RIVERSIDE HIGH SCHOOL PORTFOLIO

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

1998 Palmetto's Finest High School
Home of the Warriors
2001 School of Promise

Andrew B. Crowley, Principal

Greenville County Schools
Dr. W. Burke Royster, Superintendent

Plan: 2018-19 through 2022-23

Update: May 31, 2018

<p style="text-align: center;">SCHOOL RENEWAL PLAN COVER PAGE</p>

SCHOOL NAME: RIVERSIDE 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	*[signature]*	8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Andrew B. Crowley	*[signature]*	5·30-18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*[signature]*	8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Tammie Pinson	*[signature]*	5/29/2018
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Sylvia S. Hodge	*[signature]*	5/29/2018
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 794 Hammett Bridge Road Greer, South Carolina 29650

SCHOOL TELEPHONE: (864) 355-7800

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

Stakeholder Involvement for School Renewal

Position   Name

1.   Principal   Mr. Andrew B. Crowley

2.   Teacher   Mrs. Mary Margaret Delap

3.   Parent/Guardian   Mrs. Jehan Yassin

4.   Community Member Ms. Belle Mercado

5.   Paraprofessional   Mrs. Dell Aycock

6.   School Improvement Council Member   Mrs. Tammie Pinson

7.   Read to Succeed Reading Coach   N/A

8.   School Read to Succeed Literacy Leadership Team Lead   Dr. Sylvia S. Hodge

9.   School Read to Succeed Literacy Leadership Team Member   Ms. Karen Vaughan

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

POSITION	*NAME*
Teacher—English	Karen Vaughan
Teacher—Math	Anne Snow
Teacher—Social Studies	Julie Faulk
Teacher—Science	Karen Becker
Teacher—World Languages	Bethany Enjaian
Parent—PTA	Julie Pringle
Parent—SIC	Valerie Bynum
Administrator	Andy Crowley
Media Specialist	Kristen Anderson

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

○ Yes ○ No ● 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).
● Yes ○ No ○ 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).
● Yes ○ No ○ 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.
● Yes ○ No ○ 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.
● Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
○ Yes ○ No ● N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
● Yes ○ No ○ 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).
○ Yes ○ No ● 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.
○ Yes	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some

○ No ◉ N/A	districts fund full-day 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.
○ Yes ○ No ◉ 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.
○ Yes ○ No ◉ 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.
○ Yes ○ No ◉ 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.
◉ Yes ○ No ○ 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.

Riverside High School Portfolio

Table of Contents

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Introduction

Portfolio Committees
Team Members and Roles

Introduction

  The Strategic Planning Committee, composed of six team members including the Principal and the Instructional Coach, has led the faculty through the School Portfolio and the self-assessment process for Riverside High School. Each team member guided a committee of seventeen faculty members through the various sections of the School Portfolio. Each committee updated a section of the portfolio to reflect the most recent test data, student honors, professional development, and Riverside's strategies for the 2019-2023 Action Plan. After the evidence was collected, the committee chairs collaborated with their members to make sure all areas of the standard were included in the narrative. When all the narratives had been reviewed, each committee shared the findings with the entire faculty, Student Government, the School Improvement Council, and the PTSA Board.

Strategic Planning Teams for School Portfolio

RHS Accreditation Strategic Planning Action Teams (2018-2019 through 2022-2023 Cycle)

These met to discuss and affirm the school's portfolio and to develop the school's action plan, during early February through mid-April.

EXECUTIVE SUMMARY (student achievement, teacher and administrator quality, school climate, significant challenges from past 3 years, significant awards, results, or accomplishments from the past 3 years)

Mary Margaret Delap, Chair
Members: Karen Anderson, Bill Baker, Rachelle Bianchi, Karla Cannon, Nate Crain, David Dejesa, Bethany Enjaian, Tia Foster, Carrie Fussell, Bridget Hall, Katrina Hester, Linda Kirkland, Rick Martin, Kim Pauls. Amy Pruitt. Shari Schroeder, Jenny Taylor

SCHOOL PROFILE (school community, school personnel data, student population data, major academic and behavioral features/programs/initiatives)

Susan Candee, Chair
Members: Cindy Armstrong, Brent Boling, Holly Cameron, Carolee Dover, Mary Anna Elsey, Kelly Hagerman, Brian Herbert, Jessica McCraw, Marley McDonough, Jackie McKeithan, Donna Meng, Sam Oates, David Rhodes, Robin Tarpinian, Terri Wheat, Sherry Williams

VISION, MISSION, BELIEFS (review and affirm/edit)

Karen Becker, Chair
Members: Amanda Abrams, Kelly Ackerman, Tim Anderton, Kathy Bell, Julie Faulk, Donna Fowler, Kelsey Johnson, John Linn, Mary Grace Pineda, Dee Polly, Donna Roberts, Esser Sitton, Phil Smith, Kayla Truax, Amanda Wald, Bryan Woody, Cheryl Youmans

DATA ANALYSIS AND NEEDS ASSESSMENT (SDE School Report Card—ACT 16-17, WorkKeys 16-17, EOCEP, Four-Year Cohort Graduation Rate, Five-Year Cohort Graduation Rate, AP Report from College Board, SAT College Bound Senior Report from College Board)

Kapp Abbott, Chair
Members: Allen Arnold, Vickie Bartlett, Lindsey Beam, Robin Chandler, Andrea Crain, Eric Cummings, Heather Greene, Aaron Linder, Meredith McGee, Lisa Nickles, Janessa Orrs, Travis Pitman, April Raymond, Becky Rogers, Anne Snow, Julie Teague, Karen Vaughan

LEADERSHIP

Riverside High School shares the decision-making process in the following ways:

Administrative Leadership Team
2017 - 2018

- Andy Crowley, Principal
- Sallie Austin, Assistant Principal
- Matthew Irvin, Assistant Principal
- Erica Scott, Assistant Principal
- Don Alewine, Substitute Assistant Principal
- Murray Long, Athletic Director
- Sylvia Hodge, Instructional Coach
- Cathy Derrick, Director of School Counseling

Department Chairs
2017 - 2017

MATH
Anne Snow

ENGLISH
Mary Margaret Delap

SPECIAL EDUCATION
Carrie Fussell

SOCIAL STUDIES
Susan Candee

FINE ARTS
Donna Fowler

P.E.
Sam Oates

LANGUAGES
Kapp Abbott

C.A.T.E.
Julie Teague

SCIENCE
Karen Becker

SCHOOL COUNSELING
Cathy Derrick

Riverside High School

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Portfolio

Executive Summary

Needs Assessment

Challenges
Awards

Executive Summary

Student Achievement Needs Assessment:

At Riverside, student academic achievement is a priority. We continually analyze assessment results and work to address the academic needs of our students by implementing new programs and strategies.

- End of Course tests dropped slightly in 2016-2017; however, Riverside students scored higher on every EOC than other schools in the district.

- PSAT average scores have increased from 153 to 172 in the past five years.

- Riverside students score above the state and national averages on the ACT and SAT.

- Riverside offers twelve AP courses for upper classmen.   The overall pass rate for Riverside students exceeds both state and national averages.

