



2018-19 SCHOOL PORTFOLIO

2018-2023 SCHOOL ACTION PLAN

SOUTHSIDE HIGH SCHOOL
ANDRE DUKES, PRINCIPAL

GREENVILLE COUNTY SCHOOLS
DR. W. BURKE ROYSTER, SUPERINTENDENT

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Southside 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		8/15/18
PRINTED NAME	SIGNATURE	DATE

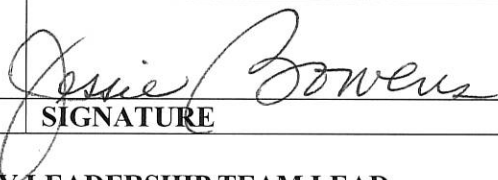
PRINCIPAL

Mr. Andre Dukes		7/26/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Jessie Bowens		7/26/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Emily Huminski		7/26/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 6630 Frontage @ White Horse Road, Greenville, SC 29605

SCHOOL TELEPHONE: (864) 355-8700

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

POSITION

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

NAME

Andre Dukes, Principal
Kenneth Gause, Teacher of the Year
Kayla Kelly, Parent
Dexter Reaves, Community Member
Jesse Bowens, SIC Chair
Emily Huminski, Instructional Coach

POSITION

Principal
Instructional Coach
Mathematics Department Co-Chairs
English Department Chair
Social Studies Department Chair
Science Department Co-Chairs
World Language Department Chair
Fine Arts Department Chair
Special Education Co-Department Chairs
Director of Counseling
AFJROTC Department Chair
Physical Education Department Chair
Media Specialist
IB Coordinator
Assistant Principals

NAME

Andre M. Dukes
Emily Huminski
Javeria Siddiq and Charles Howard
Brooke Cushwa
Christine Cook, Interim
Laura Shoun and Brian Corbett
Nicolas Philipp
Joshua Tillman
Karen Hallums and Heather Perry
Julie Hill
John Dibert
Jeremy West
Jennifer Browning
Lavetta Collins
Paige Baker, Angel Stepp, Regene Ransome, and Chris Emerson

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 <input type="radio"/> No <input checked="" type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. 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 checked="" type="radio"/> Yes <input type="radio"/> No <input 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 type="radio"/> Yes <input type="radio"/> No <input checked="" 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.

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INTRODUCTION

Southside High School's strategic planning for school improvement includes monitoring, reflecting, and assessing our progress toward meeting our school goals. We collect, analyze, and chart our test scores and survey results. We identify areas of strengths and weaknesses in the light of our shared values and vision for our school. We disseminate data and information to our stakeholders. Collectively, we identify how we should move forward with one united and cohesive plan for future success and increased student achievement. Our School Portfolio reflects our efforts, progress, and achievements, and communicates our plans for further improvement. Our School Portfolio Team Members include:

Principal: Andre M. Dukes

Instructional Coach: Emily Huminski

Assistant Principal: Elizabeth Ransome

Teacher, Co-Department Chair, and Intern: Javeria Siddiq

Teacher and Intern: April Mitchell

Parent/Guardian: Kayla Kelly

Community Member: Dexter Reaves

School Improvement Council Member: Jessie Bowens

Executive Summary

During the 2017-2018 school year, Southside High began our journey to ensure that **every child will graduate ready for college, careers, and engaged citizenship**. One of the great debates taking shape in education today is not only the degree to which college readiness and work readiness are similar but also specific ways they are different. The new reality is that our students need programs that integrate high academic challenge with the exploration of a range of career options and opportunities. Our teachers collaborate to integrate the norms that are necessary for good citizenship such as integrity, self-direction, perseverance and work ethic into the academic content of all courses, and the results are noteworthy. This school year, we worked on redesigning our career pathways so that every student that graduates from Southside has the potential to earn industry credentials.

- **Student Achievement Findings (Students will graduate high school in four years, college and/or career ready.)**

Through efforts of students, parents, teachers, administrators, community volunteers, and business partners, Southside continues to sustain academic growth as evidenced by the following 1-year academic achievements from 2016-2017.

- Number of students enrolled in AP/IB program increased from 24.2% to 32.1%.
- The percentage of seniors completing college applications increased from 53.4% to 78%.
- The percentage of IB diploma completion was 100%.

Southside High School administration, faculty, and staff work arduously to meet individual students where they are academically and motivate them to excel beyond their own expectations. Our first priority is to increase student achievement.

- **Teacher and Administrator Quality Findings**

In 2017, 58.2% of Southside High School teachers held advanced degrees. Sixty-one percent of the faculty held continuing contracts, and 80.5% of teachers returned from the previous year. In 2017, 0% of classes at Southside High School were *not* taught by highly qualified teachers. Highly qualified teachers are those teachers that have:

- Earned at least a bachelor's degree;
- Demonstrated content knowledge in each core content area he/she teaches; and
- Do not have any waivers of the requirements for full state certification.

School leadership maintains high expectations for professional practice. Our faculty is committed to shared values and beliefs about teaching and learning. All teachers participate in professional development through workshops provided at school and/or district levels, with further training available to IB and AP teachers. Thirteen teachers (24% of the faculty) hold Gifted and Talented endorsements. It is our #2 goal to ensure quality personnel in all positions.

- **School Climate Findings (Students and staff will contribute to the well-being of the school community by fostering a safe, inclusive and supportive learning environment.)**

It is our goal to provide a school environment supportive of learning. Each year the faculty, 11th grade students, and their parents are asked to complete an opinion survey. The purpose of the surveys is to garner stakeholders' level of satisfaction with the learning environment.

2017-2018 Survey Highlights:

- Teachers' top responses (100% agreement on the following responses):
 - Teachers at my school effectively implement the State Curriculum Standards.
 - Instructional strategies are used to meet the needs of academically gifted students.
- Students' top 3 responses:
 - My teachers expect students to behave.
 - My teachers give tests on what I learn in class.
 - My parent knows what I am expected to learn in school.
- Parents' top 3 responses:
 - My child's school has high expectations for student learning.
 - My child's teachers encourage my child to learn.
 - My child's teachers provide extra help when my child needs it.

Ongoing Focus:

- Continue its focus on safety.
- Continue to address student needs through innovative programs and non-traditional curricular structures/choices.
- Continue to provide comprehensive support services for students and their families.
- Continue to leverage varied media in support of staff and students.

Need for improvement in the following areas:

- Infrastructure and support have not kept up with the district's demands for technology.
- Additional technology and other support personnel are needed to support instruction and meet the needs of the whole child.
- General education teachers need enhanced support as they work with students with unique needs/challenges.
- There is need for sustained fiscal resources to support school programs.

- **School Challenges**

As a Cohort team, we engaged in an extensive review of research-based and vertically aligned instructional programs to support our efforts to meet the needs of students who struggle daily in reading and math. We had numerous discussions about root causes of problems to try to identify our school's problems. These same kinds of critical conversations and action research must continue after our grant is awarded. Qualitative and quantitative measures that pass the scrutiny of action research will be used to objectively determine program effectiveness. Data (formative, interim and summative) will be examined routinely to examine effectiveness of comprehensive instructional reform strategies and to problem-solve.

- **Challenge #1:** A significant percentage of students enter Southside High School with deficient reading and math skills.
- **Challenge #2:** Maximize academic achievement to ensure every student is career, college, and citizenship ready (limited opportunities outside the IB program for students to take college bearing courses and limited opportunities for work based, internships and apprenticeships.) However, in spite of the rich talents and plentiful opportunities at Southside, we face a mounting imperative for our school to ensure that all of our students can access these opportunities. We must address the wide achievement gap for our students with the greatest needs and we must provide equitable access to programs that prepare our students for success.
- **Challenge #3:** Southside High School's student population is transient in nature. Approximately one quarter (1/4) of our student population turns over each year, on average 30 students monthly. To put that into perspective, we have, on average, at least 1 student enroll or withdraw every single school day. Students within our population may enter and exit multiple times, and over multiple years. These students will not benefit from a full year of instruction at Southside High School. Most of these students will be expected to take SC State End of Course Exams. The continuously disruptive movement of students into and out of a class impacts the student and the class and causes:
 - Continual change in the group dynamics
 - Upheaval in instructional grouping
 - Difficulty making benchmark test comparisons
 - Challenges in classroom management. Teachers must continually re-teach procedures that had previously been established and taught at the beginning of the school year as

- each new student enters
- Challenges in curricular cohesion. Teachers must establish baseline data on each new student each time a new student enters the class and re-teach content knowledge, skills, and processes the teacher already taught and the rest of the students were already expected to learn
- Poor EOC test scores

• **School Highlights**

Southside High School is one of the most diverse schools in South Carolina, and we are proud to offer our students more than 100 course offerings. Our educational program is academically challenging and built on high expectations. We offer a variety of programs: International Baccalaureate (IB), Advanced Placement (AP), Honors, CTE, and College Preparatory. All of these programs are designed to meet the unique and individual needs and interests of each student.

Student engagement is achieved by linking the curriculum to previous knowledge and experiences and then exploring new ideas and promoting authentic learning. Southside provides a high school experience that enables our students to be college and career ready while having tremendous opportunities to get involved.

Southside High School has a rich history of academics, the arts, and athletics. Our International Baccalaureate (IB) Program is among the best in nation with over 200 students pursuing certificate and or diploma. Our students attend Harvard, Yale, Clemson, USC Honors College, and Duke, just to name a few. Our Speech and Debate and Academic Teams are nationally ranked. Our basketball team won the 3A State Basketball Championship. Our Fine and Performing Arts programs are top notch!

