

Greer High School School Portfolio 2017-2018



Greer High School Greenville County Schools

Principal, Justin Ludley
3000 East Gap Creek Road
Greer, South Carolina 29651
864.355.5700

www.greenville.k12.sc.us/greerhs

“Where Tradition Gives Rise to Excellence”

Superintendent, Dr. W. Burke Royster
Scope of Plan 2018-19 through 2022-23



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Greer High School

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (*one year*)


Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		8/15/2018
PRINTED NAME	SIGNATURE	DATE


PRINCIPAL

Justin Ludley		7/31/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jenny Perry		7/31/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Lori Martin		7/31/18
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864) 355- 5700

PRINCIPAL E-MAIL ADDRESS: jludley@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. Principal	Justin Ludley
2. Teacher	Stacia Turkenburg
3. Parent/Guardian	Dexter Reaves
4. Parent/Guardian	James Kennedy
5. Community Member	Sandy Huff
6. Paraprofessional	Marvin Miller
7. School Improvement Council Member	Jenny Perry
8. Read to Succeed Reading Coach	NA
9. School Read To Succeed Literacy Leadership Team Lead	Lori Martin
10. School Read To Succeed Literacy Leadership Team Member	Megan Kremp
11. School Read To Succeed Literacy Leadership Team Member	Nathan Flounders
12. School Read To Succeed Literacy Leadership Team Member	Matt Landreth
13. Assistant Principal	Matt Phillips
14. Instructional Coach	Juanita Smith
15. IB Coordinator	Mary Smith
16. Director of School Counseling	Dr. Sharon Knight
17. Media Specialist	LeAnn Kiser
18. ESOL Teacher	Patricia Kubes
19. Special Education Teacher	Meg Leffel
20. SRO	Perry Bowens

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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.
<input type="radio"/> Yes	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day

<input type="radio"/> No <input checked="" type="radio"/> N/A	programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.....	6
Executive Summary.....	7
School Profile.....	10
Mission, Vision, and Beliefs.....	14
Data Analysis and Needs Assessment.....	15
Action Plan	24

INTRODUCTION TO THE

SCHOOL PORTFOLIO GREER HIGH SCHOOL

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

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

In developing the strategic plan for Greer High School, input was received from a variety of stakeholders including: teachers, administrators, counselors, support staff, PTA members, SIC members, parents, and community members. This collaboration included feedback about our existing programs and culture as well as consideration for the core beliefs, vision, and mission that will establish Greer High Schools' pathway for student success for the next five years.

EXECUTIVE SUMMARY 2017-2018

Student Achievement

- In 2017, Greer High School's graduation rate rose from 81.6% to 86.5%. Faculty and staff continue to work very hard to support students succeeding academically, socially, and emotionally by utilizing the MTSS (multi-tiered systems of support) framework which includes wrap-around support from teachers, administrators, counselors, a behavior interventionist, an attendance interventionist, and support staff for all students.
- End of courses scores dropped for the four core subject areas in 2016-2017 after steadily increasing for the last several years. However, that pattern was consistent across the state of South Carolina in 2016-2017 as the end of course tests were re-evaluated and adjusted to reflect the new universal grading scale as well as expectations for content mastery aligned with the South Carolina state standards. Greer High School teachers and instructional leaders collaborate in content area professional learning communities focusing on data driven instructional strategies to meet the needs of all learners. For 2018, students at Greer High School have already demonstrated considerable growth, especially in US History and English 1.
- After an increase in ACT achievement data from 2015 to 2016, the mean composite score on the ACT for eleventh grade students at Greer High School in 2017 dropped one point to 16.9 and the percentage of eleventh grade students meeting the college readiness benchmark also decreased. Students have opportunities to work on ACT test preparation activities in their academic and Advisory classes and independently through the Naviance test preparation platform. Greer High School has also had test preparation consultants work with students in preparation for the ACT over the last three years.
- The cumulative percentage of students receiving a 3 or above on AP examinations rose 3% in 2017. Student enrollment has increased dramatically in the International Baccalaureate program at Greer High School. In 2017, 67% of the International Diploma candidates received the full International Baccalaureate diploma. Greer High School students and staff are continuing to increase rigor, comprehension, and achievement in classrooms to better prepare students for college and/or career courses and opportunities in high school and beyond.

Teacher and Administrator Quality

Faculty and staff are very committed to making a positive difference in the lives of Greer High School students and in the Greer community. Greer is a close-knit community and a significant percentage of the staff are Greer High alumni. Over three-fourths of the professional staff hold advanced degrees. There are six National Board certified teachers along with several teachers currently pursuing advanced degrees. The average years teacher have been at GHS is six – ranging from teachers in their first year to a career of forty years. Thirty two teachers have taught only at Greer High School. All teachers, professional staff, and administrators are highly qualified and participate in ongoing and comprehensive professional development opportunities offered at Greer High School, in Greenville County School district facilities, and across the state of South Carolina. Staff members are dedicated to constantly learning and growing to be able to offer quality educational experiences for our students.

School Climate Summary

The culture and climate of Greer High School is healthy and remains a continual focus of improvement so that we can provide quality educational service to our students and community. South Carolina Department of Education survey results in 2017 showed growth in the satisfaction of the learning environment at Greer High School for staff members and students. Students are supported academically, socially, and emotionally through the Freshman Academy, Advisory teachers, and a network of support that includes classroom teachers, counselors, administrators, a behavior interventionist, an attendance interventionist, and support staff. Greer High School staff continually work to enhance business and community partnerships that positively impact students and communicate events, initiatives, and achievements with parents and community members through an up-to-date and comprehensive website, social media, and weekly phone blast messengers to the community. Greer High School staff focuses on developing positive partnerships with parents to support our students.

Challenges from the Past Three Years

Challenges that face Greer High School are a reflection of our society. Today's students have grown up in a world of media entertainment and keeping content relevant and engaging can be a challenge. Teachers have to meet the diverse needs of all their students in relatively large classes. The poverty level of our students has steadily increased (more than half our students receive free or reduced meals) and our students come with a large variety of educational experiences, resources, and learning gaps. Greer High School's percentage of English Language Learners has continued to increase. Greer High School staff continues to work hard to build instructional capacity in the ability to meet the needs of EL Learners. While we are seeing improvement in positive partnerships, parental and community engagement in the educational process still has room for growth. Students' academic habits, attitudes and behaviors continue to challenge educators. Staff focus daily on building rapport and mentoring relationships to positively influence our students' academic, social, and emotional growth. State and national curricular expectations continue to evolve and become more rigorous. Teachers and staff must continually grow and adjust to changes in content standards and expectations for depths of knowledge for students. Greer High teachers are challenged to keep up with ever-changing technological advances and stay on the cutting edge of innovation in teaching and learning.

Accomplishments and Awards from the past 3 years

A significant, ongoing accomplishment involves Greer High School's progressive approach to utilizing innovative programs to support students. These programs include: the Freshman Academy, the Advisory program, Language Live, Read 180 and System 44, Mastery Connect, Advanced Manufacturing, Health Science, Virtual Enterprise, Agriculture, Service Learning, Peer Tutoring and community outreach opportunities through groups such as the Leo Club and Student Government. We have also recently implemented a virtual lab where students are able to take virtual classes during the school day.