- Riverside students have been quite successful on Work Keys. In 2015, 93.4% of our students received an ACT National Career Readiness Certificate; in 2016 – 95.9%, and in 2017 - 93.8%.   In 2017 Riverside students exceeded the district average in all areas - Applied Math, Locating Information, and Reading for Information.

- The graduation rate has fluctuated somewhat over the past three years but has remained at or above 90.7%.

Executive Summary

Teacher and Administrator Quality Needs Assessment:

- 100 percent of teachers are certified by South Carolina

- 90.0 percent of teachers on continuing contract

- 71.1 percent of teachers have advanced degrees

- 92.8 teacher attendance rate

- 92.1 percent of teachers returned from previous year

- $53,929 average teacher salary

- 0.0 percentage of teacher vacancies for more than 9 weeks

Executive Summary

School Climate Needs Assessment:

School climate at Riverside High School is generally positive, based on the results of school surveys. Our attendance rates and the number of discipline referrals are indicative of a safe and healthy school. In addition, we have a high level of parental involvement, with a few identified areas in need of further improvement.

- Attendance rates at our school are high. Specifically, at the 100 day reporting, our attendance was 96.40%. This is a slight drop from the previous year, at 97.03, but in line with the 2 preceding years.

- The attendance rate was lowest for ninth grade students.

- Tardies comprise the highest percentage of discipline referrals.

- PowerSchool and GCSource provide accurate information concerning attendance, disciplinary records, and grades to parents, teachers, and students.

- Survey results over the past five years indicated that teachers, students, and parents are generally satisfied with the school climate. The lowest indicator was for parent satisfaction with School Home Relations, which was at 73%.

Executive Summary

Challenges from 2015-2016 through 2017-2018:

- Having enough computers available for student use (our school is scheduled to become a one-to-one school in 2019-2020).
- Dealing with an increasingly diverse student body.
- Continuing to successfully manage a unique bell schedule.
- Reviewing, developing, and implementing a Crisis Management Plan which assures safety for all students and staff in a fairly new building with three floors.
- Transitioning into a new SCHSL athletics region where we will likely, due to geography and lack of rivalries, lose revenue in ticket sales.
- Increasingly offering classes and instruction that are challenging, appropriate, and student-centered.
- Fostering professional development related to new programs, software, websites, etc., while also implementing technology in the classroom to enhance student learning and prepare students for employment.

Executive Summary

Significant Awards from 2015-2016 through 2017-2018:

- 22 National Merit Semi-Finalists/Finalists
- $8.7 Million awarded in scholarship money
- 1261 students taking AP classes
- 2150 AP Exams administered
- 1000 AP Scores 3, 4, 5
- 2901 Students enrollment in fine arts classes at Riverside
- 1 student selection as performer in the NAFME All-Symphony, only 16 high school cellists
- Riverside Orchestra annual competition at the SCMEA State Performance Assessment scoring the highest rating of "Superior" every year since 2013
- Riverside Orchestra- 2017 Festival Disney "Best in Class" for the string orchestra division
- 1 person won the 2018 Scholastic Art and Writing National Silver Medal in Architecture and Industrial Design for Portable Shelter
- 1 student won the National Competition in welding and a full scholarship to Tulsa Welding School
- 1 student on a two person team won the South Carolina Interactive Game Competition.
- 4 students have been named winners or received recognition in the SC PTSA Reflections contest last year.
- 1 PTSA member on state board
- I teacher PTSA Teacher of the Year
- 1 Counselor Support Staff Person of the Year
- The Atlas Club received the Upstate Diversity Leadership Award for Outstanding Contribution to International Diversity in 2016.
- 1 student won the Upstate Diversity Leadership Award for Outstanding Contribution to Diversity 2017
- Host school SC Association of Student Council Convention more than any other high school
- National Association of Student Councils Conference offices for 2 years
- Host for SCASC District Rally for 5 years, with over 800 students in attendance
- Current principal named Administrator of the Year by the SCASC
- $418,000.00 Amount of money raised by Student Council for charity
- 40 athletic teams on varsity, JV, or C-team
- 8 state championships in boys and girls swimming, girls cross country, and boys cross country
- 2527 number of student athletes
- GPA's of student athletes: 3.97in 14-15; 3.91 in 15-16; 4.07 in 16-17
- 76 number of student athletes signing athletic scholarships

Riverside High School

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Portfolio

School
Profile

School Profile

School Community:

School History:
- Founded in 1973
- New development, along with community involvement is improving local services and courses offered (Med 360° offers health services, and local church offers Bible class)

Facilities:
- School was founded in 1973, moved into new building in 2006 (Energy Efficient / Green School)
- All academic classrooms are equipped with Promethean Boards
- The Media Center and a computer labs handle classes up to 30 students each and 175 Chromebooks can be used throughout the building
- Auditorium seats 660; cafeteria seats 600 and was recently decorated with school paraphernalia
- Athletics boast 1 full-size gym, 1 smaller auxiliary gym, lighted football stadium seats 3500; lighted baseball, softball, and tennis courts; new rubberized track

Leadership
- Current administration: Principal – Mr. Andrew Crowley; four Assistant Principals – Mrs. Sallie Austin, Mr. Matthew Irvin, Mrs. Erica Scott and Mr. Don Alewine (interim); one Instructional Coach – Dr. Sylvia Hodge; one Athletic Director – Mr. Murray Long
- Mr. Crowley is in his twentieth year as principal of Riverside and has thirty-five years as an educator
- Principal's honors: 2014 SC PTA High School Principal of the Year, 2006 Met Life Educator of the Year and 2004 SCASC Principal of the Year
- Administrative jobs are divided among the assistant principals
- Multiple levels of leadership teams
    - Weekly administrative sessions (Principal, Assistant Principals, IC, Athletic Director, Director of Counseling Services)
    - Monthly PLC Chair meetings (one teacher designated to represent each department), Student Centered Learning Team members, Literacy Team, and Digital Leadership Corps meetings as needed.
    - PLC meetings - Monthly
    - Vertical teaming with PLC's and grade levels
    - School Improvement Council
    - PTA Board

Parental Involvement:
- Student body of 1726 from two primary feeder schools (Riverside Middle and Northwood Middle)
- Industry: 701 business establishments in the area - largest sectors are wholesale trade (100 businesses) and retail trade (134); largest employer in the area is BMW; over 95% of the community members work in the private sector
- Speech, band, and athletics have booster clubs to provide support for their organizations:
  - Speech Booster Club provided 1,500 volunteer hours by thirty active parents
  - Band Booster Club involved eighty parents volunteering twenty hours per week for a total of 40,900 volunteer hours
  - 697 Athletic Booster Club volunteers provided 10,455 volunteer hours
  - Mothers in Touch includes 48 volunteers for a total of 5,184 hours
  - The Parent Teacher Student Association has also provided numerous volunteer hours (school store, selling spirit wear, tutoring, etc.)
  - The SIC Committee has contributed twenty-five parent volunteers for a total of 250 hours
- Volunteer time is somewhere in the range of 200,000 to 220,000 hours of volunteer service when including hours that are completed after school hours for athletic, speech, a band competitions and events.