Awards and Honors

- 15 - AP Scholars
- 2 - AP Scholars with Honors
- 19 - AP Scholars with Distinction
- 7 - National AP Scholars
- Students received a perfect math SAT score - 1
- Students received perfect Score on ACT - 1
- Students received a Reading Perfect SAT Score - 4
- 100% Diploma Passage Senior IB Diploma Candidate
- 32 Senior IB Certificate Candidates
- 8 National Merit Finalists
- 9 National Merit Semi-Finalists

JROTC

- AFJROTC Awarded the Distinguished Unit award (Top 10% of all units)
- Cadet Awarded West Point Leadership Award
- Received the Outstanding Community Service Award

Academic Team

- 7 Regular Season Championships (with wins in 7 of 9 competitions entered including Harvard University, Clemson University, North Greenville University, Dorman (thrice), and Greenville County Scholastic Scoreboard)
- 5th Place at Ezell-Harding in Nashville, TN & 4th Place at Walton High School in Atlanta, GA
- NAQT National Championship Tournament in Atlanta (finishing 5th out of 306 teams from around the country (and world))
- PACE National Scholastic Championship in Chicago, IL (finishing 19th overall and winning our second consecutive Small School National Championship)

Speech and Debate

- Southside High named A National School of Excellence in Speech and Debate two years in a row.
- National Champion in Dramatic Interpretation Competition

World Languages

- National Spanish Exam 2017 Winners
 - 2 Gold Medal Winners
 - 1 Silver Medal Winner
 - 5 Bronze Medal Winners

BETA

- 2016-2017 National Beta School of Merit
- National Winner: 1st Place Speech Division II
- National Top 10 – Spanish Division II
- National Top 10 – Technology Competition
- State Winner – 1st Place Speech Division II
- State Winner – 1st Place Technology
- State Winner – 1st Place Spotlight on Service
- State Winner – 2nd Place Advertising Design
- State Winner – 3rd Place Spanish Division II
- State Winner – 3rd Place Robotics

Football

- 4 - All-Region Players

Men's Basketball

- 3 - All Region 2 AAA
- Region 2 Player of the Year
- 3A All-State
- All County 1st team
- Greenville County All-Star
- PAA All-Star
- All Greenville County
- Steve Beasley - Region Coach of the Year
- Steve Beasley - SCACA State Coach of the Year
- AAA State Championship

Cross Country

- 2 - All Region XC
- 1 - All State XC
- Numerous Scholarships
- Last year was the first time boys and girls qualified for state.

Women's Soccer

- 3 - All Region Soccer

IB Program

- LAST YEAR, 4 SHS IB STUDENTS EARNED A PERFECT SCORE ON SAT READING & 1 SHS IB STUDENT EARNED A PERFECT SCORE IN MATH.
- SHS IB STUDENTS HAVE BEEN ACCEPTED TO THE FOLLOWING COLLEGES & UNIVERSITIES IN THE PAST 5 YEARS:
 - Harvard University
 - Massachusetts Institute of Technology
 - Tulane University
 - Duke University
 - University of Notre Dame
 - Northwestern University
 - Yale University
 - Carnegie Mellon University
 - Vanderbilt University
 - Georgetown University
 - Georgia Institute of Technology
 - Wake Forest University
 - Bryn Mawr College
 - Emory University
 - USC Honors College
 - U.S. Naval Academy
 - Johns Hopkins University
 - College of William and Mary
 - Clemson University

School Profile

First, it should be noted that we believe we will meet our goals. We also believe that once we begin to meet them, our enrollment will increase, as will our graduation rate; students will perform higher on state and national assessments, climate survey results will increase among all stakeholders, and parents will become more involved in their children's education. We also believe that teachers will begin to see themselves as learners and that, because of that experience, they will approach students who are not as successful as they, perhaps, were very differently. One of the outcomes we fully expect to see is an observable change in the culture of the school as students, staff, and administrators begin to think of learning 24/7. We expect more community involvement and are actually planning for it!

- Southside High School is the oldest and most successful IB school in South Carolina. Southside high school is one of the smallest public high school within Greenville County School District with an enrollment that fluctuates between 735 to 740 students. The Diploma Program serves approximately 21.5 % of the students of the age group eligible for the program, being a "school within a school model."
- The current enrollment of students participating in the IB Diploma program, both courses and diploma candidates of the junior and senior years, consists of 60% Female and 40% Male. 23 % White/Caucasian 20% Black/African-American, 56.5 % Asian, and 0.5% Hispanic/Latino.

- **School Community**

- Partnerships
Our collaboration with the community is an important component of our school's commitment to create a common school culture of excellence. This is evidenced by our long-term relationship with General Electric (GE) in support of our mentoring program

and the U.S. Government with typically twenty percent (20%) of Southside High School students involved in Air Force Junior Reserve Officer Training Corps (AFJROTC). In partnership with YMCA volunteers, our Character Education Initiative is thriving for the third year. Southside High School values our partners.

- **PTSA (Parent Teacher Student Association)**
The Southside High PTSA makes important differences in the education and development of students. The PTSA provides classroom grants, funding for student agendas, classroom paper and copies, technology, and building maintenance. The PTSA fosters positive relationships between the home and the school and sponsors various opportunities for parents, staff, and students to interact. As funds permit, the PTSA also supports various extracurricular activities such as Forensics, Band, Drama Club, and AFJROTC. We recognize our volunteers monthly with our Volunteer of the Quarter Award.
- **SIC (School Improvement Council)**
Southside High School's School Improvement Council is made up of elected parent, student, and faculty members along with members of the school's administration and appointed community leaders. SIC meets monthly and serves to advise the leadership of Southside on ways to achieve the academic goals of the school. SIC members recognize that a student's education is a responsibility shared by the school, family, and community, and work to establish a strong working relationship with Southside students' families to promote parental involvement to support student learning.
- **IB (International Baccalaureate) Parents Council**
The IB Parents Council (IBPC) is a group of parent volunteers who work to assist the (IB) Coordinator, in close coordination with the Principal, the PTSA and Southside staff. The IBPC meets once a month, with an open forum portion for all members to participate. The IBPC is a membership-based organization that also helps to facilitate communication among all IB families and with the IB Coordinator.

- **School Personnel Data**

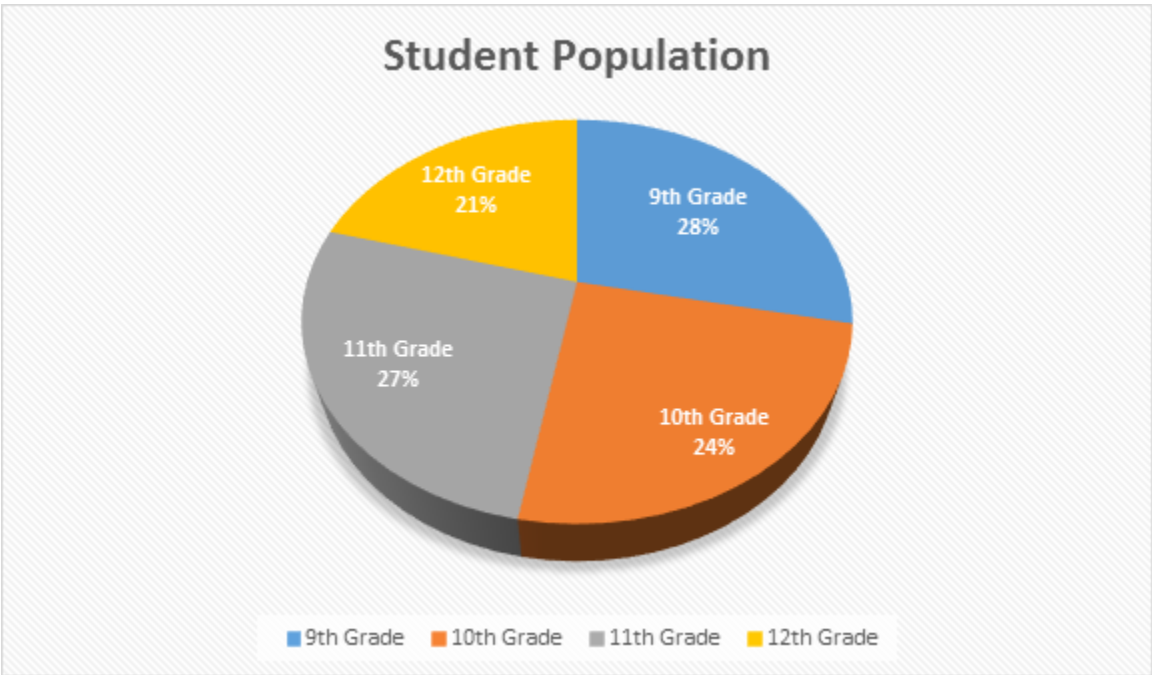
- **Faculty and Staff**
The 2017-18 Southside High School faculty consists of fifty-five (55) full and part-time teachers, three (3) guidance counselors, one (1) IB coordinator, one (1) media specialist, and one (1) instructional coach (IC). Additionally, our staff consists of two (2) intervention specialists, one (1) classroom aide, as well as media, guidance, and attendance clerks. Our faculty is made up of National Board Certified teachers, AP certified teachers with Gifted and Talented endorsements, IB certified teachers, MYP trained teachers, PACE teachers, and teachers with advanced degrees, including Doctorates. Some of our teachers come from across the nation and the world. Each faculty and staff member brings a wealth of experience, talent, and knowledge to the classroom.