As of the fall of 2017, Greer High School is 1:1 with each student having a Chromebook. We have implemented the use of Google Apps for Education throughout the professional learning series for teachers and in classrooms for students. Many teachers use Google Classroom as a tool in their classes as well as a tool for flipped professional development opportunities.

We have completed our second year with Discovery Education – Digital Learning Corp. This has increased the resources available to our students and helped our teachers leaders build instructional capacity and train their colleagues with new and innovative skills and strategies.

The Counseling Department plays an active role with our students. Each counselor meets individually with each student during the year to set goals and discuss class choices. Counselors stay with the student during their high school years to build relationships with students and their families.

Our SIC is active in school and the community. We have partnered with Chandler Creek Elementary to hold community meetings and events. Students from various clubs and extracurricular groups participate in these community events. Other honors and awards include:

- South Carolina Department of Education Report Grade of Excellent
- Accredited as an International Baccalaureate World School
- 67% of 2016-2017 International Baccalaureate Full Diploma Candidates received the prestigious IB Diploma
- In 2017-2018, 552 dual enrollment credits were earned by Greer High School students
- The Senior Class of 2016-2017 earned Over \$4,845,000 in College Scholarship Offerings
- The Senior Class of 2017 earned 23 Career Certifications
- The Senior Class of 2018 earned 42 Career Certifications
- The student body raised over \$20,000 during the 2016 Spirit Week and over \$26,000 during the 2017 Spirit Week for charity
- Virtual Enterprise Program continues to garner many state, regional, and national awards relative to its business plan. They were state champions for the third year in a row for their business plan and performance. In April of 2018, they returned to NYC to earn fourth place in the International competition.
- Greer High School Band students are consistently recognized in All-County and All-Region Bands. This year marks the seventh consecutive year that the band program has earned superior ratings in both marching band and concert band. This year GHS Band won the Outstanding Performance Award (OPA) from the South Carolina Band Directors Association (SCBDA). In addition our performing ensembles (Indoor Percussion, Winter Guard, etc.) consistently have award winning performances in competitions.
- Greer High's Choral Music Program has members that are consistently recognized at the state level in both group and individual for performance and sight reading. This year's production of West Side Story showcased the outstanding talent of many of our students.
- Greer High School's Art Program continues to have students recognized for their award winning art entries in local, state, and national competitions.
- Greer High has been very successful in the South Carolina PTA's Art Reflections Contest by annually placing in several of the top categories. This year five students were recognized at the Young Women's Art Exhibit.
- Greer High has a great tradition of excellence in athletics. In the past eight years, multiple team region championships have been achieved as well as individual state championships.
- Greer High School's senior class has been awarded over three million dollars in scholarships (academic and athletic) each year for the past four years.
- Greer High School's Athletic Director Recognized as 2015 Shrine Bowl Coach
- South Carolina Teaching Fellows Award Winners
- Watson Brown Scholarship Award Recipients

SCHOOL PROFILE

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

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

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

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

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

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

Today Greer High School is one of 14 high schools in the Greenville County School District. It is located on East Gap Creek Road in Greer, South Carolina on 107 acres of land and contains 275,000 square feet of floor space which is equivalent to 6.3 acres. This amount of space is also the equivalent of 91 houses each containing 3000 square feet. Greer High School is a grade 9 through 12 public school built in 1998 that can accommodate up to 2000 students but currently houses over 1200 students with 67 full time and 1 part time instructional staff members as well as 4 full time administrators 1 part time administrator, 2 media specialists, 5 school counselors, a mental health counselor, an Instructional Coach, an IB coordinator, an Attendance Intervention Clerk, and a Behavioral Interventionist.

Our Agriculture Program that includes a functioning greenhouse, the Health Science class, and our Advanced Manufacturing Program continues to attract students. Greer High School's 110 classrooms have direct and wireless internet access; occupied classrooms are equipped with Promethean Boards; Science Labs, Computer Labs, and Virtual Enterprise Laboratories; a Fine Arts wing equipped with various stage production, scene shop and dressing rooms, a Theatre/Auditorium with Computer Tech Lighting and Sound Room, and a Choral Room; a multi-purpose Commons Area that houses a PTA Student

Store, the School Cafeteria, and a faculty dining room; a spacious media center; and an athletic program that boasts a gymnasium with a seating capacity of 2000+, an auxiliary gymnasium, weight training rooms, wrestling room, and a community football stadium that seats 6,000 spectators. The site includes a lighted baseball field, two softball fields, one soccer field, one football field, six tennis courts, a nine-lane track and high jump area. Also available are restrooms, ticket booths and storage facilities.

The school is designed in an “H” format. The commons area doubles as a cafeteria. The auditorium seats 600. Classrooms are housed on both the first and second floors. On the second floor science classrooms surround a science research lab. The Media Center is located on the first floor. It has 35 computers available for student use. This year all students were issued Chromebooks. All occupied classrooms are equipped with Promethean Boards. Many teachers utilize document cameras as a supplemental tool.

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

Greer High Faculty and Staff

The Greer High Faculty consists of sixty-eight full time teachers and one teacher who is shared with another school. The faculty is assisted by five administrators, an Instructional Coach, an IB Coordinator, and two media specialists. Four guidance counselors are assigned students by grade level and rotate with the students allowing counselors to work with the same students for four years. A Director of School Counseling leads the department and serves as counselor for off-grade level students. Sixty-three percent of our teachers are female. The ethnic breakdown is 87% Caucasian, 11% African American and 2% Hispanic. Over three-fourths of the professional staff hold advanced degrees. There are six National Board certified teachers along with several teachers currently pursuing advanced degrees. The average years teacher have been at GHS is six – ranging from teachers in their first year to a career of forty years. Thirty two teachers have taught only at Greer High School.

Four special education aides work with teachers and students in two occupational diploma classes and one intellectual disabled class. Other positions include attendance clerk, media clerk, behavioral interventionist, attendance interventionist, ISS coordinator, receptionist, bookkeepers, guidance clerk, nurses, cafeteria, and custodial staff.

Greer High School Students

The current enrollment at Greer High School is just over twelve hundred students. These students include students of various ethnicities, abilities, and socioeconomic status. Our students participate in classes ranging from AP/IB, honors, fine arts, and career classes to occupational diploma classes and an intellectual disabilities class. Our “Advanced Manufacturing Program” that was added four years ago continues to grow. Two years ago courses in Health Science, Agriculture Science/Nursery/Garden, and four Dual Credit classes were added. More than seventeen percent of our students are classified as special education. Greer High qualifies for Universal Breakfast with fifty-four percent of our students receiving free or reduced meals. Each teacher at Greer High is dedicated to assisting students to reach their highest potential.