School Improvement Council (SIC):
- SIC provides leadership and support for the development of the School Improvement Plan through the School Portfolio.
- SIC works closely with teachers, parents, students, community members, and the administrative team to support the effective implementation of the strategies for the improvement.
- SIC implemented and improved the Flex/Reading Period, the Teacher Mentor Program, the Advisor/Advisee Program, and seminars on drugs and alcohol, along with bullying and cyber bullying.
- SIC has invited legislators to discuss bills pending in our state and has addressed legislative issues, Every Child Succeeds Act, and tax reform for education.
- SIC has discussed and studied current and relevant No Child Left Behind versus South Carolina Waiver, the changes with ESSA, and the impact of changing demographics on our school.
- SIC evaluates and assesses the School Report Card Survey results every year at one of its monthly meetings in November or January.

School Profile

School Personnel:

The Riverside faculty remains stable, with a low turnover rate

- 100 percent of teachers are certified by South Carolina

- 90.0 percent of teachers on continuing contract

- 71.1 percent of teachers have advanced degrees

- 92.8 teacher attendance rate

- 92.1 percent of teachers returned from previous year

- $53,929 average teacher salary

- 0.0 percentage of teacher vacancies for more than 9 weeks

School Profile

Student Population:

•The total enrollment has increased by approximately 200 students over the past five years.
• The percent of students with disabilities is currently 9.6, up from 9.2
•The attendance rate for the past five years has hovered over an impressive 96-97%.
•The number of students receiving free or reduced lunch has increased over 5% over the past four years and has dipped from 28.9 to 21.5 percent this year.
•There has been no significant fluctuation in graduation rates over the study period – hovering between 90-94%.
•The number of students participating in athletics has steadily increased over the past five years
•The number of special education students has remained somewhat steady over the past five years.
•The retention rate has remained steady over the past five years at less than 2%.
•The number of successful scores on Advanced Placement exams has fluctuated over the past five years.

Current Demographics:

Ethnic profile by number and percentage as of May 2018.

Race	#	% of Total
African American	164	9.6%
Alaskan Native	9	0.5%
Asian	149	8.7%
Caucasian	1167	68.2%
Hispanic	159	9.3%
Multi-Racial	63	3.7%
Total	**1711**	**100%**

School Profile

School's Major Academic and Behavioral Features:

Academic Accomplishments
Riverside is proud of its history of academic accomplishments and to continue to support and encourage students to reach its higher expectations and standards in all areas. Riverside students are accomplished in National and State tests along with our academic extracurricular.

Recently, South Carolina has required that students in their third-year are offered the ACT instead of the High School Assessment Program. Riverside students had top scores for Greenville County Schools of 21.5 in 2017 and 21.9 in 2016. This does not include the writing portion. In addition to the ACT, Riverside offered the ACT WorkKeys to all third year students. 93.8% of students received a certificate in 2017, 95.9 in 2016, and 93.4 in 2015.

Riverside also had the top SAT scores in the district with 1154 in 2017 and 1066 in 2016. Students who take the PSAT their junior year are also entered into the National Merit Scholarship Program, and Riverside has had 178 National Merit Scholars from 1984-2017.

Riverside is also happy to offer at least three different academic levels for all subject areas. We also offer four different tutorial resource classes as well as Bi-Lingual and peer tutoring programs. As a whole, the school has also added several different Advanced Placement (AP) courses and now offers 17 different courses. The 2016-2017 school year shows tremendous growth in the AP program, servicing 279 students, who took a total of 462 exams with a 79% passage rate. In 2016, 245 students took a total of 403 exams with a passage rate of 74%. In 2015, there were a total of 473 AP exams given with a passage rate of 77%. In 2014, 274 students took 500 exams with a 75.4% passage rate, and 220 students took 454 exams in 2013 with a passage rate of 76.2%. Riverside also had 409 AP Scholars (2008-2015). In 2012, the total number of AP Scholars was 67, including 17 AP Scholars with Honors and 19 AP Scholars with Distinction. In 2013 the total number of AP Scholars was 70, and in 2014 the total was 77. The number of AP Scholars named from 2016 testing was 67, bringing the total up to 144.

The class of 2017 received 8.9 million dollars in scholarships. Out of these scholarships, 39 students were awarded the Palmetto Fellows Scholarship, 257 the Life Scholarships, and 16 Hope Scholarships.

The Riverside Academic Team has a history of excellence in competitions at the District, State, and National levels. The team has placed either first or second in the Greenville County Scholastic Scoreboard Competition every year since 2008. They have taken first, second, or third place numerous times at State-level competitions held at the University of South Carolina and at Clemson University. As a result of their superior performance, The Riverside Academic Team has been invited to participate in national competitions across the United States. Since 2013, the team has travelled to Chicago, Washington D.C., and Atlanta. In the 2017 High School National Academic Quiz bowl Tournament

(HS NAQT), Riverside came in the top 20% of over 300 teams nationally, and the team captain ranked 20th out of over 1400 individual competitors. In 2018, the team captain will compete in the NAQT Individual Player National Championship in Chicago in April, and the entire team will once again compete in the HS NAQT in Atlanta over Memorial Day Weekend.

Riverside has the strongest and largest speech and debate program in the Carolinas and has been recognized as a School of Excellence as one of the top twenty speech programs in the nation in 2014 and 2017. Riverside maintains the largest National Speech and Debate Association (NSDA) chapter in SC and is the largest producer of new degrees from 2012, 2013, 2014, 2015, 2016, 2017, and 2018. In January 2015, the Barkley Forum for high schools at Emory University awarded Riverside with a chair of membership for excellence in speech. Riverside's speech and team has won nine 4A championships from 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, and 2017 and won six consecutive Overall State Championships in 2012, 2013, 2014, 2015, 2016 and 2017. The Riverside speech and debate team swept the 2017 SC NSDA National Qualifier by winning the speech, debate, congress, and overall titles with 27 individuals recognized The speech team also had undefeated seasons in 2015, 2016, and 2017 competing in North Carolina, South Carolina, Georgia, and Tennessee. David Dejesa, Director of Speech and Debate, served as the President of SC Forensic Coaches Association from 2010-2012 and currently serves on the SC NSDA District committee. He was recognized for five successful years of coaching with his first diamond award during the NSDA National Tournament in June 2015 in Dallas, Texas. During the 2012, 2013, 2014, 2015 2016, 2017 National Speech and Debate Association National Tournaments, Riverside students have advanced to semi-final and final rounds in United States Extemporaneous Speaking, Informative Speaking, Humorous Interpretation, Program Oral Interpretation, Congressional Debate, Commentary, and Expository Speaking.

Riverside has 165 members in National Honor Society and 307 members in Beta Club. An outgrowth of higher academic accomplishments has been the establishment of the National Art Honor Society, Mu Alpha Theta Math Honors Society, Tri-M Music Society, National French Honor Society, the National Spanish Honor Society, National Chemistry Society, and the National German Society. Both sophomores and seniors in Mu Alpha Theta have taken the American Mathematical Society exam in the past two years.

Riverside also has students active in Youth in Government, where many have the opportunity to write their own bills and learn parliamentary procedure. Students are able to go to a state competition each November, and in 2016 and 2017, Riverside sent a delegation of around 100 students. From these 100 students, two teams of five qualified for Nationals that took place during the summer. For the 2017 Nationals, one team placed 13th out of 54 teams.