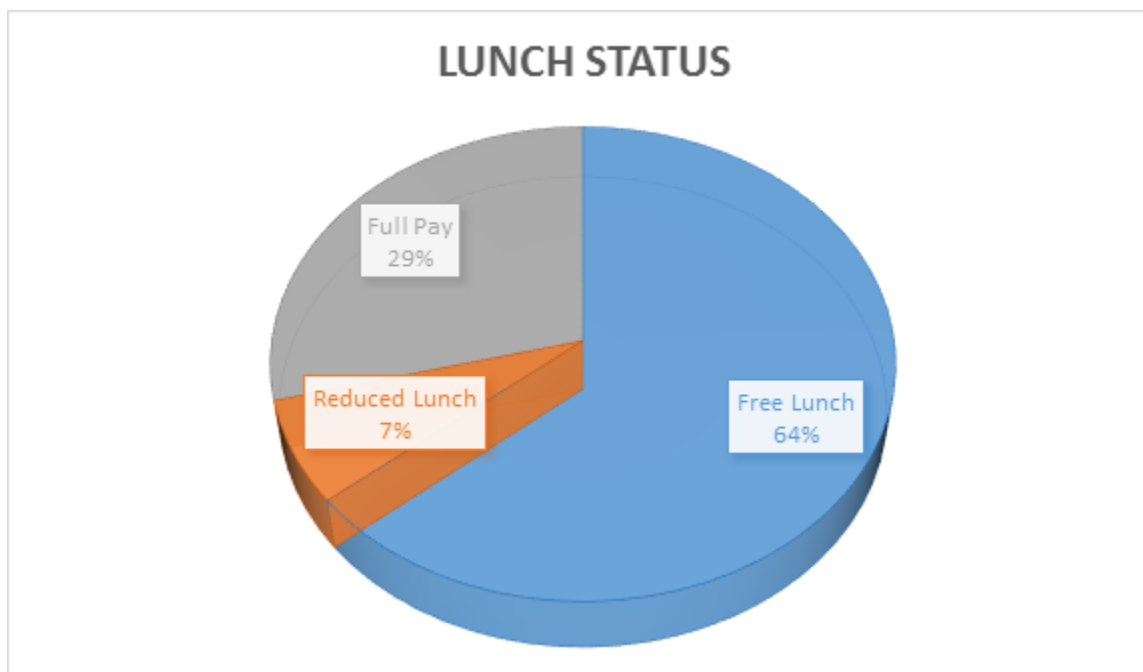
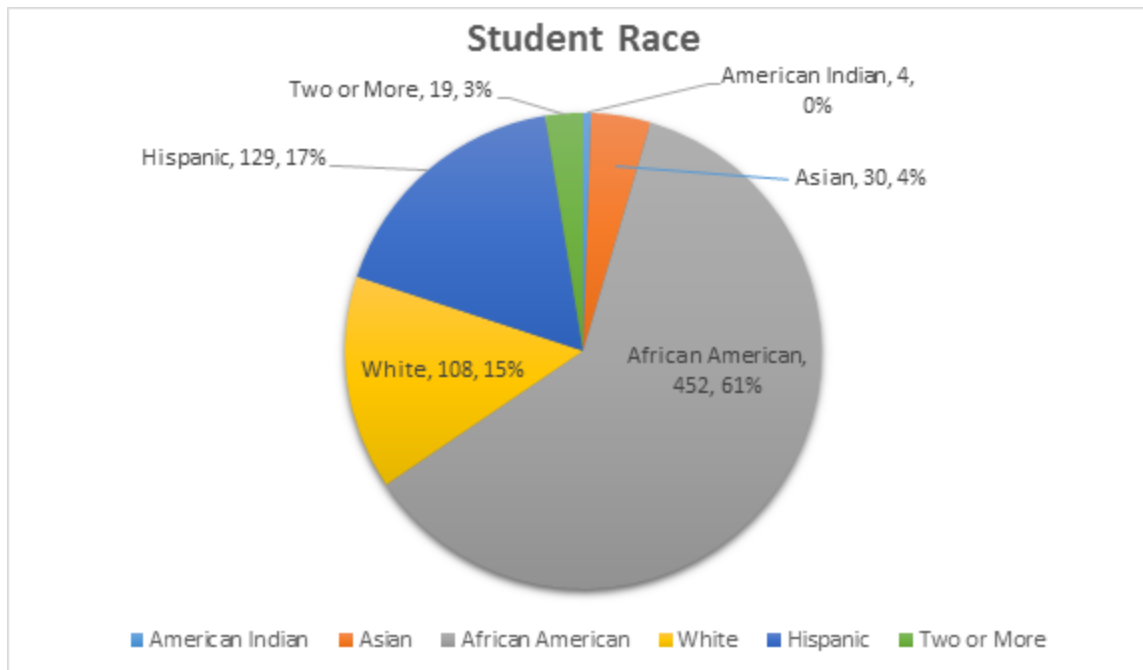
The current IB faculty is comprised of 92.86 % White/Caucasian American instructors and 7.14% of our IB staff is Non-American instructors. Of our IB faculty, one is a native of France. This represents .6 % of our total faculty. For this instructor, English is not his mother tongue. He is bilingual.

- **School Leadership**
The administrative team, made up of the principal, Andre M. Dukes, and four (4) assistant principals, supervises the effective implementation of programs that enhance the entire school. Administrative duties, along with the name of the administrator assigned to each duty, are printed in the faculty handbook. The principal and assistant principals visit classrooms on a rotating schedule and are visible and accessible throughout the day. The administration maintains a high level of communication with the faculty, student body, staff, parents, school district, and community members.

- **Student Population Data**

Our diversity is our strength. Southside is the most diverse high school in Greenville County School District. Southside students are from 11 different countries (Germany, Lebanon, Kenya, Mexico, India, France, China, Japan, El Salvador, England, and the United States) and speak 28 different languages.





Transient Student Population

The transient nature of our community and student population has a profound effect on teaching and learning and ultimately on our student achievement. A significant number of students enroll and withdraw from our school throughout the school year and often on a daily basis; sometimes multiple times during the year, and at times repeatedly over multiple years. Typically, close to 200 students, about a quarter ($\frac{1}{4}$) of the entire student body, transition in or out of our building each year.

Perpetual student turnover throughout the school year negatively impacts instruction and learning. Continuous turnover in the classroom creates instructional and management challenges for the teacher. Gaps in student learning develop as a result of moving from one school to another during the school year and impact the continuity of a student's education. On-going student enrollment (enrollment *after* August, the beginning of the school year) directly impacts our school-wide high stakes test results and school-wide student achievement and more significantly, negatively impacts our students.

Program Initiatives

- **International Baccalaureate (IB) Program:**
The International Baccalaureate Organization (IBO), founded in 1968, is a nonprofit educational foundation based in Geneva, Switzerland. The foundation offers a comprehensive two-year curriculum—available in English, French, and Spanish—that allows students to fulfill certain requirements of various national education systems.

The IB program is internationally recognized programs with an emphasis on global perspectives. It is a holistic style program with a prescribed course of study that encompasses six areas; English, history, science, foreign language, math, and an IB approved elective that emphasize process and integration of content across content areas. The IBO's Diploma Programme is a high school program offered to students in the final two years of school. Course work is divergent – asking why more than what. The program maintains rigorous world-wide assessment criteria standards.

- **Advanced Placement (AP) Program:**
The AP program provides leadership and services for academically talented students with more emphasis on the academic rather than the philosophical. It is a cafeteria style program in which students have an opportunity to take college-level courses and exams while still in high school. Students may pick and choose content-driven courses. Southside currently offers 14 AP courses, including courses such as AP Calculus, AP Physics, AP Chemistry, and AP Psychology.
- **Dual Credit Program**
New program to start during the 2018-2019. The Dual Credit Program will provide learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills. It is our goal to increase the number of students attaining College and Career Readiness as defined by the state accountability model.
- **Freshman Academy Program:**
The 9th Grade Freshman Academy is a comprehensive program that strives to provide each 9th grade student with a challenging and nurturing learning environment that ensures a smooth transition from middle to high school. It seeks to ensure the academic success of its students by increasing the promotion rate for all freshmen, improving the quality of parental involvement, decreasing the number of discipline referrals, and increasing the attendance rate and passage rate for End of Course Examinations. We promote good citizenship through consistent discipline and positive behavioral encouragement

programs.