Greer High School has a diverse and transient student population. In the spring of 2015, student enrollment at Greer High School was 18% Hispanic, 58% Caucasian, and 20% African American. The spring of 2018, our enrollment was 24% Hispanic, 49% Caucasian, and 21% African American. The primary language spoken for our student population is English; however, an increasing number of students list another language as primary including Spanish, Vietnamese, Chinese, and Japanese. Approximately 65% of our ESOL students are still working to reach proficient levels in English. Many of our students are second or third generations of Greer High students. Many students attend Greer High School on choice. We also have international students who enroll based on interest in our programs like the International Baccalaureate program.

Greer High School serves over 170 students who are classified as special education. For the last 3 years, the Special Education students have represented from 11% to 17% of our school population with LD being the largest group. To better prepare our special education students, Greer High began inclusive practices along with tutorial classes for academic assistance for students needing the additional assistance. In addition to classroom instruction, our Occupational Diploma Program students are given the opportunity to train with employment specialists and our Intellectual Disabled students are taught skills needed for quality living and working opportunities.

The poverty index for our students has ranged from 51% to 54% for 2017-2018.

Greer High School's retention rate has steadily declined over the past few years. From 4.7% in 2016 to 3.4% in 2017. The student attendance rate at Greer High School in 2016-17 was 94.18%.

Major academic and programs

- **The Freshman Academy** – 9th grade students are served by a dedicated Freshman Academy staff and are provided opportunities to celebrate success, set academic goals, participate in character education activities, and receive personalized intervention and support.
- **Personalized Learning** – Greer High School is a 1 to 1 school where every student is assigned a chromebook. The faculty participates in personalized professional development focused on enhancing instruction through the use of personalized learning so that students' differentiated learning needs are met.
- **"Graduation Plus" offerings in Career and Technology Education** include Advanced Manufacturing, Project Lead the Way, Agriculture, Health Science, and Virtual Enterprise. The Advanced Manufacturing lab facilities are state of the art and the program prepares students for opportunities in Welding, Machine Tools, Mechatronics, or Building Construction at the Bonds Career Center in the 11th and 12th grades. The Greer High Virtual Enterprise Team has successfully earned three state championships in a row from the 2015 - 2017 state competitions. In the last three years, they have traveled to New York and have competed very well in the national competition.
- **The International Baccalaureate Program** – Greer High School provides opportunities for open enrollment to the IB diploma program where students can participate in a two-year concurrent, global, and rigorous curriculum which lends opportunities for college credit. Participation in the

IB program has increased significantly and IB diploma candidates have consistently gained admission to prestigious colleges and universities.

- **Dual Credit** – Students have the excellent opportunity to enroll in Dual Credit courses through Greenville Tech and Presbyterian College that are taught on Greer High’s campus. Classes include: English 101, English 102, Psychology, Sociology, and Teacher Cadet.
- **Advanced Placement Courses** – Students are able to enroll in a variety of different advanced placement courses across multiple content areas at Greer High School.
- **The Fine Arts** – Students can participate in Band, Chorus, Orchestra, or Art classes at Greer High School. The Fine Arts department experienced much success during the 2017 – 2018 school year including the Greer High Marching Band earning the SCBDA Outstanding Performance Award that is recognized state-wide as the highest possible award given to a band program in the state of South Carolina. Choral students participated in All-State and District choirs. Art students entered and were recognized in multiple art competitions including Artisphere, PTSA Reflections, City of Greer, and others.
- **Athletics** – Greer High is a traditional power in the state in athletics and offers 33 athletic teams (18 varsity and 15 sub-varsity).
- **Culture of Service** – Service Learning, Peer Tutoring, and Leo Club are a few of the many service opportunities at Greer High School. The Student Government led the student body and staff in raising significant funds for Greer Relief during Spirit Week in 2017.

Greer High Mission Statement

We build college- and career-ready graduates by connecting students to meaningful educational opportunities that empower them to be productive members of society and lifelong learners.

Our Vision

Students will graduate college- and career-ready and be inspired to make a positive difference in society.

Philosophy

We Believe:

1. Students achieve best in a safe and inviting environment where they are engaged in learning.
2. Students must have highly competent and caring teachers, administrators, and support staff.
3. Students must have equitable and high quality educational opportunities that evolve and change to reflect the world around them.
4. A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
5. A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
6. Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
7. Education is the shared responsibility of students, home, school, business, and community.
8. Curriculum and instruction must meet the needs of all students and prepare each student for success.
9. Having a growth mindset and demonstrating GRIT (Growth, Resilience, Integrity, Tenacity) in pursuing and achieving goals will help students and staff be successful.
10. Providing personalized learning experiences incorporating technology, real-world relevance, and innovative strategies are essential in preparing students to be successful in today's world.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

- On-time graduation rate continues to increase.
- EOC scores continue to be an area of focus. Small group PLC groups collaborate weekly and focus on data and best practices.
- The number of students in AP/IB courses continues to increase as we offer additional AP/IB courses and grow the IB program.
- For the past two years all juniors have taken the ACT. Scores for exiting seniors in 2017 increased to 18.1 from 17.6 in 2016.

Greer High School Graduation Rate

School Four-Year Cohort Graduation Rate			
2014	2015	2016	2017
73.8	84.8	81.6	86.5

End of Course Test Results

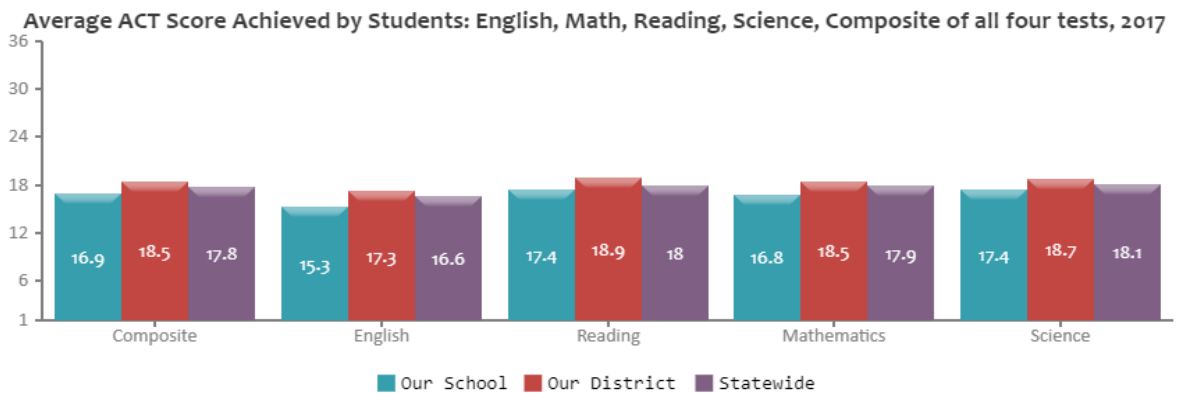
EOC	2015	2016	2017
Algebra 1 / Mathematics for the Technologies 2	85.8	80.7	60.3
Biology 1 / Applied Biology 2	94.1	83.1	70.2
English 1	78.1	80.2	70.9
US History and the Constitution	70.1	77.6	65.9

