at Travelers Rest High School ranges from faculty-based decisions such as determining to return to a 4 x 4 schedule after several years on a 7-period day, administration-controlled decisions such as use of facilities, personnel decisions, and final disciplinary determinations. Additionally, faculty members have input in decisions regarding their budgets in departmental meetings and coordinated with department heads. A Faculty Council has advised the principal about decision-

making also. Most decision-making at TRHS relies on communication and cooperation between staff members to help the responsible party reach the appropriate decision for the matter under consideration.

Intra-departmental opportunities also exist for faculty members to have a voice in the courses they prefer to teach, in the courses offered by their departments, how many sections of which courses to make available, textbook adoption, and in supplemental resources regarding curriculum. Mostly these decisions are reached by consensus.

The principal delegates authority through assistant principals and others regarding the daily operation of the school. Some departments report directly to the principal while others deal with an assistant principal.

While faculty input is bound by constraints of board policy, opportunities for input as well as leadership development are abundant at Travelers Rest High School.

Student Population

Student Enrollment:

2011-2012	1,226
2012-2013	1,240
2013-2014	1,236
2014-2015	1,225
2015-2016	1,192

Sub-populations: Special Education

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Autism	4	4	6	2	4
Intellectual Disabled/Educable	13	7	9	6	7
Emotional Disability	5	3	4	1	7
Other Health Impairment	6	16	19	16	30
Hearing Impairment					
Specific Learning Disability	143	116	110	107	116
Multiple Disabilities		1	5	16	15
Orthopedic Impairment					
Speech/Language Impairment					
Intellectual Disabled/Trainable				10	
Visual Impairment				1	1
Traumatic Brain Injury			1	1	1
Total	171	147	154	160	181

Free and reduced meals%/Poverty index

	2013	2013	2014	2015	2016
FARMS	44.2%	44.2%	45.9%	47.4%	46.4%
Poverty	65.3%	65.3%	69.1%	66.6%	55.4%

Attendance

2011-2012	93.3%
2012-2013	93.3%
2013-2014	97.5%
2014-2015	93.6%
2015-2016	93.7%

Ethnicity/Gender

	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017
Female	576	612	553	542	538
Male	610	629	603	622	616
Asian	11	9	6	3	6
Black/African American	196	171	138	155	158
Hispanic/Latino	56	65	70	80	68
American Indian/Alaska Native	0	0	5	4	3
Two or More Races	21	30	35	34	33
Native Hawaiian/Pacific Islander	0	1	0	0	2
White	949	965	902	888	884
Ethnicity Unknown	0	0	0	0	0

Other Population Data (from 2016 Report Card)

	Our School	Change from Last Year
Students (n = 1,192)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	55.4	Down from 66.6
Attendance Rate	93.7	Up from 93.6%
With disabilities	16.6	Up from 13.0
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4	Up from 1.1
Percentage of students served by gifted and talented programs	22.3	Up from 19.3
Percentage of students retained	2.4	Down from 2.9
Annual Dropout Rate	6.8	Up from 6.0
Enrolled in AP/IB programs	23.6	Up from 22.7
Successful on AP/IB exams	67.2	Up from 54.6
Career/Tech students in co-curricular organizations	9.6	Up from 4.8
Enrollment in career/technology courses	615	N/A
Students participating in work-based experiences	11.9	Up from 0.2
Number of seniors who have completed FAFSA forms	117	Down from 150
Percentage of seniors completing college applications	N/A	N/A
Number of students in dual enrollment courses	49	Up from 34
Success rate of students in dual enrollment courses	100.0	Up from 96.0
Dropout recovery rate	11.1	Up from 8.2

School Academic/Behavioral Programs, etc.