- **Character Education Program:**
Southside High School Freshman Academy, in collaboration with the YMCA Teen Achievers Program, incorporated a developed curriculum focused on structuring and nurturing the professional development of teens in grades 9-12. The program works hand-in-hand with community professionals, who help guide and mentor teens to make sensible decisions concerning their future. It not only benefits the student participants, but the community as well.
- **Credit Recovery:**
Credit Recovery, initiated by Greenville County School District, allows a student who has received a 61 or higher in a course to take the APEX course online and recover the credit. The APEX curriculum is closely aligned with SC standards. Additionally, students have access to the APEX programs from home and can work at their own pace in school or at home. Students are required to be on campus to complete the assessments for the APEX programs. The highest grade a student can earn through the APEX recovery program is an 80.
- **Seat-Time Recovery:**
Seat-Time Recovery allows students who are currently passing a course and have more than the maximum number of absences an opportunity to recover credit. Seat-Time Recovery enables participants to make up the hours required to receive credit for a course.
- **Program Features**
 - Academic Team
 - Academic Tutoring and Coaching
 - Accelerated Reading Program
 - AFJROTC Academic Team
 - AFJROTC Drill Team – Nationally Ranked
 - Art Club
 - Athletic Programs – Baseball, Basketball, Cheerleading, Cross Country, Football, Soccer, Softball, Tennis, Track & Field, Volleyball
 - Backpack Program
 - Badminton Club
 - Beta Club
 - Black History Month
 - Drama Club
 - Fine Arts – Band, Chorus, Art, Drama, Guitar, Piano
 - Forensics – Nationally Ranked
 - Future Physicians
 - Gaming Club
 - Gardening Club
 - Home Economics Club
 - Interact Club
 - International Festival
 - Junior Marshals
 - Kitty Hawk Honor Society

- Miss Southside Pageant
- Model Rocket/Model Airplane Club
- National Honor Society
- Psychology Club
- Quantum Physics Club
- SAM Team
- SC Junior Academy of Science Club
- Step Team
- Student Council
- Technology Club
- Tiger Ambassadors
- Tiger Pride/Beautification
- Tiger Pride Gay-Straight Alliance
- UNICEF
- Yearbook
- Young Democrats
- Youth in Government

Mission, Vision, and Beliefs

- **Mission**
Southside High School's mission is to promote lifelong learning and to promote an understanding of community and curriculum standards by providing opportunities for students to apply acquired skills and by modeling desired behavior and attitudes. We will know students are learning and becoming productive, involved, caring citizens by maintaining data that charts their progress so we can provide various levels of intervention to guide students toward success.
- **Vision**
Every child at Southside High School will graduate ready for college, careers, and engaged citizenship.
- **Motto**
Celebrating Diversity. United in Learning.

Data Analysis and Needs Assessment

GOAL 1: Student Achievement

ACT College Readiness Assessment Program

Prior to 2017, the ACT was administered as an optional national college readiness assessment. Students who were interested in taking the test were required to pay a fee and take the test at an off-campus location on a Saturday. Generally, only the very motivated took the test. As of 2015, *all* 11th graders (students in their third year of high school) in South Carolina, with exception of those who were eligible for alternate assessments, were administered the ACT and the ACT WorkKeys tests as state mandated college and career readiness assessments. The tests were administered at no cost to the student, at school, during regularly scheduled class time.

ACT Subject-Area Mean Scale Scores

ACT Subject-Area Scale Scores can range from 0-36, and two achievement levels are reported by the SC State Report Card; ready (met) and not ready (not met). The Southside High School (SHS) 2017 ACT composite (English, Math, Reading, and Science) mean scale score was 16.2, compared to the South Carolina state-wide composite scale score of 17.8.

2017 ACT Subject-Area Mean Scale Scores				
	English	Mathematics	Reading	Science
<i>Target Score</i>	<i>Score = 18</i>	<i>Score = 22</i>	<i>Score = 22</i>	<i>Score = 23</i>
SHS Scale Score Average (range 0 – 36)	14.6	16.6	16.1	16.6

Data Source = The ACT Profile Report 2017

ACT Target Benchmark Scores

According to ACT.org website, the ACT benchmark scores on the ACT subject-area tests represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in first-year college courses (<http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/>). **Students must meet the target benchmark score to be considered College Ready.**

ACT Subject-Area Achievement Levels (Ready/Not Ready)

The following table indicates the target benchmark score for each subject and the percent of SHS 11th graders who met the target benchmark score in 2017 and, therefore, are considered college ready.

2017 ACT Subject-Area Benchmark Tests			
College Course	ACT Subject-Area Test	<i>ACT Target Benchmark Score</i> (ACT scores range from 0 – 36)	Percent MET Target Benchmark Score College Ready
English Composition	English	18	24.6%
College Algebra	Math	22	14.4%
Social Sciences	Reading	22	15.6%
Biology	Science	23	10.8%

Data Source = The ACT Profile Report 2017

Of the four ACT subject-area tests, English, Mathematics, Reading, and Science, the greatest percentage of the 187 SHS 11th grade students who tested in 2017, met the English subject-area target benchmark score. Thirty-four percent of the students met the level of achievement required for students to have a 50% chance of obtaining a B or higher in a credit-bearing first year English course. The subject area in which the fewest percentage of SHS 11th grade students met the target benchmark score was Science. Only eighteen percent met the required level of achievement. Of the 187 SHS 11th grade students who tested in 2017, 6.6% met *all* 4 subject benchmark target scores. The Asian student population achieved the highest level of achievement, in comparison to the other student populations, in each and every subject area.

2016	English (target = 18)	Math (target = 22)	Reading (target = 22)	Science (target = 23)	Composite
State	17.3	18.5	19.0	18.6	18.5
SHS	16.3 (-1.0)	18.4 (-0.1)	17.7 (-1.3)	18.4 (-0.2)	17.8 (-0.7)
2017					
State	17.5	18.6	19.1	18.9	18.7
SHS	17.5	19.1 (+0.5)	19.2 (+0.1)	18.8 (-0.1)	18.8 (+0.1)
1 year gain	1.2	0.7	1.5	0.4	1.0
Needed to meet target	0.5	2.9	2.8	4.2	

Data Source = ACT Report SDE Assessments

ACT WorkKeys Job Skills Assessment System National Career Readiness Certificates

The ACT WorkKeys is a job skills assessment given to all 11th graders statewide, with the

exception of those eligible for alternative assessments. The assessments consists of 3 subtests: Applied Mathematics, Reading for Information, and Locating Information. Students are awarded certificates based upon their overall results. The ACT WorkKeys was first administered at Southside High School in 2015. Only students with valid scores on *all* three tests can earn a National Career Readiness Certificate (NCRC).

Student-level scores include scale scores and a level score for each of the three tests (Reading for Information, Applied Mathematics, and Locating Information). Students who successfully complete these three tests may be eligible for ACT's National Career Readiness Certificate (NCRC). Based on performance, students may earn a bronze, silver, gold, or platinum certificate, as described below.

- Bronze - scores at least a level 3 in each of the three core areas
- Silver - scores at least a level 4 in each of the three core areas
- Gold - scores at least a level 5 in each of the three core areas
- Platinum - scores at least a level 6 in each of the three core areas

Although a student may score significantly higher on one of the subtests, the certificate earned cannot be at a level higher than the lowest level earned on any one test.

Conversion Tables

Below are the conversion tables identifying the range of scale scores corresponding to each job profiling level.

Reading for Information		Applied Mathematics		Locating Information	
Scale Score	Level	Scale Score	Level	Scale Score	Level
65-72	<3	65-70	<3	65-71	<3
73-74	3	71-74	3	72-74	3
75-78	4	75-77	4	75-79	4
79-81	5	78-81	5	80-86	5
82-84	6	82-86	6	87-90	6
85-90	7	87-90	7		

Data Source = SDE Assessments ACT WorkKeys Test Scores – School Scores Report

On average, Southside High School students' scale scores for each of the subtests corresponded to a Level 4.

2016 ACT WorkKeys Mean Scale Scores by Subtest			
	Applied Mathematics	Locating Information	Reading for Information
Mean Scale Score	56.1%	67.1%	88.4%

Data Source = SDE Assessments ACT WorkKeys Test Scores – School Scores Report

The WorkKeys assessment is used in conjunction with job profiling. The WorkKeys levels represent the minimum level of skills needed to be successful in a specific job. Employers, using the WorkKeys levels, can get a clear picture of a prospective employee's ability to meet the

demands of the job.

Bronze

In 2017, 31.2% of Southside 11th graders earned a Bronze NCRC. According to the 2010 South Central TN Workforce Alliance (Source: <http://www.sctworkforce.org/crcdefining skillgaps.htm>), students would qualify for these jobs available at the Bronze level: Bag Machine Operator, Certified Nurse Assistant, Correctional Officer, Electrician Helper, Fiberglass Assembler, Heavy Equipment Operator, Hose Assembler, Fork Lift Operator, Melting Technician, Plastic Molding Machine Operator, Production Associate, Teacher Aide, Mig Welder.

Silver

Students earning a Silver NCRC meet skills required for at least 67% of the jobs in the ACT JobPro database. In 2017, 39.9% of Southside 11th graders earned a Silver NCRC. The students who earned a Silver NCRC meet requirements for the following jobs: Accounting Clerk, Control Box Technician, Customer Service Representative, CNC Mill Operator, General Office Clerk, Industrial Maintenance Mechanic, Licensed Practical Nurse, Machinist, Pharmacy Technician, Processing Assembler, Radiologic Technologist, Refrigeration Mechanic, Sheet Metal Worker, Storage and Distribution Manager.

Gold

Of the 11th graders that tested in 2016, 8.7% earned a Gold NCRC. The SHS students who earned a Gold NCRC meet skills required for at least 93% of the jobs in the ACT JobPro database. Gold NCRC recipients meet requirements for the following jobs: A+ Certification, Auto CAD (Computer Aided Design), Computer Programmer, Construction Manager, Industrial Electrician, Electro-Mechanical Technician, Electronics Technician, IT Systems Administrator, Legal Secretary, Medical Lab Technician, Registered Nurse, Respiratory Therapist, Semiconductor Processor, Supplier Quality Engineer. 2

Platinum

With a minimum score of 6 on each of the three assessments, students earning the Platinum NCRC demonstrate skills associated with approximately 99% of the jobs in the ACT JobPro database. In 2016, 0.0% of SHS students earned the Platinum NCRC. These students meet skills required for the following jobs: Civil Engineer, Architect, Air Traffic Controller, Airline Pilot, CEO, Logistics Analysts, Education Administrators, and Physician Assistants.

EOCEP (End of Course Examination Program) Passage Rate

Currently, South Carolina requires students enrolled in English 1, Algebra 1, Biology, and U.S. History to take a standardized multiple choice exam near the end of the course. The exam score is calculated 20% of the student's final grade. Generally, students take these courses in high school. Many of our most academically ambitious students take English 1 and Algebra 1 courses at the middle school. Their scores are not reflected in our EOC passage rate data.