Career Education
In 2017-2018, 36 students attend J. Harley Bonds Career Center. 18 Students attend the Fine Arts Center. J. Harley Bonds Career Center offers students the opportunity to pursue a technical career interest while earning high school credits. There is also a possibility of dual college credits. Students can earn licenses or national certification in

their area of interest. Programs include Agricultural Science, Automotive Technology, Building Construction, Computer Science, Culinary Arts, Health Science, and Welding. Our students are also welcome to attend other career centers for classes not offered at Bonds. In the past we have had students attend other career centers for a Child Care program and Aircraft Maintenance.

All of our counselors are certified in career development. We are hosting a manufacturing event this week for students to gain information on the growing manufacturing industry in the upstate. Students participate in career exploration and attend Career Day events. Each student meets with a guidance counselor to discuss career plans and the educational path needed to get to his or her goal. All students have access to the South Carolina Occupational Information System (SCOIS). Students participate in the Work Keys assessment and use their scores to gain employment.

Riverside has also added a Health Science curriculum. 189 student participate in this program on campus. Students can become licensed Emergency Medical Technicians through this program. Students can also get CPR certification and are introduced to numerous health career options. Students participate in ambulance rides and work in the hospital system.

Riverside has 3 special education classes in which students work on an Occupational Credential; Learning Disabled/ self-contained, Learning Disabled/ Neurological/self-contained, and Intellectual Disabled/Neurological/self-contained. These classes focus on vocational training, with the goal of co-op employment in the senior year. Students earning an Occupational Credential can choose one of three paths, or a combination of the three, towards graduation. Option one, the student can attend the career center their junior and/or senior year in any regular education program that they are interested in by completing the application process and qualifying for the program. The goal for the student is to complete the program at the career center and be employable in that field during the second half of their senior year. Students in the Occupational program are required to complete 360 of paid employment in order to graduate with an Occupational Credential. As a second option, the students in the Occupational program may also choose to work with a transition liaison during their junior year to complete their non-paid training hours. Then during their senior year the students can work with the transition liaison to obtain paid employment in order to meet the requirement of 360 hours of paid work hours in the community. As a third option, the students may work with Vocational Rehabilitation Department to complete required non-paid training hours their junior year and the 360 hours of required paid employment hours. The Moderately Mentally Handicapped (MMH) class participates in Supported Employment Training (S.E.T.) in which the students are placed on a job for training purposes without pay during their junior year. The goal is to work toward independence on a job. Then the goal for their senior year is for the student to obtain paid employment in order to successfully transition into society after high school.

Fine Arts
The Fine Arts Department consists of six teachers offering instruction in Drama, Jazz Band, Marching Band, Stringed Instruments, Choral Music, Visual Arts, and Art History. Riverside sends students to the Greenville County Fine Arts Center and to the

Governor's School for the Arts. Approximately 40% of the student body is enrolled annually in a fine arts course.

Riverside has the largest chapter of the National Art Honor Society. NAHS members are actively involved in community service projects that support various needs in our community, such as the Greenville Children's Hospital. The visual arts program has been cited by the President's Council for the Arts. A large number of students take Advanced Placement classes in art, including both AP Art History and AP Art Studio. The visual art students annually participate and earn recognition in various competitive art shows within Riverside High, as well as community art shows, such as Artisphere and the annual Fourth Congressional District Show.

The Riverside Music Department has a Tri-M Music Honor Society chapter. Riverside band and orchestra consistently win All-Academic, All-County, All-Region, and All-State honors. The choral students also compete for positions in the All-State choir as individuals. As a group, the choir's other accolades include competing and earning superiors at the State Choral Festival, now called the State Choral Assessment, and participating annually in the District Honor Choir. The music department has performed throughout the country including New York City, Chicago, Orlando, Los Angeles, and Miami. They have returned to Chicago a second time and in March they will be back in NYC. The Drama Department presents musical theater, holding auditions that are open to the entire student body. Recent productions include *An Unexpected Murder, The Green Scarf society, and The Adventurers Trilogy*, which are all written by local playwrights in our community. Other performances include *How to Succeed in Business without Really Trying*, *Grease, Once Upon a Mattress*, *The Wizard of Oz*, and *Hello, Dolly*. The Music Department is consistently recognized by the media, local service organizations, St. Francis Hospital, and the Greenville Children's Hospital. Riverside graduates distinguish themselves throughout the country.

Athletics
Each year Riverside fields 42 athletic teams at the varsity, junior varsity, and 'C'/'D' team levels. In 2011-2012 693 students participated, in 2012-2013, 695 students participated, in 2014-2015, 694 students participated and in 2016-2017, 689 students participated. Currently Riverside has 743 student athletes participating (2017-2018). These teams include football (4), volleyball (2), girls' cross country (2), boys' cross country (2), girls' tennis (2), boys' tennis (1), girls' basketball (2), boys' basketball (3), wrestling (2), baseball (2), softball (1), boys' golf (2), girls golf (1), boys' track (2), girls' track (2), boys' soccer (2), girls' soccer (2), swimming (2), lacrosse (4), and cheer (2). Parents of athletes and Athletic Booster Club members are very active supporters who staff a souvenir stand, work in the press box, provide pre-game meals to our teams, and sell athletic equipment and apparel during lunch shifts. They also work concession stands at athletic events. Riverside High School has had many athletic accomplishments: the Athletic Director's Cup has been awarded to RHS in 2001-2002, 2002-2003, 2003-2004, 2007-2008, and 2008-2009 for having the most outstanding AAA athletic program in the state. In 2016-2017 RHS finished third in the AAAAA Director's Cup standings. In 2010, Riverside was moved to AAAA. In the 2013-2014 school year, Riverside won State Championships in Girls Cross Country, Girls Swimming and Boys Swimming. In the fall of 2014 (14-15 year), Riverside won State Championships in Girls Cross Country, Boys Cross Country, Girls Swimming, and Boys Swimming. This was the 1st time in the

History of SC that 1 high school has won 4 State Championships in the same sports season. In 2016-2017 Riverside again won State Championships in Boy's and Girl's Swimming and Boy's and Girl's Cross Country. And in 2017-2018 the Girl's Cross Country team won the State Championship. The Girls Cross Country team was twice named National Cross Country Team of the Week in 2014. Our student athletes had a cumulative GPA of 3.4 in the 2012 year. In the school year of 2012-2013 our athletes had a GPA of 3.62. In the school year of 2013-2014 our athletes had a GPA of 3.71 and in 2015-2016. In 2016-2017 our athlete's had a GPA of 4.07. Riverside has many coaches' accomplishments as well. Among those honored were Eric Cummings as Head Coach of Shrine Bowl Run in 2011, President of the SC Track and Cross Country Coaches Association in 2011-2014, State Cross Country Coach of the Year for 2014 and 2015. Mary Anna Elsey was Head Coach for the North team for girls' tennis in 2011 and President of the SC Tennis Coaches Association. Eddie Hughes, who has the most swimming titles of any coach in the state and in the 2014 season, was State Coach of the year. Phil Smith was named the Football Region Coach of the Year in 2014. Cindy Armstrong and Travis Pitman were Region 2 AAAAA Coaches of the Year in Cheer and Baseball. Cross Country Coach Eric Cummings was named 2017 NFHS National Cross Country Coach of the Year.