- 30 Athletic Teams
- 20+ Clubs
- Advisor/Advisee Scheduling
- Course Levels – International Baccalaureate, Advanced Placement, College Prep, Honors, and Dual Credit
- High Schools That Work Site
- International Baccalaureate Diploma and Middle Years Programme School
- Served by Fine Arts Center, Enoree Career Center, and J. Harley Bonds Career Center
- Student Council hosts annual Spirit Week to support local charities
- Broadcasting and Journalism programs
- Community Based Job Training

Academic Honors

- Seven Palmetto Fellows
- One National Merit semi-finalist

Student Council Honors

- Seven Time National Gold Honor Council for Excellence Award – Student Council

Athletic Honors

- State AAA Individual Girls Golf Champions
- State AAA Individual Girls Tennis Champion
- Region Champions Girls Golf
- Region Champions Girls Tennis
- Region Champions Boys Basketball
- NC/SC Player – Boys Basketball
- All State Players – Girls Golf
- All State Players – Girls Tennis
- All State Players – Boys Basketball

Beta Club Honors

- Character Skit – 1st in State Competition
- English – 1st in State Competition
- Creative Writing – 2nd in State Competition
- Oratory – 2nd in State Competition
- Spanish – 2nd in State Competition
- English – 9th in National Competition

Fine Arts Honors

- All State Band – 1 student
- All Region Band – 13 students
- All County Band – 20 students
- District Honor Choir – 12 students
- Spring Sing Vocal Scholarship Recipient
- Theatre – Superior Play Rating
- Theatre – Superior Ensemble
- Theatre – Superior Technical Work
- Theatre – Excellence Technical Design
- Theatre – Excellence in Direction
- Theatre – Best in Load Award
- Theatre – Superior Acting and Stand out Performance

Fishing Team

- SAF/TBF State Champions
- BASS State Team Tournament – 5th place team
- Greenville County Tournament – 1st and 2nd place teams
- Berkley HS National Challenge – 3rd in nation

School/Faculty Honors

- Eight National Board Certified Teachers
- 2014 GCS Emerging Teacher of the Year Award – Jessica Richardson
- SC Beta Club State Sponsor – Cassandra Brailsford
- Region 2 AAA Coach of the Year – Kirby Alford (Girls Tennis)
- Region 2 AAA Coach of the Year – Josh Mills (Boys Basketball)
- Region 2AAA Coach of the Year – Liz Nix (Ladies Golf)

In its sixth year of using departmental professional learning communities to enhance student achievement, the school can point to that bi-monthly (plus more informal discussions) initiative as instrumental in increasing student passage rates of school courses as well as EOC and HSAP improvements.

Travelers Rest High School has the distinction of being an International Baccalaureate School, and the leadership of the program is coordinated onsite. The coordinator assists the principal, parents, and potential IB students in determining their suitability for the program. The coordinator also ensures school compliance of all IB regulations.

Mission, Vision, and Beliefs

Mission Statement: We educate students both academically and socially so that they become responsible citizens of our local and global community.

Vision:

- Curriculum – Our curriculum will be progressive and designed to help students meet all required standards. It must be
 - Real-world relevant
 - Standards-based
 - Research-based
 - Challenging
 - Intra- and inter-disciplinary
 - Diverse
 - Adaptive to students' needs and learning styles
- Instruction – Instruction will be concise, clear, and consistent with strategies appropriate to student needs. It must include
 - Incorporation of multiple learning styles
 - Self-evaluation
 - Emphasis on higher-order thinking skills
 - High expectations for performance and behavior
 - Delivery by highly qualified professionals
 - Creativity to encourage student involvement
 - Flexibility to encourage student growth
 - Interesting and engaging approaches
 - Based on best practices
- Assessment – Assessment must be fair and just and appropriate to the student's needs and learning styles as well as appropriate to the learning objectives. It must be
 - Varied and authentic
 - Flexible to allow for student to demonstrate knowledge in a variety of ways both traditional and non-traditional
 - Continuous
 - Used to monitor and direct instruction
 - Based upon instruction
 - Challenging and aligned with desired student learning
- Environment – The environment must be safe and free from conditions that would adversely affect student learning. It should give students an equal opportunity to learn in an engaging and positive place for which they will be proud. It must be
 - Enriching and stimulating for the whole student – aesthetically, academically, and socially
 - Inviting to the students, staff, and community
 - Engaging and encouraging of student learning
 - Reflective of atmosphere of respect, support, and compassion for all stakeholders
 - Adequate in terms of resources
 - Clearly reflective of expectations for rigor and excellence