Although test content can signal what is important for students to learn and for teachers to teach,

teachers are not permitted to view or review actual test questions. Likewise, detailed test results can be valuable to improve teacher effectiveness; unfortunately, details (such as specific areas students struggled with or skills students failed to adequately demonstrate) are not provided by the state to the teachers.

Not all students entering a course of study bring with them established study habits and diligence, adequate skill sets, or comparable prior knowledge. A student's below-grade reading level or limited vocabulary knowledge can greatly impact a student's ability to comprehend a question or demonstrate content knowledge within the confines of a multiple choice test.

	Algebra 1	English 1	Biology	US History	All
2012-2013	62.2% (+8.9)	55.6% (+9.5)	60.6% (-15.7)	56.2% (+5.55)	58.8% (+1.6)
2013-2014	82.7% (+20.5)	53.2% (-2.4)	63% (+2.4)	57.6% (+2.2)	62.4% (+3.6)
2014-2015	75.5% (-7.2)	56.1% (+2.9)	53.6% (-9.4)	58.1% (+.5)	60.5% (-1.9)
2015-2016	64.1% (-11.4)	72% (+15.9)	63.5% (+9.9)	66.6% (+8.5)	66.3% (+5.8)
2016-2017	52.1% (-12)	58% (-14)	51.1% (-12.4)	47.6% (-19)	52.2% (-14.1)

Advanced Placement Tests (AP Tests) % Scoring a 3 or Above

There were 88 AP Exams were given in 2017. Students scored between a 3 to a 5 on 201 exams out of the 300 exams taken. A score of 3 indicates Qualified, a 5 indicates Extremely Well

Qualified. Most colleges and universities in the United States grant course credit based on AP test scores; most requiring a score of 3 or higher for credit to be granted or course prerequisites to be waived.

All 48 students received a 3 or higher on 88 exams.

SAT Mean Scores

The SAT is a national college readiness assessment generally taken by high school juniors and seniors. It is often used as part of a college admissions process. The SAT consists of 3 tests; Critical Reading, Math, and Writing. The highest composite score possible on the SAT is a 2400. Southside's 2017 SAT mean composite score of 1127.

	2014-2015	2015-2016	2016-2017	2017-2018
SHS (V/M)	1009 (506 / 503)	1015 (506 / 509)	1107 (564 / 544)	1127(571/556)
District Rank	5 th	6 th	4 th	N/A
SC Public Schools	966 (483 / 483)	980 (490 / 490)	1058 (539 / 518)	N/A
Nation Public Schools	987 (489 / 498)	981 (487 / 494)	1044 (527 / 517)	N/A
3 year Gain	SHS	State	Nation	
	98	92	57	

Graduation Rate

On-Time Graduation Rate

In recent years past, the on-time graduation rate had been based on the percentage of students who graduated on-time (within 4 years), passed both sections of the HSAP exit exam, and received a SC State diploma. As of 2014, HSAP Passage is no longer required for students to graduate.

Factors that have negatively impacted graduation rate are:

- students enrolled in the Special Education Occupational Program do not receive a SC State diploma
- students who leave Southside High School, enroll elsewhere but fail to inform the school of their whereabouts are considered dropouts
- students who graduate late are not included in the on-time graduation rate

Southside's On-Time Graduation Rate continues to climb. Since 2010, our graduation rate has increased by 12.8% to 74.7% in 2017.

Five-Year Cohort Graduation Rate

In 2012, SC State Department of Education added a five-year cohort graduation rate to the state report card. This cohort includes students who graduate within a 5-year period.

The percent of Southside students who graduated within a five-year period rose from 67.6% in 2012 to 77.0% in 2017.

International Baccalaureate Results

IB	Number of students taking at least one IB Subject Area Test	Number of IB Subject Area Tests Taken	Number of Tests with Scores of 4 or higher	Percentage of Tests with Score of 3 / 4 or higher	Diploma Awarded
2011-2012	70	264	126	48%	9/25 = 36%
2012-2013	70	330	168	51%	17/34 = 50%
2013-2014	62	236	159	67.4%	17/29 = 65.5%
2014-2015	64	295	167	213/243 = 87.6% 168/243 = 69.1%	18/26 = 69.2%
2015-2016	48	232	175	186/198 = 93.9% 175/198 = 88.3%	20/26 = 76.9%
2016-2017	55	264	179	179/220 = 81.3% 202/220 = 91.8%	22/22 = 100%

- GOAL 2: Teacher & Administrator Quality**

Professional Development Alignment

Professional development is very important in the school district of Greenville County and Southside High School. The school district provides summer training opportunities through its Summer Academy, as well as workshops and institutes sponsored by various departments throughout the year.

Professional development conducted at Southside High School aligns very closely with our school and technology goals.

School Goals (SAP):

Goal #1: Improve student achievement

Goal #2: Improve school climate

Goal #3: Ensure quality personnel in all positions

School Technology Plan (STP):

Goal #1 Professional Development

Goal #2 Curriculum and Instructional Integration

Goal #3 Learners and their Environment

SC ADEPT Performance Standards for Teachers (PAS-T):

Goal #1 Knowledge of Curriculum, Subject Content, and Development Needs

Goal #2 Instructional Planning

Goal #3 Instructional Delivery

Goal #4 Assessment

Goal #5 Learning Environment

Goal #6 Communication

Goal #7 Professionalism

Goal #8 Student Achievement

Professional Development Focus 2015-16

New Hire Orientation

Middle Years Program (MYP): Improving Program Implementation

Special Education Inclusion Program: Training & Implementation

Professional Learning Communities (PLC):

Develop & Implement a Student-Centered Learning Framework

- Data Driven Decision Making Using Student Work Analysis
- Building PLC Experts: Proficiency & Differentiation
- SLO Goals: Assessments & Progress Monitoring

Professional Development Focus 2016-17

High Quality Essential Questions

Disciplinary Literacy

Formative Assessment

Rigor

Differentiation of Instruction

Professional Learning Communities:

Developing Leadership Capacity

Creating New Knowledge to Improve Instruction

Formative Assessments & Grading

Instructional Technology (especially GAFE)

Professional Development Focus 2017-18

*Provide effective professional development, resources, and targeted support to implement best practices in the development of literacy skills in all content areas for all students.

* Provide systematic professional development with a focus on high-yield strategies in literacy via instructional coach.

- **School Climate**

Student Attendance Rate

The student attendance rate decreased from 92.2% in 2016 to 91.6% in 2017. Southside administration and attendance designee communicate consistently with district attendance supervisors and drop out specialists to provide support to students with attendance issues. Southside High School is also working with the Hispanic Alliance to provide targeted support to our Hispanic students with attendance issues. With fewer tardies and absences, students benefit from essential instructional time.

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	44	119	15
Percent satisfied with learning environment	86.3%	72.3%	73.3%
Percent satisfied with social and physical environment	88.6%	78.0%	86.7%
Percent satisfied with school-home relations	61.4%	87.4%	66.7%

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=H&d=2301&s=018>

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 33% in 2016-17 to 48% 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) 33	School Projected	36	39	42	45	48
		School Actual					
	(2016-17) 61	District Projected	64	67	70	73	76
		District Actual					

ACTION PLAN FOR STRATEGY #1: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the English 1 EOCEP.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Implement a collaboratively designed standards-based curriculum for all students.</p> <p>a. Integrate State Standards.</p> <p>b. Include 21st Century skills such as collaborative problem solving, digital literacy, and research.</p> <p>c. Use innovative technology to support curriculum.</p> <p>d. Schedule common planning for EOC teachers.</p> <p>e. Offer bi-weekly tutoring session after school, with snacks and transportation provided.</p>	2018-2023	English Department, particularly the English 1 PLC Instructional Coach Administrators	\$0.00	GOF	<p>Syllabi aligned to appropriate standards submitted by course rather than teacher</p> <p>Collaborative unit plans aligned to appropriate standards</p> <p>Weekly lesson plans with daily learning targets</p> <p>Master schedule</p> <p>Tutoring attendance logs</p>
<p>2. Use curriculum maps and resources to provide more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students.</p> <p>a. Utilize district curriculum maps and resources.</p> <p>b. Use IBO curriculum guides and resources as provided by the IB Program and the AP College Board.</p> <p>c. Implement the Gifted and Talented curriculum to ensure alignment to and extension of grade-level curriculum and standards.</p>	2018-2023	English Department, particularly the English 1 PLC Instructional Coach Administrators IB Coordinator	\$0.00	GOF	<p>Common syllabi</p> <p>Certified AP syllabi</p> <p>Common unit plans</p> <p>Weekly lesson plans with daily learning targets</p>

<p>3. Make informational and primary source texts available to all teachers to support State Standards implementation.</p> <p>a. Survey teachers for text needs.</p> <p>b. Purchase texts for student use.</p>	2018-2023	Principal Media Specialist Instructional Coach	\$0.00	GOF	Teacher Survey Results Purchase Orders Instructional Media Action Plan
<p>4. Use data and research to guide daily work and professional conversations and to support expectations.</p> <p>a. Gather historical quantitative data relative to student achievement (course grades, gender, race, repeater/non-repeater, 8th grade PASS scores).</p> <p>b. Facilitate and analyze data from MasteryConnect benchmarks throughout the year.</p> <p>c. Compile and analyze grade frequency distributions following each grading period, and include results in PLC discussions.</p> <p>d. Meet with PLCs to discuss grades quarterly or as needed.</p> <p>e. PLCs will be accountable for maintaining and using data. Sessions for the review of data will be held regularly.</p>	2018-2023	English Department, particularly the English 1 PLC Instructional Coach Administrators	\$0.00	GOF	PLC Meeting Minutes and Attendance Data Charts
<p>5. Incorporate student literacy interventions and differentiate and accommodate based on student needs.</p> <p>a. Implement Read 180 & System 44 coursework.</p> <p>b. Implement LanguageLive! coursework.</p>	2018-2023	Specified Teachers	\$0.00	GOF	Course Syllabi Weekly Lesson Plans with Daily Learning Targets

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 15% in 2016-17 to 30% 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) 15	School Projected	18	21	24	27	30
		School Actual					
	(2016-17) 51	District Projected	54	57	60	63	66
		District Actual					

ACTION PLAN FOR STRATEGY #1: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the Algebra 1 EOCEP.

EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Implement a collaboratively designed standards-based curriculum for all students.</p> <ul style="list-style-type: none"> • Integrate State Standards. • Include 21st Century skills such as collaborative problem solving, digital literacy, and research. • Use innovative technology to support curriculum. • Schedule common planning for EOC teachers. • Offer bi-weekly tutoring session after school, with snacks and transportation provided. 	2018 - 2023	Math Department, particularly the Algebra 1 PLC Instructional Coach Administrators	\$0.00	GOF	<p>Syllabi aligned to appropriate standards submitted by course rather than teacher</p> <p>Collaborative unit plans aligned to appropriate standards</p> <p>Weekly lesson plans with daily learning targets</p> <p>Master schedule</p> <p>Tutoring attendance logs</p>
<p>2. Use curriculum maps and resources to provide more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students.</p> <ul style="list-style-type: none"> • Utilize district curriculum maps and resources. • Use IBO curriculum guides and resources as provided by the IB Program and the AP College Board. • Implement the Gifted and Talented curriculum to ensure alignment to and extension of grade-level curriculum and standards. 	2018-2023	Math Department, particularly the Algebra 1 PLC Instructional Coach Administrators IB Coordinator	\$0.00	GOF	<p>Common syllabi</p> <p>Certified AP syllabi</p> <p>Common unit plans</p> <p>Weekly lesson plans with daily learning targets</p>
3. Use data and research to guide daily work and professional conversations and to support		Math Department, particularly the	\$0.00	GOF	PLC Meeting Minutes and Attendance

<p>expectations.</p> <ul style="list-style-type: none"> • Gather historical quantitative data relative to student achievement (course grades, gender, race, repeater/non-repeater, 8th grade PASS scores). • Facilitate and analyze data from MasteryConnect benchmarks throughout the year. • Compile and analyze grade frequency distributions following each grading period, and include results in PLC discussions. • Meet with PLCs to discuss grades quarterly or as needed. • PLCs will be accountable for maintaining and using data. Sessions for the review of data will be held regularly. 		<p>Algebra 1 PLC</p> <p>Instructional Coach</p> <p>Administrators</p>			<p>Data Charts</p>
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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*

<i>Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 3 The percentage of students scoring A, B, and C on the Biology EOCEP will increase from 31% in 2016-17 to 46% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Biology EOCEP will increase by <u> 3 </u> % 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) 31	School Projected	34	37	40	43	46
		School Actual					
	(2016-17) 64	District Projected	67	70	73	76	79
		District Actual					

ACTION PLAN FOR STRATEGY #1: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the Biology EOCEP.	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Implement a collaboratively designed standards-based curriculum for all students.</p> <ul style="list-style-type: none"> • Integrate State Standards. • Include 21st Century skills such as collaborative problem solving, digital literacy, and research. • Use innovative technology to support curriculum. • Schedule common planning for EOC teachers. • Offer bi-weekly tutoring session after school, with snacks and transportation provided. 	2018 - 2023	<p>Science Department, particularly the Biology PLC</p> <p>Instructional Coach</p> <p>Administrators</p>	\$0.00	GOF	<p>Syllabi aligned to appropriate standards submitted by course rather than teacher</p> <p>Collaborative unit plans aligned to appropriate standards</p> <p>Weekly lesson plans with daily learning targets</p> <p>Master schedule</p> <p>Tutoring attendance logs</p>
<p>2. Use curriculum maps and resources to provide more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students.</p> <ul style="list-style-type: none"> • Utilize district curriculum maps and resources. • Use IBO curriculum guides and resources as provided by the IB Program and the AP College Board. • Implement the Gifted and Talented curriculum to ensure alignment to and extension of grade-level curriculum and standards. 	2018-2023	<p>Science Department, particularly the Biology PLC</p> <p>Instructional Coach</p> <p>Administrators</p> <p>IB Coordinator</p>	\$0.00	GOF	<p>Common syllabi</p> <p>Certified AP syllabi</p> <p>Common unit plans</p> <p>Weekly lesson plans with daily learning targets</p>
<p>3. Use data and research to guide daily work and professional conversations and to support</p>		<p>Science Department, particularly the</p>	\$0.00	GOF	<p>PLC Meeting Minutes and Attendance</p>

<p>expectations.</p> <ul style="list-style-type: none"> • Gather historical quantitative data relative to student achievement (course grades, gender, race, repeater/non-repeater, 8th grade PASS scores). • Facilitate and analyze data from MasteryConnect benchmarks throughout the year. • Compile and analyze grade frequency distributions following each grading period, and include results in PLC discussions. • Meet with PLCs to discuss grades quarterly or as needed. • PLCs will be accountable for maintaining and using data. Sessions for the review of data will be held regularly. 		<p>Biology PLC</p> <p>Instructional Coach</p> <p>Administrators</p>			<p>Data Charts</p>
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Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*)
☐ District Priority

<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 28% in 2016-17 to 43% 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 <u> 3 </u> % 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) 28	School Projected	31	34	37	40	43
		School Actual					
	(2016-17) 58	District Projected	61	64	67	70	73
		District Actual					

ACTION PLAN FOR STRATEGY #1: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the US History EOCEP.	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Implement and support personalized learning models to differentiate instruction and accelerate student achievement and engagement.</p> <p>2. Implement a collaboratively designed standards-based curriculum for all students.</p> <ul style="list-style-type: none"> • Integrate State Standards. • Include 21st Century skills such as collaborative problem solving, digital literacy, and research. • Use innovative technology to support curriculum. • Schedule common planning for EOC teachers. • Offer bi-weekly tutoring session after school, with snacks and transportation provided. 	2018 - 2023	<p>Social Studies Department, particularly the US History PLC</p> <p>Instructional Coach</p> <p>Administrators</p>	\$0.00	GOF	<p>Syllabi aligned to appropriate standards submitted by course rather than teacher</p> <p>Collaborative unit plans aligned to appropriate standards</p> <p>Weekly lesson plans with daily learning targets</p> <p>Master schedule</p> <p>Tutoring attendance logs</p>
<p>2. Use curriculum maps and resources to provide more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students.</p> <ul style="list-style-type: none"> • Utilize district curriculum maps and resources. • Use IBO curriculum guides and resources as provided by the IB Program and the AP College Board. • Implement the Gifted and Talented curriculum to ensure alignment to and extension of grade-level curriculum and standards. 	2018-2023	<p>Social Studies Department, particularly the US History PLC</p> <p>Instructional Coach</p> <p>Administrators</p> <p>IB Coordinator</p>	\$0.00	GOF	<p>Common syllabi</p> <p>Certified AP syllabi</p> <p>Common unit plans</p> <p>Weekly lesson plans with daily learning targets</p>

<p>3. Use data and research to guide daily work and professional conversations and to support expectations.</p> <ul style="list-style-type: none"> • Gather historical quantitative data relative to student achievement (course grades, gender, race, repeater/non-repeater, 8th grade PASS scores). • Facilitate and analyze data from MasteryConnect benchmarks throughout the year. • Compile and analyze grade frequency distributions following each grading period, and include results in PLC discussions. • Meet with PLCs to discuss grades quarterly or as needed. • PLCs will be accountable for maintaining and using data. Sessions for the review of data will be held regularly. 	2018-2023	<p>Social Studies Department, particularly the US History PLC</p> <p>Instructional Coach</p> <p>Administrators</p>	\$0.00	GOF	<p>PLC Meeting Minutes and Attendance</p> <p>Data Charts</p> <p>MasteryConnect Benchmark Data</p>
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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 18.8 in 2016-17 to 26.8 in 2022-23.
PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from 1512 in 2016-17 to 1527 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) 18.8	School Projected	20.4	22	23.6	25.2	26.8
		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) 1512	School Projected	1515	1518	1521	1524	1527
		School Actual					
	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual					

ACTION PLAN FOR STRATEGY #1: Increase SAT and ACT scores by preparing students for their selected assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and	Continuous	School Counselors	\$0.00	N/A	Logs of meetings and student sign-

parents in choosing appropriate college entrance tests based on courses and post-secondary goals.					ups for college entrance tests
2. Implement and support best practices in the development of literacy skills in all content areas for all students.	Continuous	All	\$0.00	N/A	Lesson plans, learning targets
3. Implement and support best practices in the development of numeracy skills in all content areas for all students.	Continuous	All	\$0.00	N/A	Lesson plans, learning targets
4. Test Prep skills taught and practiced during GE Tutoring on Tuesday & Thursday afternoons.	Continuous	GE Tutors	\$0.00	N/A	Tutoring Attendance Logs

<p>Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>)</p> <p><input type="checkbox"/> District Priority</p> <p><i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other</p> <p>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.</p>