Student Leadership
Riverside maintains the tradition as one of the most active student councils in the Southeast. Although the South Carolina Association of Student Councils held it first convention in 1948, and Riverside only opened in 1973, it has hosted more state conventions (which means more state presidents) than any other school. We have sent delegates to the National Association of Student Councils Conference, held key state offices including president, and hosted the state convention in the 2008-2009 and 2015-2016 school years. In the 2009-2010, 2012-2013, 2013-2014, 2015-2016, 2017-2018 school years, Riverside hosted the SCASC District Rally. In 2017, over 800 students attended the Rally hosted at Riverside. At the state level we had 10 officers including president in 2008-2009 and 2015-2016, when we hosted the state convention. We have also hosted several district rallies for schools in our area. Riverside's current principal was named Administrator of the Year by the South Carolina Association of Student Councils (SCASC). Every summer, Riverside Student Council members receive training at the SCASC leadership camp. Riverside groups spearhead many service projects including a blood drives and an annual Spirit Week to raise funds for charity. Through these Spirit Weeks, Riverside has raised $83,000 for the Wounded Warrior Project in 2011, $66,000 for Shriner's Children's hospital in 2012, $55,000 for the Down Syndrome Family Alliance in 2013, $75,000 for Camp Courage in 2014, $96,000 for the Barbara Stone Foundation in 2015, $73,000 for the Lachlan McIntosh Tannery Foundation in 2016; and $100,000 for Habitat for Humanity of Greenville County in 2017.

Service Learning
Riverside offers numerous opportunities for student service outside student council. We continue to offer a Service Learning Class where students work with local elementary schools and middle schools to tutor and mentor younger students. These students also volunteer within Riverside to help Special Education classes as well as work in the community at places such as Center Quest, Oakleaf Village, Greer Community

Ministries, National Health Care, among others. Service Learning students work in teams to volunteer over 6000 volunteer service hours yearly.

Teacher Cadets
Teacher Cadets is a dual credit course where students may receive three hours college credit from North Greenville University and an extra quality point in GPA. In this course, the students examine all aspects of the educational process at the elementary, middle, and high school levels. The Teacher Cadets assist teachers at Buena Vista Elementary in all phases of their work. This course is open to juniors and seniors.

Psychology
As part of the psychology course (all levels), students take field trips to Washington Center (for the mentally handicapped population aged 5-21) to prepare to mentor and coach a special needs child in the Greenville are Special Olympics. Prior to these trips, all psychology students participate in a district-wide competitive fundraiser to benefit the Special Olympics. Each year, psychology students adopt Washington Center students for Special Olympics, held in April. They plan this day through lessons, fundraising, field trips, and research.

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Mission,

Vision,

Beliefs

Mission, Vision, Beliefs

The Riverside Community Believes:

1. Learning is an active, life-long process and the primary priority at our school.
2. Every student is important.
3. All students can learn.
4. All students should be challenged and encouraged to reach their potential in all areas.
5. All students should have the opportunity to learn in an environment where they and the staff are physically safe, and their dignity and mutual respect are maintained.
6. All students should have equal access to the total school program.
7. All students are encouraged to respect and understand the various cultures that comprise the community of learners at Riverside.
8. Educational experiences should enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
9. Curriculum and instruction should incorporate a variety of learning activities which accommodate the differences in students' learning styles.
10. Education is a shared responsibility nurtured by home, school, and the community.

Motto:

To instruct, prepare, and inspire students for success in future endeavors.

Mission Statement:

The mission of Riverside High School is to prepare students to become confident, competent, ethical individuals and responsible citizens by creating a positive and nurturing school environment where staff, students, parents, and the community work together to promote lifelong learning and to provide opportunities for students to reach their maximum potential.

Vision Statement:

Through a plan for the continuous improvement of the school, with directed focus on students through effective teaching and leadership, Riverside seeks:

1. To use shared decision making by gathering data and information for determining an effective educational direction for Riverside High School.

2. To increase the level of student performance by using various teaching strategies and methods.

3. To communicate and integrate the identified student learning standards in all levels of school instruction.

4. To encourage core values such as honesty and integrity in our students.

5. To continue a shared approach of leadership responsibilities through shared and supportive decision making.

6. To involve parents, teachers, students, and businesses in a coordinated effort to support the school's mission.

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Data Analysis
And
Needs Assessment

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

ACT/SAT Analysis:

The scores represented in the chart below are based only on scores of students tested in their senior year. The scores do not include students who took these tests in their junior year. It should be noted that if juniors take these exams and score high enough in the junior year, they may not take these exams in their senior year, therefore, these averages may not include students' highest scores, as some high scores would have been achieved in the junior year.

ACT/SAT SCORES

ACT	2013-14				2014-15				2015-16				2016-17				2017-18			
	RHS	RHS	SC	Nation	RHS	RHS	SC	Nation	RHS	RHS	SC	Nation	RHS	RHS	SC	Nation	RHS	RHS	SC	Nation
	RHS # tested	Comp	Comp	Comp	RHS # tested	Comp	Comp	Comp	RHS # tested	Comp	Comp	Comp	RHS # tested	Comp	Comp	Comp	RHS # tested	Comp	Comp	Comp
	197	24.1	20.4	21.0	197	23.4	20.4	21.0	369	21.4	18.5	20.8	388	21.7	18.7	20.9				

SAT	2013-14				2014-15				2015-16				2016-17				2017-18			
1587	RHS # tested	RHS	SC	Nation	RHS # tested	RHS	SC	Nation	RHS # tested	RHS	SC	Nation	RHS # tested	RHS	SC	Nation	RHS # tested	RHS	SC	Nation
	298				289				254				231							
Crit Read		533	488	497		525	488	495		527	494	494		581	539	533				
Math		540	490	513		539	487	511		539	493	508		573	518	527				
Writing		514	465	487		493	467	484		499	471	482		N/A	N/A	N/A				

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
66.7	49.4	52.3	40.9	31.9

END OF COURSE Analysis:

All students at Riverside High School that are enrolled in a course requiring an EOC test are required to take that test at the end of the course. Results for middle school students that take an EOC test are not included in these data tables even though these middle school students are future Riverside High School students and will not repeat the course.

English 1 EOC
From the 08-09 to the 09-10 academic school years, the passing rate of the English 1 EOC test increased by 2.8%. From the 09-10 to the 10-11 academic school years, the passing rate decreased by 1.4%. From the 2010-2011 to the 2011-2012 academic school years, the passing rate decreased by 1.5%. By 2013-2014 the scores remained steady at 86 passage rate. The passage rate for 2015-2016 was 89.7% and for 2016-2017 84.5%. Most students who took this test were freshmen.

Algebra 1 EOC
From the 08-09 to the 2011-2012 academic school years, the passing rate of the Algebra 1 EOC test increased by 7.8%. In 2013-2014, 91.2% passed EOC. In 2014-2015 the passage rate was 93.9%. The passage rate for 2015-2016 was 91.8% and 89.6% for 2016-2017. Most students who took this test were freshmen.