Advanced Placement Results

	Number of Students Tested				Number/Percentage of Students Scoring 3 or Better			
	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17
English Language	42	43	30	8	12 28.6	14 32.6	7 23.3	1 12.5
English Literature	27	34	19	33	10 37	12 35.3	4 21.1	11 33.3
Calculus AB	38	43	45	35	12 31.6	11 25.6	9 20.0	15 42.9
Calculus BC	11	16	11	5	7 63.6	4 25	5 45.5	3 60.0
Computer Science Principle				19				5 26.3
Statistics				7				0 0.0
Biology	15	17	21	8	5 33.3	6 35.3	5 23.8	3 37.5
U.S. History	22	24	16	21	4 18.2	10 41.7	8 50.0	5 23.8
European History				11				4 36.4
Macroeconomics	24	40	12	8	4 16.7	6 15	6 50.0	4 50.0

U.S. Government	24	40	12	8	5 20.8	15 37.5	4 33.3	5 62.5
Human Geography		39	30	22		17 43.6	14 46.7	11 50.0
Studio Art				1 FAC				1 100.0
Art History	1			1 FAC	0 0.0			0 0.0
Music Theory			1 FAC				1 100.0	
Totals:	204	296	197	187	59 28.9	95 32.1	63 32.0	68 36.3

ACT Results for 3rd-year students in 2016-2017



Percent of Students Meeting ACT College-Ready Benchmarks, 2017

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
27.5	12.0	23.2	11.6	6.0

SAT Results for Seniors in 2017

Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
33.6	540	519	1059

Teacher and Administrator Quality

- Professional Development at Greer for 2017-2018 continued our 2016-2017 focus on student centered learning, literacy, and technology integration.
- Faculty members attended a variety of Professional Development sessions that were sponsored by the school and district on topics that were content specific.
- Faculty members attended content/technology professional development conferences.

GHS 2017-18 PD		
Monthly	GTC Planning	Greer High PD/Technology Committee will meet on a monthly basis to assess the needs of the faculty and plan the PD sessions for the next month.
8/8/2017	new hire	Teachers new to Greer High will meet their mentors, administrators, and other personnel. Information for beginning the school year will be discussed.
8/9/2017	An Introduction to Socrative	This session is an introduction to Socrative. Socrative is an app that can be used for fun and effective classroom engagement. Get instant insight into student learning with easy-to-create quizzes, polls, exit tickets and more.
8/9/2017	Take-Aways from Tech Conferences	This summer I attended the ISTE Conference and the Upstate Technology Conference. I want to share some of the best technology applications and platforms that I came across. This will be surface level introductions, but could have huge implications on the learning in your classroom and make your life easier! Come see and learn!
8/9 & 10	Google Classroom 1	Introduction into Google Classroom. How to set up, add students and parents, and use the stream. We will also talk about how to connect Google Apps to your Google Classroom. (Google Classroom Level 1)
8/9 & 10	Symaloo	A home-site to help students use the internet properly and efficiently. (So kids won't ask you 100 times what is the url or say they can't get to it)
8/9 & 10	1:1 Classroom Management	Come learn about how to effectively manage your classroom with the addition of Chromebooks. Learn tips and strategies to keep kids on task and keep the rigor in your classroom.

8/9 & 10	GHS Chromebook Playground	Come use a Chromebook to get acclimated to what your students will use and see. You will be introduced to the Chrome OS interface, review Google Apps, learn some new short cuts, check out unique Chromebook features, and find out the mysterious way to "right-click!"
8/9/2017	Nearpod	Nearpod is an interactive presentation and assessment tool that can be used to amazing effect in the classroom. The app's concept is simple. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on
8/9 & 10	Discovery Education Resources	Learn what resources are available to you - Board Builder, SOS Strategies, Videos, DEN, Science Techbook, and many more!
8/9 & 10	Using Google Apps (Docs, Sheets, Sites, Slides) in the classroom to create E-books, google site based projects, etc.	Using Google Apps (Docs, Sheets, Sites, Slides) in the classroom to create E-books, google site based projects, etc.
8/9 & 10	eBooks - Overdrive and Intro to Easybib	Using the Overdrive app and Destiny to access ebooks for student reading and research; Using the easybib app to cite sources and upload to Drive
8/9 & 10	Fast and Fun Tech Tools for Everyday Use	A fast and furious introduction to five tools that are quick and easy to get started with and can be used on a daily basis in your classroom (even if you are technology impaired). The presentation will include Padlet, TodaysMeet, PicCollage, Poplet, and PollEverywhere.
8/9 & 10	Edpuzzle for Assessment	Edpuzzle is a free interactive assessment tool that lets the teacher select a video and easily modify it making it personal, engaging and effective. In addition, Edpuzzle contains powerful analytic tools to track each student in the classroom and is great for individualized lesson plans or the flipped classroom.
8/9 & 10	Google Forms Basics	Learn google form basics: how to create assessments, grade forms using Flubaroo, create parent contact forms, surveys, etc.
8/9 & 10	Connecting Google Apps to Google Classroom	How to use Google Apps within Google Classroom in order to make Classroom your home base for students and for parents. (Google Classroom Level 2)
8/9 & 10	SAMR	What is SAMR? This model allows teachers to evaluate their lessons for technology integration. Come see lesson examples at each SAMR level and get ideas to move your lesson along the SAMR spectrum.
8/9 & 10	Building a Google Website	Participants will create a website using the new Google Sites
Weekly	17-18 USH EOC PLC	EOC teachers meet weekly , share expertise, and work collaboratively to improve teaching skills and the academic performance of students.
Weekly	17- 18 Algebra EOC PLC	Algebra EOC teachers meet weekly , share expertise, and work collaboratively to improve teaching skills and the academic performance of students.
Weekly	17- 18 English EOC PLC	English EOC teachers meet weekly , share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

Weekly	17- 18 Biology EOC PLC	Biology EOC teachers meet weekly , share expertise, and work collaboratively to improve teaching skills and the academic performance of students.
8/30 & 31	Building a Google Website	Participants will create a website using the new Google Sites
9/6/2017	Classroom Management	Teachers will learn strategies for building positive, classroom communities that engage learners while managing disruptive behaviors.
9/6/2017	Symbaloo	A home-site to help students use the internet properly and efficiently. (So kids won't ask you 100 times what is the url or say they can't get to it)
9/7/2017	Playground/Google Apps	Come use a Chromebook to get acclimated to what your students will use and see. You will be introduced to the Chrome OS interface, review Google Apps, learn some new short cuts, check out unique Chromebook features, and find out the mysterious way to "right-click!"
9/7/2017	Google Classroom	Teachers will work to continue their use of Classroom
9/7/2017	MasteryConnect	GHS EOC teachers will receive training on MasteryConnect.
9/15/2018	SLO Training	Teachers will be given an update of SLO goals
9/19/2017	Looking Back to Move Forward	Greer High Faculty will look at the previous year's data to plan for the new year.
Monthly though 1st semester	GHS Literacy Team	Literacy Team will reflect on GHS's progress and plan our next steps for continuing Greer High's Literacy Plan.
monthly	GHS Faculty Council	Each month department chairs meet to discuss the progress of the current school year. Strategies to guide continual improvement of our school will be developed
monthly	GHS Departmental Meeting	Each department will meet monthly to discuss and share information from the district and the Faculty Council. Each month an instructional strategy will be discussed and how the strategy can be implemented in the classroom.
monthly	GHS Freshman Academy	Greer High Freshman Academy teachers will meet monthly to discuss the progress of the Academy and address continuing expectations and strategies for working with 9th grade students.
monthly	GHS IB Teachers	IB teachers will meet monthly to evaluate the IB program at Greer High and update plans for the year.
10/4/2017	Wizer	A free, simple and quick tools for teachers to create their own interactive worksheets, easily find relevant materials and customize them to their needs. (advance/intermediate technology skills)
10/5/2017	Flipgrid	A flipped classroom approach to using video for igniting student discussion and engagement. https://info.flipgrid.com/
10/5/2017	Getting the most from Google Docs	In this session teachers will continue their understanding and use of Google Docs in the classroom
10/19/2017	Building a Google Website	Participants will create a website using the new Google Sites or refine their new site
11/8/2017	Discovery Education Resources	Discovery Education resources, especially SOS strategies focusing on literacy