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: Increase WIN scores by preparing students for the assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. CATE teachers will expose students to soft skills, such as interviewing techniques, working as a team, and workplace etiquette.	Continuous	CATE teachers	\$0.00	N/A	lesson plans observation notes
2. Test Prep skills taught by English and math teachers.	Continuous	English and Math teachers	\$0.00	N/A	Master Schedule, Lesson plans
3. Increase equitable access to career and technology education opportunities and deliver high quality career and technology education programs.	Continuous	Administrators Staff Teachers	\$0.00	N/A	Course rosters, CTE Completers List

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.							
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DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1	% A, B, C = 25 (2016-17) Annual Increase = 2%	Projected Hispanic	27	29	31	33	35
EOCEP English 1	% A, B, C = 25 (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP English 1	% A, B, C = 30 (2016-17) Annual Increase = 2%	Projected AA	32	34	36	38	40
EOCEP English 1	% A, B, C = 30 (2016-17) Annual Increase = __	Actual AA					
EOCEP English 1	% A, B, C = 6 (2016-17) Annual Increase = 2%	Projected SWD	8	10	12	14	16
EOCEP English 1	% A, B, C = 6 (2016-17) Annual Increase = __	Actual SWD					
EOCEP English 1	% A, B, C = 26 (2016-17) Annual Increase = 2%	Projected LEP	28	30	32	34	36
EOCEP English 1	% A, B, C = 26 (2016-17) Annual Increase = __	Actual LEP					

EOCEP English 1	% A, B, C = 30 (2016-17) Annual Increase = 2%	Projected SIP	32	34	36	38	40
EOCEP English 1	% A, B, C = 30 (2016-17) Annual Increase = __	Actual SIP					
EOCEP Algebra 1	% A, B, C = 5 (2016-17) Annual Increase = 2%	Projected Hispanic	7	9	11	13	15
EOCEP Algebra 1	% A, B, C = 5 (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP Algebra 1	% A, B, C = 11 (2016-17) Annual Increase = 2%	Projected AA	13	15	17	19	21
EOCEP Algebra 1	% A, B, C = 11 (2016-17) Annual Increase = __	Actual AA					
EOCEP Algebra 1	% A, B, C = 0 (2016-17) Annual Increase = 2%	Projected SWD	2	4	6	8	10
EOCEP Algebra 1	% A, B, C = 0 (2016-17) Annual Increase = __	Actual SWD					
EOCEP Algebra 1	% A, B, C = 20 (2016-17) Annual Increase = 2%	Projected LEP	22	24	26	28	30
EOCEP Algebra 1	% A, B, C = 20 (2016-17) Annual Increase = __	Actual LEP					

EOCEP Algebra 1	% A, B, C = 10 (2016-17) Annual Increase = 2%	Projected SIP	12	14	16	18	20
EOCEP Algebra 1	% A, B, C = 10 (2016-17) Annual Increase = __	Actual SIP					
EOCEP Biology 1	% A, B, C = 42 (2016-17) Annual Increase = 2%	Projected Hispanic	44	46	48	50	52
EOCEP Biology 1	% A, B, C = 42 (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP Biology 1	% A, B, C = 21 (2016-17) Annual Increase = 2%	Projected AA	23	25	27	29	31
EOCEP Biology 1	% A, B, C = 21 (2016-17) Annual Increase = __	Actual AA					
EOCEP Biology 1	% A, B, C = 0 (2016-17) Annual Increase = 2%	Projected SWD	2	4	6	8	10
EOCEP Biology 1	% A, B, C = 0 (2016-17) Annual Increase = __	Actual SWD					
EOCEP Biology 1	% A, B, C = 32 (2016-17) Annual Increase = 2%	Projected LEP	34	36	38	40	42
EOCEP Biology 1	% A, B, C = 32 (2016-17) Annual Increase = __	Actual LEP					

EOCEP Biology 1	% A, B, C = 24 (2016-17) Annual Increase = 2%	Projected SIP	26	28	30	32	34
EOCEP Biology 1	% A, B, C = 24 (2016-17) Annual Increase = __	Actual SIP					
EOCEP U.S. Hist/Const.	% A, B, C = 29 (2016-17) Annual Increase = 2%	Projected Hispanic	31	33	35	37	39
EOCEP U.S. Hist/Const.	% A, B, C = 29 (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP U.S. Hist/Const.	% A, B, C = 20 (2016-17) Annual Increase = 2%	Projected AA	22	24	26	28	30
EOCEP U.S. Hist/Const.	% A, B, C = 20 (2016-17) Annual Increase = __	Actual AA					
EOCEP U.S. Hist/Const.data file	% A, B, C = 0 (2016-17) Annual Increase = 2%	Projected SWD	2	4	6	8	10
EOCEP U.S. Hist/Const.	% A, B, C = 0 (2016-17) Annual Increase = __	Actual SWD					
EOCEP U.S. Hist/Const.	% A, B, C = 18 (2016-17) Annual Increase = 2%	Projected LEP	20	22	24	26	28
EOCEP U.S. Hist/Const.	% A, B, C = 18 (2016-17) Annual Increase = __	Actual LEP					

EOCEP U.S. Hist/Const.	% A, B, C = 22 (2016-17) Annual Increase = 2%	Projected SIP	24	26	28	30	32
EOCEP U.S. Hist/Const.	% A, B, C = 22 (2016-17) Annual Increase = __	Actual SIP					
ACT Graduating Class	Composite = __ (Baseline will be established in 2017- 18) Annual Increase = __	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = __ (Baseline will be established in 2017- 18) Annual Increase = __	Actual Hispanic					
ACT Graduating Class	Composite = __ (Baseline will be established in 2017- 18) Annual Increase = __	Projected AA	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = __ (Baseline will be established in 2017- 18) Annual Increase = __	Actual AA					
ACT Graduating Class	Composite = NA (Baseline will be established in 2017- 18) Annual Increase = __	Projected SWD	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = NA (Baseline will be established in 2017- 18) Annual Increase = __	Actual SWD					
ACT Graduating Class	Composite = NA (Baseline will be established in 2017- 18) Annual Increase = __	Projected LEP	TBD	TBD	TBD	TBD	TBD

ACT Graduating Class	Composite = NA (Baseline will be established in 2017-18) Annual Increase = __	Actual LEP					
ACT Graduating Class	Composite = NA (Baseline will be established in 2017-18) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = NA (Baseline will be established in 2017-18) Annual Increase = __	Actual SIP					
SAT	Composite = (Baseline will be established in 2017-18) Annual Increase = __	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
SAT	Composite = __ (Baseline will be established in 2017-18) Annual Increase = __	Actual Hispanic					
SAT	Composite = __ (Baseline will be established in 2017-18) Annual Increase = __	Projected AA	TBD	TBD	TBD	TBD	TBD
SAT	Composite = __ (Baseline will be established in 2017-18) Annual Increase = __	Actual AA					
SAT	Composite = NA (Baseline will be established in 2017-18) Annual Increase = __	Projected SWD	TBD	TBD	TBD	TBD	TBD

SAT	Composite = NA (Baseline will be established in 2017-18) Annual Increase = __	Actual SWD					
SAT	Composite = NA (Baseline will be established in 2017-18) Annual Increase = __	Projected LEP	TBD	TBD	TBD	TBD	TBD
SAT	Composite = NA (Baseline will be established in 2017-18) Annual Increase = __	Actual LEP					
SAT	Composite = NA (Baseline will be established in 2017-18) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
SAT	Composite = NA (Baseline will be established in 2017-18) Annual Increase = __	Actual SIP					
WIN	(2017-18) Annual Increase = __	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual Hispanic					
WIN	(2017-18) Annual Increase = __	Projected AA	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual AA					

WIN	(2017-18) Annual Increase = __	Projected SWD	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual SWD					
WIN	(2017-18) Annual Increase = __	Projected LEP	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual LEP					
WIN	(2017-18) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual SIP					

ACTION PLAN FOR STRATEGY #1: Utilize MTSS to improve scores for traditionally underperforming demographic groups.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement differentiation while increasing rigor in the classroom through various teaching	Continuous	teachers of all content	\$0.00	N/A	lesson plans

strategies. 2. Engage in continuous progress processes to create system effectiveness in meeting student needs.		areas			assessments use of MasteryConnect gradebooks observation notes
3. English Language Learners will be enrolled in leveled ESOL courses for additional support in all content areas. 4. Expand learning opportunities beyond the traditional school day and setting.	Continuous	ESOL instructor	\$0.00	N/A	master schedule course enrollment lesson plans
5. Students with Disabilities will be enrolled in either System 44 or Read 180 for additional literacy support. 6. Develop school wide continuous progress processes and measures to improve college, career, and citizenship readiness for all students.	Continuous	Special Educational instructor Administrators and Leadership Team	\$0.00	N/A	master schedule course enrollment lesson plans dashboard
Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority					
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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) 75	School Projected	76	77	78	79	80
		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: Continue to increase the percentage of students completing graduation requirements within four years.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills. Establish enhanced virtual and online learning opportunities (Credit Recovery, etc.).	August - May	School Counselors, Administrators, and Teachers	\$0.00	GOF	updated transcripts class visits master schedule Credit Recovery reports
2. Regularly audit student transcripts to ensure each student is enrolled in the courses needed for on-time graduation.	August - June	School Counselors Administration	\$0.00	GOF	updated transcripts PowerSchool reports
3. Communicate student progress. Seek feedback and cultivate family and community partnerships to ensure success for every student.	August - June	School Counselors Administration Parents	\$0.00	GOF	Individual Graduation Plans (IGPs) conference logs
4. Use 9GR lists and assign students without transfer documentation to	September	Administration	\$0.00	GOF	4 year Graduation rate, 9GR lists with assigned faculty

members of the administration team to find.					
5. Use 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Monthly: September - June	Administration	\$0.00	GOF	4 year Graduation rate, 9GR lists with assigned faculty
6. Continue to support the Freshman Academy with resources to encourage promotion.	Monthly: August - June	Administration	\$0.00	GOF	Academy EOC scores and promotion rate
7. Use Credit Recovery and the SDP strategically to target students that need alternative means for success.	Monthly: August - June	Administration & Teachers	\$0.00	GOF	Credit Recovery and SDP enrollment rates, promotion rates
8. Use Intervention Specialists to target specific students to address environmental factors beyond the classroom affecting student performance.	Monthly: August - June	Administration & Teachers	\$0.00	GOF	Logs of interventions and meetings
9. Cooperation between administrators and school counselors to target at-risk students at each grade level and discuss opportunities for interventions.	Monthly: August - June	Administration	\$0.00	GOF	Leadership Meeting Agendas, Logs of conferences, interventions and contacts.
10. 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 for graduation at each grade level.	August- June	On Track Administrator	\$0.00	GOF	School-based EWRS teams meeting regularly to provide intervention strategies. Evidence of strategies impacting at-risk students through the monitoring of the EWRS system.