Biology EOC
The Biology EOC was not administered at Riverside High School in 2010. The data for the Biology EOC is for the academic school year 2010-2011. There was an 89.60% passing rate. From the 2010-2011 to the 2011-2012 academic school years, the passing rate increased by 3.7%. The passage rate for 2013- 2014 maintained steady at 87.7% passage rate. In 2014-2015 the passage rate continued to increase to 89.2%. The passage rate for 2015-2016 was 89.8% and was 87.9% for 2016-2017. Most students who took this test were sophomores.

US History EOC
From the 08-09 to the 09-10 academic school years, the passing rate of the US History EOC test increased by 1.3%. From the 09-10 to the 10-11 academic school years, the passing rate increased by 0.9%. From the 2010-2011 to the 2011-2012 academic school years, the passing rate decreased by 3.5%. In 2013-2014 the passage rate soared to 85.2%. In 2014-2015, the scores decreased by less than 1% to 84.9%. The passage rate for 2015-2016 was 91% and was 86.4% for 2016-17. Most students who took this test were juniors.

GRADUATION RATE Analysis:

Graduation rates reflect only students who obtained a diploma within four years after beginning ninth grade. Not included are students who began at RHS in grade 9 and later transferred to another high school to pursue a state diploma. These students are documented by a "request for records" from the next high school. Unfortunately, some students are included in the aggregate that are not served by Riverside and some who are not on a diploma track. Examples include students who cannot be tracked after leaving RHS (for example, students who transfer and their destination school does not request a transcript), students who pursue a GED, and special education students who receive an Occupational Diploma or a District Certificate. This second set of students remains in the Riverside composite and lowers our graduation rate even though they are not being served in a diploma track at Riverside.

Four Year Cohort Graduation Rate

2014-2015	2015-2016	2016-2017	2017-2018
93.4%	90.7%	91.6%	TBD

Five Year Cohort Graduation Rate

2014-2015	2015-2016	2016-2017	2017-2018
92.5%	94.4%	92.2%	TBD

ADVANCED PLACEMENT Analysis:

Riverside High School offers twelve AP courses for upper classmen. The number of tests has remained above 450 throughout this time period. The overall pass rate for Riverside students on AP exams exceeds both state and national averages.

ADVANCED PLACEMENT

	2013-14 #Tested	2013-14 % Pass-RHS	2013-14 % Pass SC	2013-14 % Pass-Global	2014-15 #Tested	2014-15 % Pass-RHS	2014-15 % Pass SC	2014-15 % Pass-Global	2015-16 #Tested	2015-16 % Pass-RHS	2015-16 % Pass SC	2015-16 % Pass-Global	2016-17 #Tested	2016-17 % Pass-RHS	2016-17 % Pass SC	2016-17 % Pass-Global	2017-18 #Tested	2017-18 % Pass-RHS	2017-18 % Pass SC	2017-18 % Pass-Global
English Lit & Comp	45	100.0%	56.3%	55.0%	36	97.2%	57.0%	56.2%	32	87.5%	55.8%	54.6%	25	96.0%	54.4%	52.6%	33			
English Lang & Comp																	15			
Calculus AB	35	94.3%	55.5%	58.9%	32	96.9%	57.7%	57.4%	31	90.3%	60.2%	59.5%	44	95.8%	58.4%	57.6%	52			
Calculus BC	12	100%	76.1%	81.1%	12	100%	74.1%	79.7%	16	100%	80.9%	81.1%	17	94.1%	79.7%	80.6%	18			
Statistics	84	72.6%	59.8%	59.6%	79	83.5%	57.7%	57.7%	47	89.4%	58.8%	60.9%	62	83.9%	50.1%	54.3%	69			
Biology	97	79.4%	65.0%	64.2%	120	78.3%	67.9%	64.4%	101	79.2%	65.6%	61.2%	84	87.0%	68.0%	64.1%	140			
Chemistry	35	91.4%	58.6%	52.8%	29	75.9%	53.5%	53.5%	39	74.3%	52.3%	53.6%	51	90.2%	53.0%	52.5%	41			

Physics C	32	34.3%	60.9%	76.7%	31	16.1%	71.7%	77.9%	48	16.7%	65.1%	77.4%	26	23.1%	72.7%	79.5%	15
Physics 1																	95
Environmental	39	61.5%	56.7%	47.3%	19	84.2%	57.2%	47.0%	20	50.0%	55.2%	45.6%	60	48.0%	55.5%	49.4%	97
US History	25	88%	56.1%	52.4%	24	87.5%	56.0%	51.1%	26	100%	57.0%	52.4%	45	93.3%	53.6%	50.9%	51
European History	15	86.7%	54.5%	59.5%	25	76%	64.7%	63.2%	16	62.5%	54.0%	52.5%	17	82.4%	58.2%	56.0%	19
Human Geography																	46
US Gov't & Politics																	24
Art History	77	39%	50.9%	59.6%	65	27.7%	50.5%	57.5%	16	62.5%	72.6%	61.3%	21	66.7%	67.0%	61.3%	28
Art Studio	0	NA	76.6%	75.1%	1	100%	79.6%	76.4%	0	NA	85.0%	80.8%	1	100%	86.4%	82.2%	8

SAT College Bound Senior Report Class of 2017:

Number Tested: 231
Evidence Based Reading/Writing: 581
Math: 573
Total: 1154

Data Analysis and Needs Assessment

Teacher and Administrator Quality Needs Assessment

Analysis:

The staff has remained between 86-104 members from 2014-2018.
Staff changes include resignation, retirement, and excessing of teachers.

2014-2015   94 (CR-86/Guid – 5/MC – 1/CRT – 1/AD – 1)
                Plus 3 Assistant Principals, 1 Admin Assistant

2015-2016   104 (CR-96/Guid – 5/MC – 1/IC – 1/AD – 1)
                Plus 3 Assistant Principals, 1 Admin Assistant

2016-2017   106 (CR-97/Guid – 6/MC – 1/IC – 1/AD – 1)
                Plus 4 Assistant Principals

2017-2018   104 (CR-95 /Guid – 6/MC – 1/IC – 1/AD – 1)
                Plus 4 Assistant Principals

Riverside High School Professional Development Plan

2017-2018

Student achievement remains at the center of every professional development opportunity provided for the RHS faculty. Since Riverside High School will be a one-to-one school next year, much attention must be given to the instructional technology competencies of the faculty during this school year. These issues have informed the focus of this professional development plan.