11/8/2017	Educate Workforce Training	EducateWorkforce will conduct on-site training with CATE teachers.
11/9/2017	MasteryConnect	Teachers will develop common assessments through MasteryConnect.
11/16/2018	Instructional Practices – Eleot Observation Tool	Teachers received the expectations for next year using the Eleot Tool for observations
Weekly	GHS Counselors PLC	Counselors meet weekly to discuss issues and share information pertaining to counseling.
Due 1/13/18 & 5/2/18	Word Wall	Academic and content vocabulary is essential for students to learn. If teachers can refer and direct students to when and how these words are used in each discipline, it is hoped that reading comprehension will increase. Teachers will create a Word Wall with 30 words - 18 will be content specific tier 2 words.
1/30/2018	Advisory Teams	Advisory teachers meet to evaluate previous advisory lessons and plan future lessons.
2/7/2018	Vertical Planning with GMS	Curriculum Teams from Greer High and Greer Middle will meet to discuss data, curriculum updates and changes to develop a plan that promotes student achievement.
2/15/2018	SpEd/ESOL	This session led by San Dee Sheftall addresses the needs of our SpEd and ESOL students. Included will be an explanation of the IEP process and accommodations for SpEd and ESOL students in the general education class.
3/7 @7:45	How to Showcase the High School Fine Arts Program	The Fine Arts department will discuss ways to promote the fine arts department at their school. Teachers will discuss ways to promote, increase attendance and modify plans for FAN night (Fine Arts Night). Best practices for performance and exhibition will be discussed to implement for this year's FAN night.
3/7 @7:45	Soft Skills	PD focused on teaching soft skills/employability skills to students. Content will include professionalism, communication, problem solving and critical thinking skills, teamwork, enthusiasm and attitude, and networking skills.
3/8 @7:35	Math Tools	Teachers will receive instruction and demonstration on several tools for use in instruction: Google Sheets when teaching mean, mode, median and range, how Quizlet Live can be used in the math classroom, and the benefits of using a wireless keypad while moving around the room during lessons.
3/8/2018	SQ3R & Cornell note-taking	Learn how to combine the SQ3R & Cornell note-taking methods to increase reading comprehension, generate better class discussion & raise scores. It will include demonstration of the techniques & permutations thereof and a group discussion of any number of ways to implement the techniques in a variety of classes.
3/8 @ 7:45	English	Teachers will collaborate to develop a school-wide standard protocol and procedures to guide all our students in writing research papers.
3/22/2018	Greer High Faculty Breakouts	Greer High Faculty will look at data from a variety of surveys, investigate other school related data and information to develop our portfolio as we

		begin the renewal process.
4/17/2018	SpEd	Organizing, monitoring, and assessing student accommodations and progress in the general education classroom.
4/18 @ 7:45	World Lang. Conference Sharing	Teachers will share information learned from the different conferences they attended.
4/18/2018	Updating Google Sites	This session will address updates to the new Google Websites and general "best practices" for managing and maintaining your site.
4/19/2018	Critical Thinking Skills	Several ways to nurture critical thinking skills so that students will better absorbed the content material at hand and also develop a framework for taking a critical approach to both academic & worldly lessons. This will include a number of different ways to create a critical examination structure for the students to follow.
4/26/2018	AdvancED Portfolio Collaboration	Greer High's Mission and Tagline will be discussed as well as ESOL Instructional Supports'

Learning Environment

- Percentage of teachers satisfied with the learning environment in 2016 was 86.7% and increased to 96.6% in 2017.
- Percentage of students satisfied with the learning environment rose to 73% in 2016 and 73.8% in 2017.
- Percentage of parents satisfied with the learning environment fell to 70% (16 survey participants) in 2017 from 92% in 2016.
- Percentage of teachers satisfied with the safety during the school day rose to 100% in 2017 from 97.8% in 2016.
- Percentage of students satisfied with the safety during the school day has continued to increase from 80.1% in 2016 to 83.8% in 2017.
- Percentage of parents satisfied with the safety during the school day rose to 68.8% in 2017 from 64.3% in 2016.

SCDE Surveys by Teachers, Students, and Parents			
	Teachers	Students	Parents
Number of surveys returned	58	239	16
Percent satisfied with learning environment	96.6	70	68.8
Percent satisfied with social and physical environment	96.5	73.8	68.8
Percent satisfied with school-home relations	79.3	79.9	62.5

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring A, B, and C on the English I EOCEP will increase from _45____% in 2016-17 to _60____% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the English I EOCEP will increase by __3____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17)	School Projected	48	51	54	57	60
	45	School Actual					
	(2016-17) 61	District Projected	64	67	70	73	76
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions offered all year for all students.	Continuous	All English 1 teachers	0	N/A	Attendance Logs
2. English 1 Mastery Connect district benchmarks and data analysis by English 1 teachers.	Quarterly	All English 1 teachers	0	N/A	Benchmark data and PLC notes
3. All English 1 teachers participate in a PLC that meets weekly for data driven analysis of common formative assessments and strategically collaborates on best practices for students.	Bi-monthly	All English 1 teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
4. Schedule common planning period for English 1 teachers for data driven, standards based instructional planning.	Daily	All English 1 teachers	0	N/A	Lesson and unit plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase from __22__% in 2016-17 to __37__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by __3__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17)	School Projected	25	28	31	34	37
	22	School Actual					
	(2016-17) 51	District Projected	54	57	60	63	66
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions for students.	Continuous	All Algebra 1 teachers	0	N/A	Attendance Logs
2. Algebra 1 district benchmark and data analysis by teachers.	Quarterly	All Algebra 1 teachers	0	N/A	Benchmark data and PLC notes
3. All Algebra 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-monthly	All Algebra 1 teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
4. Schedule common planning period for Algebra 1 teachers for data driven, standards based instructional planning.	Daily	All Algebra 1 teachers	0	N/A	Lesson and unit plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring A, B, and C on the Biology EOCEP will increase from __53__% in 2016-17 to __68__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Biology EOCEP will increase by _3____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17)	School Projected	56	59	62	65	68
	53	School Actual					
	(2016-17) 64	District Projected	67	70	73	76	79
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions for students.	Continuous	All Biology teachers	0	N/A	Attendance Logs
2. Biology district benchmark and data analysis by Biology teachers.	Quarterly	All Biology teachers	0	N/A	Benchmark data and PLC notes
3. Utilize DE TechBook	Continuous	All Biology teachers	0	N/A	
4. All Biology teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-monthly	All Biology teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
5. Schedule common planning period for Biology teachers for data driven, standards based instructional planning.	Daily	All Biology teachers	0	N/A	Lesson and unit plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase from __45__% in 2016-17 to __60__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase by __3__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17)	School Projected	48	51	54	57	60
	45	School Actual					
	(2016-17) 58	District Projected	61	64	67	70	73
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions for each semester.	Continuous	All US History and the Constitution teachers	0	N/A	Attendance Logs
2. US History and the Constitution district benchmark and data analysis by teachers.	Quarterly	All US History and the Constitution teachers	0	N/A	Benchmark data and PLC notes
3. All US History and the Constitution teachers participate in a PLC that meets for data driven, standards based instructional planning.	Bi-monthly	All US History and the Constitution teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
4. Schedule common planning period for US History and the Constitution teachers for data driven, standards based instructional planning.	Daily	All US History and the Constitution teachers	0	N/A	Lesson and unit plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Increase the average ACT Composite Score for the graduating class from 18.1 in 2016-17 to 21.5 in 2022-23.

PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from 1057 in 2016-17 to 1102 in 2022-23.

INTERIM PERFORMANCE GOAL: 5) Annually increase the average ACT Composite Score for the graduating class.

INTERIM PERFORMANCE GOAL: 6) Annually increase the average SAT Composite Score for the graduating class.

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17)	School Projected	19.7	20.7	20.9	21.1	21.5
	18.1	School Actual					
	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual					

SAT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17)	School Projected	1066	1075	1084	1093	1102
	1057	School Actual					
	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student sign-ups for college entrance tests
2. Utilize Naviance test prep tools to prepare students for the SAT/ACT.	Continuous	11th grade advisory teachers/Counselors	0	N/A	Students participation in noted in Advisory Google Advisory Classroom
3. ACT and/or SAT Practice tests	Continuous	11th grade advisory teachers	0	N/A	Students participation in noted in Advisory Google Advisory Classroom
4. Bring in consultants to provide ACT/SAT test preparation workshops for students.	Prior to testing in the spring	School Counselors/administrators	\$10 per student + excess costs covered by the school.	Individual students and school General Fund account.	Increase in SAT/ACT scores for students who participated in the workshop.

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: **7 Students** will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard as measured by the WIN Ready 2 Work Career Readiness Assessment.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017-18.	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
	Baseline will be established in 2017-18.	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Students will take Naviance career readiness assessment to assess their current levels. Advisory teachers will administer practice test questions and provide feedback to students.	Weekly prior to WIN test	School Counselors/advisory teachers	0	N/A	Assessment results
2. Students will take a practice WIN test	Prior to WIN test	11 th grade advisory teachers	0	N/A	Completed tests

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 8 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1	% A, B, C = _36_ (2016-17) Annual Increase = 2% ____	Projected Hispanic	38	40	42	44	46
EOCEP English 1	% A, B, C = 36 (2016-17) Annual Increase = 2% ____	Actual Hispanic					
EOCEP English 1	% A, B, C = _29_ (2016-17) Annual Increase = 2% ____	Projected AA	31	33	35	37	39
EOCEP English 1	% A, B, C = 29____ (2016-17) Annual Increase = 2% ____	Actual AA					

EOCEP English 1	% A, B, C = _16_ (2016-17) Annual Increase = 2 ____	Projected SWD	18	20	22	24	26
EOCEP English 1	% A, B, C = _16_ (2016-17) Annual Increase = 2% ____	Actual SWD					
EOCEP English 1	% A, B, C = _29_ (2016-17) Annual Increase = 2 ____	Projected LEP	31	33	35	37	39
EOCEP English 1	% A, B, C = 29____ (2016-17) Annual Increase = 2 ____	Actual LEP					
EOCEP English 1	% A, B, C = _39_ (2016-17) Annual Increase = 2 ____	Projected SIP	41	43	45	47	49
EOCEP English 1	% A, B, C = 39____ (2016-17) Annual Increase = 2 ____	Actual SIP					
EOCEP Algebra 1	% A, B, C = _15_ (2016-17) Annual Increase = 2____	Projected Hispanic	17	19	21	23	25
EOCEP Algebra 1	% A, B, C = 15____ (2016-17) Annual Increase = 2____	Actual Hispanic					
EOCEP Algebra 1	% A, B, C = 17____ (2016-17) Annual Increase = 2 ____	Projected AA	19	21	23	25	27

EOCEP Algebra 1	% A, B, C = _17_ (2016-17) Annual Increase = 2 __	Actual AA					
EOCEP Algebra 1	% A, B, C = _3.4_ (2016-17) Annual Increase = 2 __	Projected SWD	5	7	9	11	13
EOCEP Algebra 1	% A, B, C = 3.4__ (2016-17) Annual Increase = 2 __	Actual SWD					
EOCEP Algebra 1	% A, B, C = _12_ (2016-17) Annual Increase = 2 __	Projected LEP	14	16	18	20	22
EOCEP Algebra 1	% A, B, C = _12_ (2016-17) Annual Increase = 2 __	Actual LEP					
EOCEP Algebra 1	% A, B, C = 21__ (2016-17) Annual Increase = 2 __	Projected SIP	23	25	27	29	31
EOCEP Algebra 1	% A, B, C = _21_ (2016-17) Annual Increase = 2 __	Actual SIP					
EOCEP Biology 1	% A, B, C = _37_ (2016-17) Annual Increase = 2 __	Projected Hispanic	39	41	43	45	47
EOCEP Biology 1	% A, B, C = _37_ (2016-17) Annual Increase = 2 __	Actual Hispanic					

EOCEP Biology 1	% A, B, C = 36__ (2016-17) Annual Increase = 2 __	Projected AA	38	40	42	47	4+
EOCEP Biology 1	% A, B, C = 36__ (2016-17) Annual Increase = 2__	Actual AA					
EOCEP Biology 1	% A, B, C = _11_ (2016-17) Annual Increase = 2 __	Projected SWD	13	15	17	19	21
EOCEP Biology 1	% A, B, C = 11__ (2016-17) Annual Increase = __2	Actual SWD					
EOCEP Biology 1	% A, B, C = _12_ (2016-17) Annual Increase = __2	Projected LEP	14	16	18	20	22
EOCEP Biology 1	% A, B, C = 12__ (2016-17) Annual Increase = __2	Actual LEP					
EOCEP Biology 1	% A, B, C = 21__ (2016-17) Annual Increase = __2	Projected SIP	23	25	27	29	31
EOCEP Biology 1	% A, B, C = 21__ (2016-17) Annual Increase = __2	Actual SIP					
EOCEP U.S. Hist/Const.	% A, B, C = 33__ (2016-17) Annual Increase = __2	Projected Hispanic	35	37	39	41	43
EOCEP U.S. Hist/Const.	% A, B, C = 33__ (2016-17) Annual Increase = __2	Actual Hispanic					