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

<input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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: Continue to expand curriculum and course offerings that align with G+ requirements.	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement and increase opportunities for and success in high school concurrent dual credit coursework. 2. Partner with higher education institutions to align expectations for and provide professional development in college readiness. 3. Research AVID and develop a plan for implementation.	Continuous	Administrative and Leadership Team	5000 per year	GOF	master schedule course enrollment college credit earned
4. Increase opportunities for authentic learning experiences, including problem and project-based and STEM/STEAM activities and programs. 5. Implement Project Lead the Way Computer Science Program.	Continuous	CATE Instructors	??	??	master schedule course enrollment number of completers
6. Increase number of students completing work-based learning experiences. 7. Provide rigorous and relevant academic, technical, and employability knowledge, skills, and abilities for a wide variety of high-skill, high-wage, and high-demand careers. 8. Create a formal, structured work-based learning program linked to the CTE program of studies by building partnerships with learning community stakeholders.	Continuous	Administration Guidance Businesses Volunteers	0	N/A	student interest survey student participation business participation student & business feedback

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

<i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 11 Annually increase the percentage of 9 th 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 9 th -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	57	School Projected	62	67	72	77	80
		School Actual					
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual					

ACTION PLAN FOR STRATEGY #1: Utilize Multi-Tiered System of Support interventions to support freshman students’ social and emotional growth.					EVALUATION
ACTIVITY	TIMELINE	PERSON	ESTIMATED	FUNDING	INDICATORS OF

	(Start and End Dates)	RESPONSIBLE	COST	SOURCE	IMPLEMENTATION
1. Implement Freshman Academy Model with fidelity. 2. Establish a freshman academy summer transition camp. 3. Plan and implement school data teams to measure, communicate, and continuously improve student progress.	Continuous	Freshman Academy teachers and administrator Instructional Coach	\$28,000 per year	GCSD	master schedule PLCs observation notes AAA Tutoring attendance
4. Offer LanguageLive! course for struggling freshman readers.	Continuous	Guidance Counselors LanguageLive! Instructor	built-in	GCSD	master schedule course syllabus
5. Provide effective professional development, resources, and targeted support to implement best practices in the development of literacy skills in all content areas for all students.	Continuous	Administrators, Teachers, Counselors, Staff, Instructional Coach	\$2000.00	GOF	professional learning logs, lesson plans

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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) 19	School Projected	19	22	25	28	31
		School Actual					
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual					

ACTION PLAN FOR STRATEGY #1: Broaden AP Course offerings when possible.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement preparatory programs and strategies, including AVID, to provide more equitable access and opportunity to specialized programs.	Continuous	AP/IB Coordinator & Administrator in Charge of Innovative Programs	0	N/A	student interest survey results
2. Identify teachers to be trained in new AP courses.	Continuous	AP/IB Coordinator	0	N/A	AP Institute participation

3. Engage experts in the field to evaluate current practices and support implementation of practices to increase student enrollment and success in Advanced Placement and IB courses, particularly students traditionally underserved in AP and IB courses.	Continuous	Administration, IB/AP Coordinator	0	N/A	AP course additions on future master schedules
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Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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
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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: Hire and retain qualified, diverse teachers by providing continuous professional development.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attend recruitment events at local universities and invite student teachers to the building.	November – May	Administrator	0	N/A	event participation resumes collected contracts received
2. Provide trained mentors to induction teachers and teachers new to the building.	Continuous	Instructional Coach	0	N/A	Mentor training Record of assigned

					mentors
<p>3. Provide professional development to teachers to support classroom instruction and assessment of the world-class skills and life and career characteristics outlined in the Profile of the SC Graduate.</p> <ul style="list-style-type: none"> • Develop innovative mentoring programs to support teacher retention and effectiveness. • Implement co-teaching models for increased student achievement and teacher retention. • Provide professional growth, support, and leadership experiences for all staff members. 	Continuous	Instructional Coach and Administrators	0	N/A	PD calendar PD agendas

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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
		School Actual Students					
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
SC SDE School Report Card Survey		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: To continue daily implementation of measures to provide a safe environment for students, faculty, and staff.						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Publicize the bullying hotline for students.	Continuous	Media Specialists	0	N/A	Bullying hotline on School Website	

2. Make parents, students, and teachers aware of school-wide safety plan.	Continuous	Administrators	0	N/A	Safety plan on School Website
3. Ensure that adults are monitoring the building before, during, and after school.	Continuous	Administrators	0	N/A	Duty roster
Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority					
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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

		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

		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual					

ACTION PLAN FOR STRATEGY #1: Create a consistent culture that prioritizes the value of education.						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	

1. Students will be able to enroll in classes that will align with their interests. 2. Communicate student progress. Seek feedback and cultivate family and community partnerships to ensure success for every student.	Continuous	Guidance Counselors, Administrators	0	GOF	Decrease in referrals, IGP's, Roster of Business/Community Involvement
3. Provide learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills.	Continuous	Counselors, Administrators and Teachers	0	GOF	Increase in Graduation Plus initiative
4. Consistent use of the rubric in place for disciplinary offenses builds trust between administrators, teachers, and students.	Continuous	Administrators	0	GOF	School-wide discipline rubric on school website

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.

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DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	67	School Projected	70	73	76	79	82
		School Actual					
AdvancED Culture & Climate Surveys	51	District Projected Secondary	54	58	62	66	70
		District Actual Secondary					

ACTION PLAN FOR STRATEGY #1: Each teacher nominates a student of the month based on character, behavior, and academics.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Students will be nominated and celebrated monthly.	Monthly (October - April)	Students of the Month Committee	\$1,000 per year	PTSA Budget	Monthly Breakfast of Champions

2. Parents, students, chorus, school board members and administrators will be invited. 3. Students will be highlighted on the school website.		PTSA			Student Certificates & Pins Student Photos on School Website
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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) 91.6	School Projected	≥92.6	≥93.6	≥94.6	≥95.6	≥96
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95

		District Actual					
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ACTION PLAN FOR STRATEGY #1: Along with Honor Roll celebration and certificates, we will provide students with perfect attendance celebration and certificates each 9 weeks.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Track student attendance reports from PowerSchool; along with the Honor Roll, we should provide students with perfect attendance certificates.	Each Quarter	Administration School Secretary	0	Administrator Budget	Students receiving certificates
2. Print perfect attendance posters.	Each Quarter	Instructional Coach	0	N/A	Display posters
3. Perfect attendance celebrations with the Honor Roll celebration.	Each Quarter	Administration Team	0	Administrator Budget	Students attending celebration

<p>Performance Goal Area: <input type="checkbox"/>Student Achievement* <input type="checkbox"/>Teacher/Administrator Quality* <input checked="" type="checkbox"/>School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)</p> <p><input type="checkbox"/>District Priority</p> <p><i>Gifted and Talented Requires</i> <input type="checkbox"/>Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional</p> <p><i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/>Gifted and Talented: Other</p> <p>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.</p> <p>INTERIM PERFORMANCE GOAL: Meet annual targets below.</p>
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DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid –0% Lonely – 33% Angry - 67%	School Projected	Afraid ≤ 0 Lonely ≤ 30% Angry ≤ 64%	Afraid ≤ 0 Lonely ≤ 27% Angry ≤ 61%	Afraid ≤ 0 Lonely ≤ 24% Angry ≤ 58%	Afraid ≤ 0 Lonely ≤ 21% Angry ≤ 55%	Afraid ≤ 0 Lonely ≤ 18% Angry ≤ 52%
		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 ≤

ACTION PLAN FOR STRATEGY #1: Students should be allowed to have counseling sessions to discuss academic, social and personal needs.						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Provide time within the school day for students to have one-on-one sessions with the on-site Greenville Mental Health Counselor.	Aug.-June	Greenville Mental Health Counselor	0	Medicaid/Medicare	Counseling sessions	

2. Conduct group sessions or one-on-one sessions to allow students to discuss academic, social and/or personal needs.	Aug.-June	School Counselors	0	GOF	IGPs counseling sessions Naviance goals/use of Naviance
3. Provide a safe place or confidants in order for students to express problems and resolve personal issues before they escalate.	Aug.-June	Intervention Specialists SRO	0	GOF	log of intervention conferences decreased suspensions and expulsions