Beliefs and Values:

Travelers Rest High School holds the following beliefs and values with regard to instruction, curriculum, assessment, and environment:

Instruction should

- Be rigorous in nature with high expectations for all students
- Be clearly defined and well-organized
- Be flexible in delivery to accommodate learning styles
- Impart a strong work ethic
- Involve parents as partners in the child's education
- Be assessed in a timely manner
- Be delivered in a respectful and professional manner
- Be presented with conviction and relevance to our world

Curriculum should

- Be aligned with state standards
- Be meaningful
- Offer diversity
- Educate the student as a whole person (academically, socially)
- Reflect cross-curricular integration
- Be current, up-to-date

Assessment should

- Be authentic
- Varied
- Rigorous
- Accommodate different learning styles
- Be used to improve instruction and alter curriculum
- Be aligned with defined learning objectives
- Be continuous
- Be consistent and fair

Environment should

- Be a safe place for all stakeholders
- Be clean and inviting
- Allow for individual expression
- Allow for collegiality among students and staff
- Exhibit a concern for all participants
- Display integrity, trust, truth, respect, and fairness for all
- Allow all students to be successful

School Tagline: **One Community - Cultivating Minds - Expanding Possibilities**

Data Analysis and Needs Assessment

Student Achievement

The ACT:

Average Score

Year	Composite	English	Mathematics	Reading	Science	Writing
2016*	18.3	17.0	18.3	18.9	18.6	15.6
2015*	18.7	17.4	18.1	19.7	18.9	16.1
2014	20.9	20.4	20.3	22.0	20.6	
2013	21.5	21.0	20.4	22.8	21.3	
2012	20.6	20.2	20.1	21.3	20.6	

*All 3rd year students tested.

Percent Meeting ACT College-Ready Benchmarks

Year	All 4 Subjects	English	Mathematics	Reading	Science
2016	14.1	41.1	22.2	31.9	23.4
2015	11.4	44.9	20.8	34.7	20.3

ACT WorkKeys:

Percent of students who received National Career Readiness Certificates

Year	Bronze	Silver	Gold	Platinum	Total
2016	23.4	50.7	15.5	0.7	90.3
2015	24.0	44.7	23.3	0.0	92.0

Percent of students meeting platinum, gold, or silver threshold

Year	Applied Mathematics	Reading for Information	Locating Information
2016	75.5	93.9	77.7
2015	77.9	95.2	88.4

End-of-Course Exams

Algebra I EOC

Year	% Passing
2016	80.8
2015	92.6
2014	80.7
2013	80.6
2012	74.3

English I EOC

Year	% Passing
2016	74.9
2015	79.8
2014	75.5
2013	73.6
2012	71.1

Biology I EOC

Year	% Passing
2016	83.8
2015	86.1
2014	84.5
2013	89.1
2012	80.9

US History and Constitution EOC

Year	% Passing
2016	81.0
2015	82.5
2014	74.3
2013	73.4
2012	74.2

Graduation Rate:

Four-Year Cohort Graduation Rate

Year	% Passing
2016	83.5
2015	77.9
2014	76.8
2013	67.8
2012	65.5

Five-Year Cohort Graduation Rate

Year	% Passing
2016	77.9
2015	70.4
2014	72.9
2013	71.2
2012	73.4

Advanced Placement (AP)

Year	Number of Exams Taken	% Passing with score 3-5
2016	172	66.9
2015	190	59.1
2014	157	59.0
2013	140	67.6
2012	142	62.1

International Baccalaureate (IB)

Year	% Passing with score 4+
2016	79
2015	62
2014	50
2013	84
2012	64

SAT

Year	Percent of Students Tested	Critical Reading	Math	Writing	Composite Score
2016	51.2	498	486	473	1457
2015	45.5	474	482	452	1408
2014		475	470		945
2013		487	476		963
2012		501	496		997

Teacher and Administrator Quality

Professional Development 2016-2017

Year Long

- Professional Learning Communities – bi-monthly, departments meet to discuss best practices based on student growth
- Department Academic Overtime – departments meet after the monthly faculty PD to apply the thinking routines to their subjects