EOCEP U.S. Hist/Const.	% A, B, C = 25__ (2016-17) Annual Increase = __2	Projected AA	27	29	31	33	35
EOCEP U.S. Hist/Const.	% A, B, C = 25__ (2016-17) Annual Increase = __2	Actual AA					
EOCEP U.S. Hist/Const.data file	% A, B, C = 17__ (2016-17) Annual Increase = __2	Projected SWD	19	21	23	25	27
EOCEP U.S. Hist/Const.	% A, B, C = _17_ (2016-17) Annual Increase = __2	Actual SWD					
EOCEP U.S. Hist/Const.	% A, B, C = _23_ (2016-17) Annual Increase = __2	Projected LEP	25	27	29	31	33
EOCEP U.S. Hist/Const.	% A, B, C = 23__ (2016-17) Annual Increase = __2	Actual LEP					
EOCEP U.S. Hist/Const.	% A, B, C = _29_ (2016-17) Annual Increase = __2	Projected SIP	31	33	35	37	39
EOCEP U.S. Hist/Const.	% A, B, C = 29__ (2016-17) Annual Increase = __2	Actual SIP					
ACT Graduating Class	Baseline will be established in 2017-2018	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Baseline will be established in 2017-2018	Actual Hispanic					

ACT Graduating Class	Baseline will be established in 2017-2018	Projected AA	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Baseline will be established in 2017-2018	Actual AA					
ACT Graduating Class	Baseline will be established in 2017-2018	Projected SWD	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Baseline will be established in 2017-2018	Actual SWD					
ACT Graduating Class	Baseline will be established in 2017-2018	Projected LEP	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Baseline will be established in 2017-2018	Actual LEP					
ACT Graduating Class	Baseline will be established in 2017-2018	Projected SIP	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Baseline will be established in 2017-2018	Actual SIP					
SAT	Baseline will be established in 2017-2018	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
SAT	Baseline will be established in 2017-2018	Actual Hispanic					

SAT	Baseline will be established in 2017-2018	Projected AA	TBD	TBD	TBD	TBD	TBD
SAT	Baseline will be established in 2017-2018	Actual AA					
SAT	Baseline will be established in 2017-2018	Projected SWD	TBD	TBD	TBD	TBD	TBD
SAT	Baseline will be established in 2017-2018	Actual SWD					
SAT	Baseline will be established in 2017-2018	Projected LEP	TBD	TBD	TBD	TBD	TBD
SAT	Baseline will be established in 2017-2018	Actual LEP					
SAT	Baseline will be established in 2017-2018	Projected SIP	TBD	TBD	TBD	TBD	TBD
SAT	Baseline will be established in 2017-2018	Actual SIP					
WIN	Baseline will be established in 2017-2018	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
WIN	Baseline will be established in 2017-2018	Actual Hispanic					

WIN	Baseline will be established in 2017-2018	Projected AA	TBD	TBD	TBD	TBD	TBD
WIN	Baseline will be established in 2017-2018	Actual AA					
WIN	Baseline will be established in 2017-2018	Projected SWD	TBD	TBD	TBD	TBD	TBD
WIN	Baseline will be established in 2017-2018	Actual SWD					
WIN	Baseline will be established in 2017-2018	Projected LEP	TBD	TBD	TBD	TBD	TBD
WIN	Baseline will be established in 2017-2018	Actual LEP					
WIN	Baseline will be established in 2017-2018	Projected SIP	TBD	TBD	TBD	TBD	TBD
WIN	Baseline will be established in 2017-2018	Actual SIP					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collaborate with district on developing and formalizing Multi-Tiered Systems of Support (On Track), which offer additional supports or additional enrichment to those who need it.	Continuous	All Staff, On Track Team	0	N/A	Student achievement data for traditionally underperforming student demographic groups
2. Utilize Mastery Connect benchmark and data analysis by EOC teachers to identify gaps in learning to inform instruction.	Continuous	All EOC teachers	0	N/A	Benchmark data and PLC notes
3. Utilize the PLC model in content and departmental groups that meet for data driven instructional planning and collaborate on best practices to meet the needs of all learners.	Continuous	All teachers	0	N/A	PLC agendas and minutes, Student achievement data for traditionally underperforming student demographic groups
4. Specialized classes for low readers (READ 180, Language Live), EL learners, special education students, and credit recovery.	Continuous	Teachers	0	N/A	Benchmark data and pass rates, Student achievement data for traditionally underperforming student demographic groups

PERFORMANCE GOAL: 9 By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17)	School Projected	86	87	88	89	90
	87	School Actual					
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual					
Employability Credentialing Rate	School = TBD	School Projected	TBD	TBD	TBD	TBD	90
		School Actual					
Employability Credentialing Rate	District = TBD	District Projected	TBD	TBD	TBD	TBD	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue flexible options for students to recover content and credit with credit/content recovery labs.	On going	Administration, counselors, & Teachers	0	N/A	Increased graduation and employability credentialing rate
2. Fully implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track to graduation at each grade level	ongoing	Administration, teachers, counselors	0	N/A	Increased graduation and employability credentialing rate
3. Identification of students at risk to fail tests or not graduate through PowerTeacher and GCSource and developing intervention plans with students and parents.	Continuous	On Track team, School Counselors, Administrators	0	N/A	Documentation within GCSource and counselors' notes
4. Mentoring identified at-risk students using GCSource and/or the On Track model.	Continuous	All faculty, Behavior Interventionist, Counselors	0	N/A	Documentation of mentoring sessions
5. Assign school counselors by grade level to better track students and assist towards a 4 year graduation.	Continuous	School Counselors	0	N/A	School Counselor student assignments
6. Annual IGP meetings with	Yearly	School Counselors	0	N/A	Documentation of IGP

students and parents.					meetings
7. Seat Time Recovery (STR).	Continuous	STR Coordinator and Attendance Clerk	0	N/A	STR documentation

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 10 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements as indicated by: 90% earning at least one college credit course (dual/AP/IB), or earning two career specific units, or earning work-based unit credit(s), or achieving an industry certification

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool, College Reports	Class of 2018	School Projected	TBD	TBD	TBD	TBD	90%
		School Actual					
PowerSchool, College Reports	Class of 2018	School Projected	TBD	TBD	TBD	TBD	90%
		School Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase teacher, student, and parent awareness of Graduation Plus, focusing on dual credit, AP, IB, career classes, and certification through marketing and communications.	Yearly	Teachers, school counselors, and webmaster	0	N/A	Power School records
2. Inform student perception and understanding of the value of AP, IB, Dual credit, and Career Classes and Certification during IGP conferences and other orientations and workshops	Yearly	Teachers and school counselors	0	N/A	Power School records
3. Increase enrollment in, CATE, AP, IB, and Early College courses.	Yearly	Teachers, administrators, and school counselors	0	N/A	Power School records
4. Vertical articulation and collaborative planning in and across academic departments to prepare students for college or career ready course work.	Continuous	Teachers, administrators, and school counselors	0	N/A	Departmental meeting agendas