- New RHS Faculty PLC will meet monthly (see calendar), focusing on acclimating to the culture and expectations of Riverside High School.
- Formal Evaluation Cohort will meet bi-monthly for PAS-T support and classroom best practices.
- Curricular Collaborations will occur within departments twice monthly.
- Technology Tuesdays will provide support for classroom instructional technology platforms as Riverside High School prepares for one-to-one devices during 2018-2019.
- Mastery Connect/TE 21 will be a focus of professional development for the entire faculty, which more extensive training and support for EOC teachers.
- Conference Period PLCs will meet during the first Wednesday of each month, covering the following topics and proposals:
    - September—Google Digital Tools (Drive, Document-Sharing, and Mastery Connect Introduction)
    - October—Google Sites and Streaming (Discovery Education Consultant)
    - November—Focused Instruction using Benchmarks
    - December—DOK Levels, Standards Alignment
    - January—Personalized Learning through Google Classroom (Discovery Education Consultant)
    - February—Benchmarks and Alternative Assessments
    - March—Google Digital Tools (Calendar, Slides and Sheets)
    - April—Engagement Strategies for Struggling Students
    - May—Promoting Student Success with Standardized Assessments
- DLC members will provide instruction, modeling, and support for RHS faculty through classroom demonstrations, collaborations with department PLCs, and conference period professional development sessions.
- The Discovery Education consultant will provide training for the RHS faculty on digital tools during two conference period PD days this year (one per semester)

Dr. Sylvia S. Hodge, Instructional Coach, will act as facilitator for all RHS Professional Development Opportunities during 2017-2018.

RHS New Faculty Collaborations

We'll plan to meet in the Media Center on the following dates at 3:45pm. Renewal or exchange credit will be awarded for attendance at each session.

Date	**Topic**	**Facilitator(s)**
	First Semester—(All New Teachers)	
September 28	SLO (due October 6), IMS, Employee Portal, Smart Find, other concerns	Sylvia Hodge
October 30	Opportunities for Connections (Who Does What)	Sylvia Hodge, Travis Pitman, Anne Snow
November 27	PAS-T Standards 1, 2, and 7 (due December 4)	Sylvia Hodge
December TBD	Celebrate and Refocus	Mentoring Team—off campus
	Second Semester—(Induction and Annual Formative Teachers)	
January 22	PAS-T Standards 3, 4, and 5 (due February 2)	Sylvia Hodge
February 26	Engagement Strategies for Third Quarter	Sylvia Hodge, RHS Department Chairs
March 26	Needs and Concerns	Sylvia Hodge
April 23	PAS-T Standards 6 and 8 (due May 18)	Sylvia Hodge, Matt Irvin
May TBD	Whew, That was Fast!	Mentoring Team—off campus

School Climate Needs Assessment

In reviewing data related to school report card surveys, student attendance, discipline data and parent involvement, overall RHS has a positive school climate. A few areas need improvement: 9th grade attendance rate and a further reduction in disciplinary referrals. The majority of students, teachers and parents are satisfied with the school environment.

SCHOOL REPORT CARD SURVEY Analysis:

Survey results for the years 2013-2017 were analyzed. The overall satisfaction rating is quite high for all years and remains relatively consistent. The faculty make up does not change very much year to year, and the satisfaction with the school environment is over 96%. The student and teacher survey data are more difficult to analyze and detect areas needing improvement because the group responding changes year to year.

Teacher Response:

For all years teachers responded with an average of approximately 96% satisfaction in all three areas: Learning Environment, Social and Physical Environment, and School-Home Relations. The question "The rules for behavior are enforced at my school" was the one with the lowest number in agreement.

Parent Response:

Parents responded closer to 88% satisfaction in all areas but School Home Relations, where the satisfaction rate is closer to 73%.

Student Response:

Students responded between 87% satisfaction with the following areas: Learning Environment, Social and Physical Environment, and School Home Relations.

SURVEY RESULTS FOR 2013-2017:
Percent satisfied with Learning Environment:

YEAR	Teachers	Students	Parents
2013	96.4	84.5	86.1
2014	98.9	83.2	91.8
2015	97.0	83.0	88.0
2016	94.6	88.2	88.2
2017	95.9	81.1	86.8

Percent satisfied with Social and Physical Environment:

YEAR	Teachers	Students	Parents
2013	98.8	86.9	86.9
2014	98.9	88.3	89.3
2015	96.0	82.0	88.0
2016	94.6	88.5	86.3
2017	93.8	86.5	85.3

Percent satisfied with School-Home Relations:

YEAR	Teachers	Students	Parents
2013	95.2	93.7	83.1
2014	96.8	90.0	69.6
2015	98.0	93.0	73.0
2016	97.9	89.1	68.6
2017	97.9	88.4	70.3

2017 SCDE Report Card for Riverside High School:
https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=H&d=2301&s=017

Riverside High School

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Action Plan

SCHOOL RENEWAL PLAN FOR 2018-19 through 2022-23

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 __84.5___% in 2016-17 to _91.5____% 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 __1.5___% 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) 84.5	School Projected	86.5	87	88.5	90	91.5
		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. MasteryConnect Benchmark Data Meetings	2018-2019	Hodge, Irvin	N/A		Lesson Plans, Benchmark Results
2.					
3.					

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 ___89.5__% in 2016-17 to __97___% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by __1.5___% 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) 89.5	School Projected	91	92.5	94	95.5	97
		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. MasteryConnect Benchmark Data Meetings	2018-2019	Hodge, Irvin	N/A		Lesson Plans, Benchmark Results
2.					
3.					

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 __87.9__% in 2016-17 to __95.4__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Biology EOCEP will increase by ___1.5__% 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) 87.9	School Projected	89.4	90.9	92.4	93.9	95.4
		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. MasteryConnect Benchmark Data Meetings	2018-2019	Hodge, Irvin	N/A		Lesson Plans, Benchmark Results
2.					
3.					

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 ___86.3___% in 2016-17 to ___95.3___% 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 _1.5_____% 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) 86.3	School Projected	87.8	89.3	92.3	93.8	95.3
		School Actual					
	(2016-17) 58	District Projected	61	64	67	70	73
		District Actual					

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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. MasteryConnect Benchmark Data Meetings	2018-2019	Hodge, Irvin	N/A		Lesson Plans, Benchmark Results
2.					
3.					

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 __21.7__ in 2016-17 to _25.1___ in 2022-23.

PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from __1154__ in 2016-17 to _1199___ 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	(2016-2017) 21.7	School Projected	23.3	24.3	24.5	24.7	25.1
		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	(2016-2017) 1154	School Projected	1163	1172	1181	1190	1199
		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. Naviance Resources	2018-2020	Derrick	N/A		Increased usage as indicated by yearly reports from Naviance
2. Professional Development on SAT/ACT content, format, and rigor level	2019-2023	Hodge, Irvin	N/A		Meetings evident on PD calendar and portal
3.					

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	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
2. Professional Development on WIN format and content	2019-2023	Hodge, Irvin	N/A		Meetings evident on PD calendar and portal
2.					
3.					