August

- 8 – New Teacher Orientation
- 10 – PLC Review – data assessment and forms
- 12 – Our Eyes Were Opened Poverty Simulation with Beth Templeton
- 15 – Round Robin meetings; Website/PowerTeacher Training
- 25 – SLO Training

September

- 1 – Disciplinary Literacy
- 1 – Discovery Leader Corps Coaching
- 14 – Discovery Leader Corps Coaching
- 20 – New Teacher Guided Support
- 22 – Fall Book Club – *Most Likely to Succeed*
- 27 – Guidance Fall Book Club – *We Should Hang Out Sometime*
- 30 – Discovery Leader Corps Coaching

October

- 3-7 – PD Week
 - 4 Lenses personality test
 - Big books for little folks
 - Disciplinary Literacy
 - Discovery Ed – What is available? (online resources)
 - ESOL – Strategies for serving our students
 - Field Trip – Know the attendance area
 - Helping students make real-life applications
 - Inclusion – What should it look like?
 - Informational Text – Where do I find them? (online resources)
 - Make the most of parent conferences
 - Technology and assessment
 - Using the Socratic Method in the classroom
- 6 – Fall Book Club – *Most Likely to Succeed*
- 11 – Guidance Fall Book Club – *We Should Hang Out Sometime*
- 16 – Ways to Implement Naviance into the Classroom
- 16 – Discovery Leader Corps Coaching
- 17 – Discovery Leader Corps Training

- 18 – Naviance: Letters of Recommendation
- 18 – New Teacher Guided Support
- 20 – Naviance: Common Application Materials
- 26 – Discovery Leader Corps Coaching

November

- 3 – Disciplinary Literacy
- 7 – TRHS Rubicon Focus Group

December

- 9 – Discovery Leader Corps Training
- 13 – EOCEP Training
- 14 – Discovery Leader Corps Coaching
- 15 – New Teacher Guided Support

January

- 17 – Discovery Leader Corps Training
- 26 – Discovery Leader Corps Coaching

February

- Jan 30-Feb 3 – PD Week
 - Documentation – if it's not documented, it didn't happen
 - Climate vs. Culture – focus on school improvement
 - Managing difficult, frustrating, and hostile conversations
 - Writing for the ACT
 - Google Classroom
 - Depth of Knowledge
 - Tech Tuesdays – strategies for the classroom
 - Refresh is almost here
 - Disciplinary Literacy
 - Naviance – what is it?
 - Field Trip – BJU Rodeheaver Auditorium tour
- 3 – Discovery Leader Corps Coaching
- 14 – Tech Tuesday
- 17 – ACT Training
- 21 – New Teacher Guided Support
- 28 – Tech Tuesday

March

- 3 – Windows 8.1 Training
- 10 – Discovery Leader Corps Training
- 14 – Tech Tuesday
- 16 – WorkKeys Training
- 20 – Discovery Leader Corps Coaching

- 28 – New Teacher Guided Support
- 28 – Tech Tuesday
- 29 – Discovery Leader Corps Coaching

April

- 24 – New Teacher Guided Support
- 24 – Tech Tuesday

May

- 4 – Disciplinary Literacy
- 9 – Tech Tuesday
- 11 – EOCEP Training
- 16 – New Teacher Guided Support

Professional Development Plan 2017-2018

PD Emphasis:

The focus for professional development will continue to focus on student-centered teaching and technology integration with a renewed emphasis on making data driven instructional choices. Faculty will have opportunity for professional development through PLCs, faculty inservice, Power Hour meetings, and two professional development weeks.

Rational:

- As a school, we have taken great steps to move towards student-centered instruction. However, there is a need for continued emphasis on practical student-centered strategies.
- Following the districts lead, TRHS will have a renewed emphasis on making data driven instructional decisions based on student work and feedback. Based on PLC feedback, teachers use whole-class, generalized data to make instructional decisions and often rely on summative assessments rather than formative assessments.

Learning Targets:

- Apply student-centered strategies in the classroom to encourage student-generated learning and provide learning that is personalized to the students.
- Use student feedback and work to set specific goals and to make instructional decisions.