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 11 Annually increase the percentage of 9th graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9th-grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool		School Projected	59	62	65	68	71
	56%	School Actual					
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Fully implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track to graduation at each grade level.	Continuous	Teachers, Counselors, and Administrators	0	N/A	Increased 9 th graders on track for graduation
2. Year-long tutoring sessions for all students of through the Freshman Academy.	Continuous	All 9 th grade teachers	0	N/A	Attendance logs of sessions
3. All 9 th grade common subject teachers participate in a PLC that meets for data driven instructional planning.	weekly	All 9 th grade teachers	0	N/A	PLC agendas and minutes
4. Identification of students at risk to fail tests or not graduate through PowerTeacher and GCSource and developing intervention plans with students and parents.	Continuous	School Counselors	0	N/A	Documentation within GCSource and counselors' notes
5. Mentoring at-risk students.	Continuous	All faculty	0	N/A	Documentation of mentoring sessions
6. Academic intervention conferences and annual IGP meetings with students and parents.	Yearly and as needed	School Counselors, teachers, administrators	0	N/A	Documentation of IGP meetings
7. Utilize online credit recovery and virtual school classes for students both during the school day and at home to remain on track.	Continuous	School Counselors	0	N/A	Credit recovery and virtual class signups and completion

					Master schedule
8. Seat Time Recovery (STR).	Continuous	STR Coordinator and Attendance Clerk	0	N/A	STR documentation
9. Utilize Freshman Academy model to provide a small learning community to provide academic, emotional, and social supports for students.	Continuous	Teachers, Administrators, 9th grade counselor	0	N/A	Freshman Academy meeting agendas, student achievement data

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 12 Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

INTERIM PERFORMANCE GOAL: Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17)	School Projected	47	49	51	53	55

	45	School Actual					
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Inform student understanding of the value of AP, IB, and Dual credit during IGP conferences. and other orientations and workshops	yearly	Teachers, Counselors	0	N/A	Power School records
2. Conduct informational meetings for parents.	yearly	Teachers, Counselors	0	N/A	Power School records
3. Vertical articulation and collaborative planning in and across academic departments to prepare students for college or career ready course work.	Continuous	Teachers, administrators, and school counselors	0	N/A	Departmental meeting agendas
4. Inform student perception and understanding of the value of AP, IB, Dual credit, and Career Classes and Certification during IGP conferences and other orientations and workshops	Yearly	Teachers and school counselors	0	N/A	Power School records

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop and retain high quality diverse teachers	on going	Administration	0	N/A	Retaining quality teachers
2. Attend and recruit teachers from career fairs such as Shining Stars or college events	Spring	Administration	0	N/A	Faculty Demographics
3. Recruit diverse candidates from alternative certification tracks	Spring	Administration	0	N/A	Faculty Demographics

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
SC SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	73.8	School Actual Students					
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	100	School Actual Teachers					

SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	73.8	School Actual Parents					
SC SDE School Report Card Survey		District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
SC SDE School Report Card Survey		District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
SC SDE School Report Card Survey		District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue focus on safety through the presence of our school resource officer, required safety drills, maintenance department checklists, security checks by local law enforcement, and monthly safety evaluations.	Continuous	All Staff	0	N/A	Survey results
2. Behavioral Interventionist developing on going rapport with students and community to communicate safety measures.	Continuous	Behavioral Interventionist	0	N/A	Weekly reports
3. Use school website, school messenger, social media, and email to inform students, parents, and staff about safety measures and procedures.	Continuous	Administrators	0	N/A	Documentation from posts, emails, and phone calls
4. Administrators, faculty, and SRO will supervise students in all locations and report and address safety concerns/incidents immediately.	Continuous	Administrators, Faculty, and SRO	0	N/A	Duty schedules and documentation of investigations
4. All students, staff, and visitors are monitored by displaying school IDs or name badges.	Continuous	All staff	0	N/A	ID machine documentation of IDs made and security camera footage

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	0.4	School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
	0.0	School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Behavioral Interventionist will meet with at risk students	Continuous	Behavioral Interventionist, Administrators, Teachers	0	N/A	Weekly reports from the Behavioral Interventionist
2. Faculty and staff will consistently communicate behavioral expectations of all students by referencing the student handbook which will be available for every student, by modeling appropriate behavior, and by holding students accountable for appropriate behaviors.	Continuous	All Staff	0	N/A	Student handbook, documentation of communication
3. Administrators, faculty, and SRO will supervise students in all locations and hold students accountable to positive behaviors.	Continuous	Administrators, Faculty, and SRO	0	N/A	Duty schedules and documentation.

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
AdvancED Culture & Climate Surveys		School Projected	58	62	66	70	74
	55	School Actual					
AdvancED Culture & Climate Surveys	51	District Projected Secondary	54	58	62	66	70
		District Actual Secondary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Staff will make intentional efforts to develop positive relationships and rapport with students and their parents.	Continuous	All Staff	0	N/A	Faculty meeting presentations, contact logs, open house logs
2. Staff will build positive rapport with students by having them in Advisory classes that address academic, social, and emotional needs from the 10th - 12th grades.	Continuous	Advisory Teachers	0	N/A	Survey Results
3. Freshman Academy staff will collaborate in providing a caring and supportive atmosphere for students in the 9th grade to help with their transition from middle school.	Continuous	Freshman Advisory Teachers	0	N/A	Survey Results

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
	93.4	School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communication with students and parents about attendance expectations and policy in student handbook, on website, teachers' syllabi, Open House, freshman orientation, and weekly messenger.	Continuous	Attendance clerk, attendance interventionist, teachers, administrators	0	N/A	Student handbook, school website, teachers' syllabi, open house agenda, and freshman orientation agenda
2. Report truancy and conduct truancy prevention meetings with students and parents.	Continuous	Attendance clerk, Attendance Intervention Clerk, administrators	0	N/A	Truancy records
3. Daily, automated phone calls to parents for each absence.	Continuous	Attendance clerk	0	N/A	PowerSchool
4. Utilize On Track model and facilitate attendance intervention meetings.	Continuous	Attendance Interventionist	0	N/A	PowerSchool

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 6% Lonely –16 % Angry 16 %	School Projected	Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 15	Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 15	Afraid ≤ 5 Lonely ≤ 14 Angry ≤ 14	Afraid ≤ 5 Lonely ≤ 14 Angry ≤ 14	Afraid ≤ 4 Lonely ≤ 13 Angry ≤ 13
		School Actual					
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12

		District Actual Secondary	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote and communicate to students and parents the multi-tiered systems of support that is available for students	On going	School Counselor, administrators, teachers, behavior interventionists, attendance interventionist, mental health counselor	0	N/A	Survey Results
2. Offer small support groups for students addressing social and emotional needs.	On going	Counselors	0	N/A	Survey Results
3. Weekly meeting in Advisory with teachers rotating with students	On going	Counselors, teachers, and administration	0	N/A	Survey Results