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 = _58.6_ (2016-17) Annual In3333 33Increase = __	Projected Hispanic	61.6	64.6	67.6	70.6	73.6
EOCEP English 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP English 1	% A, B, C = _38.1_ (2016-17) Annual Increase = __	Projected AA	41.1	44.1	47.1	50.1	53.1

EOCEP English 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual AA					
EOCEP English 1	% A, B, C = __37.2 (2016-17) Annual Increase = __	Projected SWD	40.2	43.2	46.2	49.2	52.2
EOCEP English 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					
EOCEP English 1	% A, B, C = 47.5__ (2016-17) Annual Increase = __	Projected LEP	50.5	53.5	56.5	59.5	62.5
EOCEP English 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP English 1	% A, B, C = _47.4_ (2016-17) Annual Increase = __	Projected SIP	50.4	53.4	56.4	59.4	62.4
EOCEP English 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
EOCEP Algebra 1	% A, B, C = __61.8 (2016-17) Annual 3Increase = __	Projected Hispanic	64.8	67.8	70.8	73.8	76.8

EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase =	Actual Hispanic					
EOCEP Algebra 1	% A, B, C = _45_ (2016-17) Annual Increase = 3__	Projected AA	48	51	54	57	60
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase =	Actual AA					
EOCEP Algebra 1	% A, B, C = _26.7_ (2016-17) Annual Increase = 3__	Projected SWD	29.7	32.7	35.7	38.7	41.7
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					
EOCEP Algebra 1	% A, B, C = _66.7_ (2016-17) Annual Increase = _3_	Projected LEP	69.7	72.7	75.7	78.7	81.7
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP Algebra 1	% A, B, C = __48.7 (2016-17) Annual Increase = _3_	Projected SIP	51.7	54.7	57.7	60.7	63.7

EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
EOCEP Biology 1	% A, B, C = __63.2 (2016-17) Annual Increase = _3_	Projected Hispanic	66.2	69.2	72.2	75.2	78.2
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP Biology 1	% A, B, C = _44_ (2016-17) Annual Increase = _3_	Projected AA	47	50	53	56	59
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual AA					
EOCEP Biology 1	% A, B, C = _27.8_ (2016-17) Annual Increase = 3__	Projected SWD	30.8	33.8	36.8	39.8	42.8
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					
EOCEP Biology 1	% A, B, C = _55.6_ (2016-17) Annual Increase = _3_	Projected LEP	58.6	61.6	64.6	67.6	70.6

EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP Biology 1	% A, B, C = _53.7_ (2016-17) Annual Increase = _3_	Projected SIP	56.7	59.7	62.7	65.7	68.7
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
EOCEP U.S. Hist/Const.	% A, B, C = _75.6_ (2016-17) Annual Increase = _3_	Projected Hispanic	78.6	81.6	84.6	87.6	90.6
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP U.S. Hist/Const.	% A, B, C = _36.8_ (2016-17) Annual Increase = _3_	Projected AA	39.8	42.8	45.8	48.8	51.8
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual AA					
EOCEP U.S. Hist/Const.	% A, B, C = _24.9_ (2016-17) Annual Increase = _3_	Projected SWD	27.9	30.7	33.7	36.7	39.7

EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					
EOCEP U.S. Hist/Const.	% A, B, C = _58.5_ (2016-17) Annual Increase = _3_	Projected LEP	61.5	64.5	67.5	70.5	73.5
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP U.S. Hist/Const.	% A, B, C = _62.1_ (2016-17) Annual Increase = _3_	Projected SIP	65.1	68.1	71.1	74.1	77.1
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
ACT Graduating Class	Baseline will be established in 2017-2018	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class		Actual Hispanic					
ACT Graduating Class	Baseline will be established in 2017-2018	Projected AA	TBD	TBD	TBD	TBD	TBD

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

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

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. MasteryConnect Benchmark Data Meetings	2018-2019	Hodge, Irvin	N/A		PD Calendar
2. Naviance Resources	2018-2019	Derrick	N/A		Counseling Calendar
3. PD for teachers concerning improvement strategies for SAT/ACT/WIN	2018-2020	Hodge, Irvin	N/A		PD Calendar

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: 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) 91.5	School Projected	90.5	91.5	92.5	93.5	94.5
		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. Content Recovery	2018-2019	Virtual Lab Instructor			Content Recovery Completion
2. Credit Recovery	2018-2019	Virtual Lab Instructor			PowerSchool
3.					

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. Dual Credit—AP, Greenville Tech, North Greenville University	2018-2019	Derrick— Counseling Office	N/A	N/A	PowerSchool
2. Increasing Completers in Health Science and CATE coursework	2018-2019	Abrams, Teague	N/A	N/A	PowerSchool, Health Science, and CATE tracking
3.					

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	(2016-17) 76	School Projected	79	82	85	88	91
		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. Warrior of the Month—celebrations of academic and behavioral accomplishments of Freshmen	Monthly	Counseling/Administration	$1000	PTA Grant Funding	School Calendar and RHS Website
2. Class Meetings	1 per semester	Administration	N/A	N/A	School Calendar and RHS Website
3.					

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	(2017-18) 51.14	School Projected	51.14	54.14	57.14	60.14	64.14
		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. IGP Meetings	2018-2019	Derrick—School Counseling	N/A	N/A	School Counseling Calendar, PowerSchool
2.					
3.					

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

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. Recruiting Meetings and Conferences (Shining Stars, etc.)	2018-2019	Principal	N/A	N/A	Scheduled Interviews
2.					
3.					

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	(2016-2017) 86.5	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SC SDE School Report Card Survey	(2016-2017) 93.8	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
SC SDE School Report Card Survey	(2016-2017) 85.3	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		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. Maintain School Safety Plan and Share as appropriate	2018-2019	Scott, Safety Team	N/A	N/A	Drill Schedule
2. Keep parents and students informed of school safety policies.	2018-2019	Scott, Safety Team	N/A	N/A	School Website, All Call, and social media platforms
3.					

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	(2016-17) TBD	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School	(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) TBD	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		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. Intervention Team	2018-2019	Admin	N/A	N/A	Reduction in expulsions as evidenced in GCSource
2.					
3.					

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	41	School Projected	44	48	52	56	60
		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. Incorporate Ethics of Care into PD sessions (Noddings)	2018-2023	Hodge, Irvin	N/A	N/A	PD Calendar, Survey results
2. Intervention Team	2018-2023	Admin	N/A	N/A	GCSource
3.					

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) 95.8	School Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		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. Attendance Intervention Conferences	2018-2023	Admin	N/A	N/A	Admin Calendars
2.					
3.					

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

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 –14% Angry 16 %	School Projected	Afraid ≤ 6 Lonely ≤ 13	Afraid ≤ 6 Lonely ≤ 13	Afraid ≤ 5 Lonely ≤ 12	Afraid ≤ 5 Lonely ≤ 12	Afraid ≤ 4 Lonely ≤ 11 Angry < 13
		School Actual					
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	District Projected	Afraid ≤ 7 Lonely ≤ 13	Afraid ≤ 7 Lonely ≤ 13	Afraid ≤ 6 Lonely ≤ 12	Afraid ≤ 6 Lonely ≤ 12	Afraid ≤ 5 Lonely ≤ 11 Angry < 12
		District Actual Secondary	Afraid ≤ Lonely ≤ Angry <	Afraid ≤ Lonely ≤ Angry <	Afraid ≤ Lonely ≤ Angry <	Afraid ≤ Lonely ≤ Angry <	Afraid ≤ Lonely ≤ Angry <

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mental Health Counseling and Interventions	2018-2023	School Counselors	N/A	N/A	Counselor Logs, Survey Results
2.					
3.					

2017 SCDE Report Card for Riverside High School:
https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=H&d=2301&s=017