Outcomes Anticipated:

- Teachers will continue to use formative assessments in their classroom that reflect learning targets.
- Results from formative assessments will be used to guide PLC discussions to answer...
 - Where are the students?
 - Where do they need to be?
 - How do we get them there?
- Teachers will create clear goals and tasks and provide appropriate texts for students that are carefully modeled and scaffolded for student success.

Professional Learning Opportunities:

- Professional Learning Communities – bi-monthly, departments meet to analyze student data and make adjustments to continuing instruction
- Staff Inservice – monthly, TRHS teachers will model student-centered best practices that focus on standards-based instruction, engagement, literacy, and instructional delivery; teachers will create plan to implement strategy in classroom and report experience following month
- Department Power Hour Meetings – monthly, teachers provide department specific examples of student-centered practices
- Individual teacher coaching
- New teacher coaching cycles
- Fall and Spring Professional Development Week

Follow-up and Sustainability:

- Throughout 2017-2018, teachers will continue to meet in subject area PLC meetings to discuss instructional needs based on student data
- PLCs will submit minutes
- Administrative and CRT walkthroughs that are student-centered

Roles and Responsibilities:

- Instructional Coach
 - Meet with departments and administration
 - Facilitate professional learning opportunities listed above
 - Observations
- Teachers
 - Create formative assessments based on learning targets
 - Data collection
- Administration
 - Student-centered walkthroughs

School Climate Needs Assessment

SDE School Report Card

Year	Absolute Rating	Growth Rating
2016	NA	NA
2015	NA	NA
2014	Excellent	Good
2013	Excellent	Good
2012	Good	Average

2015-2016 SDE Survey Result

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	204	26
Percent satisfied with learning environment	94.0	87.7	76.9
Percent satisfied with social and physical environment	98.0	93.6	75.0
Percent satisfied with school-home relations	82.0	90.6	44.0

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

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	19.0	19.3	19.6
School Actual	18.7	18.3		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.3		

ACT English – 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	17.0		
District Projected	X	18.0	18.3	18.6
District Actual	17.7	18.0		

ACT Mathematics – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	18.4	18.7	19.0
School Actual	18.1	18.3		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.3		

ACT Reading – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	20.0	20.3	20.6
School Actual	19.7	18.9		
District Projected	X	19.7	20.0	20.3
District Actual	19.4	19.7		

ACT Science – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	19.2	19.5	19.8
School Actual	18.9	18.6		
District Projected	X	19.3	19.6	19.9
District Actual	19.0	19.5		

ACT Writing – Average ACT Score

	Baseline 2015-16	2016-17	2017-18
School Projected	X	15.9	16.2
School Actual	15.6		
District Projected	X	17.0	17.3
District Actual	16.7		

ACT English – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	50.3	55.7	61.1
School Actual	44.9	41.1		
District Projected	X	53.1	58.6	64.0
District Actual	47.7	48.5		

District Projections based upon National Percent of Students in the 2016 Graduating Class Meeting Benchmarks by Subject

ACT Math – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	25.7	30.6	35.5
School Actual	20.8	22.2		
District Projected	X	33.3	38.1	43.0
District Actual	28.4	31.4		

ACT Reading – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	38.3	41.9	45.5
School Actual	34.7	31.9		
District Projected	X	36.9	40.4	44.0
District Actual	33.3	37.4		

ACT Science – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	24.7	29.1	33.5
School Actual	20.3	23.4		
District Projected	X	28.2	32.6	37.0
District Actual	23.8	28.3		

☒ 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 2015-2016.

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 2015-16.

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 2015-16.

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 2015-16.

☒ 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 Career Readiness Certificate (NCRC)

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	93.0	94.0	95.0
School Actual	92.0	90.3		
District Projected	X	90.2	91.2	92.2
District Actual	89.2	89.6		

ACT WorkKeys – Percentage of students who received a Bronze NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	24.3	24.6	24.9
School Actual	24.0	23.4		
District Projected	X	21.2	21.5	21.8
District Actual	20.9	18.8		

ACT WorkKeys – Percentage of students who received a Silver NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	45.0	45.3	45.6
School Actual	44.7	50.7		
District Projected	X	40.6	40.9	41.2
District Actual	40.3	48.3		

ACT WorkKeys – Percentage of students who received a Gold NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	23.6	23.9	24.2
School Actual	23.3	15.5		
District Projected	X	27.4	27.7	28.0
District Actual	27.1	22.3		

ACT WorkKeys – Percentage of students who received a Platinum NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	0.1	0.2	0.3
School Actual	0.0	0.7		
District Projected	X	1.0	1.1	1.2
District Actual	0.9	0.3		

EOCEP % ENGLISH I

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 67% in 2012 to 76.1% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point 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	72.1	73.1	74.1	75.1	76.1
School Actual	71.1	77.1	75.5	79.8	74.9		
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)	82.8 (MS & HS)		

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

EOCEP % ALGEBRA I

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 74.3% in 2012 to 87.0% in 2018.

ANNUAL OBJECTIVE: Increase by 2 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	79	81	83	85	87
School Actual	74.3	79.9	80.7	92.6	80.8		
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)	85.5 (MS & HS)		

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

EOCEP % BIOLOGY I

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 80.9% in 2012 to 85.1% in 2018.

ANNUAL OBJECTIVE: Increase by 0.7 percentage points 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	82.3	83.0	83.7	84.4	85.1
School Actual	80.9	89.1	84.5	86.1	83.8		
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5	83.7	80.4		

EOCEP % US HISTORY AND THE CONSTITUTION

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 74.2% in 2012 to 80.2% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point 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	76.2	77.2	78.2	79.2	80.2
School Actual	74.2	73.4	74.3	82.5	81.0		
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3	77.8	82.7		

Advanced Placement

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of exams with a score of 3 or above (out of a possible 5) on all AP examinations from 57% in 2011 to 69% by 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point 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	64	65	66	67	68	69
School Actual	57	62.1	67.6	59.0	59.1	66.9		
District Projected	X	X	56	57	58	59	60	61
District Actual	56	53	55	54	53	54		

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

FIVE YEAR PERFORMANCE GOAL: Annually increase by 10 points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 2 points.

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

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	503	505	507	509	511
Critical Reading Actual	501	487	475	474	498		
Math Projected	X	X	498	500	502	504	506
Math Actual	496	476	470	482	486		
Writing Projected	X	X	465	467	469	471	473
Writing Actual	463	465	448	452	473		
Composite Projected	X	X	1466	1472	1478	1484	1490
Composite Actual	1460	1428	1394	1408	1457		

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	503		
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496	496	503		
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472	473	480		
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467	1466	1486		

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 1.9 percentage points each year, from 65.5% in 2012 to 75% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by 1.9 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	67.4	69.3	71.2	73.1	75.0
School Actual	65.5	67.8	77.0	77.9	83.5		
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2	86.8		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Power Hour tutoring	Weekly	Teachers	0	Na	Sign in sheets
EOC communications with parents	Ongoing	Freshman administrator	0	Na	PTA, open house agendas, call logs, website pages
USA Test Prep	Ongoing	Teachers	\$20,000 for 5 years	Local Funds	EOC scores, usage data, lesson plans
Rigorous instruction	Ongoing	PLC, Administrators & CRT	0	Na	Observations and lesson plans
Increase lab component	Ongoing	PLC	0	Na	Observations, lesson plans
Increased technology integration	ongoing	PLC, CRT	0	Na	Observations, lesson plans
Parent Communication	Ongoing	PLC	0	Na	IMS logs, website, blog, syllabus
PLC	ongoing	Teachers	0	na	Agendas, analysis of common assessments, EOC scores
SAT prep class	One per year	Guidance	0	na	Course catalog
One day of testing strategy in each senior class	Before each testing	Teachers	0	na	Observation, lesson plans
HSTW	Ongoing	AP Josh Kay	0	Na	Connections agenda, HSTW PD agenda
District alternative programs (ex. Lifelong)	Ongoing	Guidance		PTA	Log Power School
APEX, Online Courses	Ongoing	Guidance	0	Na	Logs Power School
Freshman Academy	Ongoing	AP Michelle Michael	0	Na	Agenda and log of special graduation support events
IGP	Ongoing	Guidance	0	Na	Copy of sample plan
Assemblies, programs, motivational speakers	Ongoing	Guidance, CATE, Freshman Academy	0	Na	Copy of announcements and student evaluations

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Increase the number of local professional development sessions relating directly to student achievement with respect to CCSS and Smarter Balance from 1 in 2011-2012 to 18 in 2017-2018.

ANNUAL OBJECTIVE: Each year increase the number of PD sessions relating directly to student achievement with respect to CCSS and Smarter Balance by 3.

DATA SOURCE(S): District Portal – Professional Development

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	7	10	13	16	19
School Actual	1	4	16	24	29	36	

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Consultants out of district	1 per year	IC	TBD	Local and grants	Announcements, agendas, and faculty evaluations
In-district consultants	1 per semester	IC	0	NA	Announcements, agendas, and faculty evaluations
Presentations by local presenters (including observations of best CCSS practice)	2013-2014 4 2014-2015 6 2015-2016 8 2016-2017 10 2017-2018 12	IC	0	NA	Announcements, agendas, and faculty evaluations

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	93.3	93.3	97.5	93.6	93.7		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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	0.5%	1.3%	1.3%	1.1%	1.4%		
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%	0.9%		

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 94.1% in 2012 to 94.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.1 percentage point 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	94.3	94.4	94.5	94.6	94.7
School Actual	94.1	72.3	I/S	91.0	76.9		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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 78.3% in 2012 to 83.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point 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	79.3	80.3	81.3	82.3	83.3
School Actual	78.3	79.8	84.7	87.0	87.7		
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)	83.8 (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 94.1% in 2012 to 96.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage points 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	94.5	94.9	95.3	95.7	96.1
School Actual	94.1	95.2	91.5	94.0	94.0		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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 84.6% in 2012 to 86.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.3 percentage points 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	85.2	85.5	85.8	86.1	86.4
School Actual	84.6	71.5	I/S	82.0	75.0		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	91.7		

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 80.5% in 2012 to 83.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage points 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	81.5	82.0	82.5	83.0	83.5
School Actual	80.5	85.2	90.0	86.0	93.6		
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)	91.1 (ES, MS & HS)		

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 96.1% in 2012 to 96.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.1 percentage point 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	96.3	96.4	96.5	96.6	96.7
School Actual	96.1	100	100	100	98.0		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Bi-weekly phone robo calls	Ongoing	Principal	0	na	Phone log
Teachers call parents on 4 th absence	Ongoing	Principal	0	na	Phone contact log
Individual conferences with guidance counselor at 6 th absence	Ongoing	Guidance	0	na	Counseling log
Improve use of Incident Management System (IMS) through professional development	2013-14	Principal	0	na	agenda
Use IMS to accurately track discipline incidents and analyze those that lead to expulsions	2013-14	Principal Designee	0	na	Reports
Continue to communicate school district behavior code to parents, students, and school personnel through website, parent newsletters, and student handbook	Ongoing	Principal and his designees	0	na	Copy of communications
Continue active website	Ongoing	Webmaster	0	na	Website
Regular robo calls with positive reports	Ongoing	Principal	0	na	Call logs
Letters and emails to parents	Ongoing	Principal	0	na	Copies
Positive calls or emails to parents and students	Ongoing	Faculty	0	na	Phone logs
Increased emphasis on real world/authentic learning	Ongoing	IC/Faculty	0	na	Lesson Plans
Student surveys	End of 1 st 9 weeks	IC	0	na	Survey summary
Implementation of ideas in student survey	2 nd semester	PLCs	0	na	Lesson plans
All exterior doors locked at all times	Ongoing	Plant Engineer	0	na	Daily checks
Greater visibility of SRO	Ongoing	SRO	0	na	Survey
Entrance buzzer system	Ongoing	Principal	TBD	District	In place
Robo calls home	Ongoing	Principal	0	na	Call log
Administrator/teacher visibility at lunch, between classes, and before/after school	Ongoing	Principal	0	na	Regular checks

Interior doors locked	Ongoing	Principal	0	na	Regular checks
Drills	Ongoing	Principal designee	0	na	Drill log