

Mauldin High School

**School Portfolio
2018-2023**



Mauldin High School
John Michael Peake, Principal
701 E. Butler Road
Mauldin, SC 29662
www.greenville.k12.sc.us/mauldinh

Greenville County Schools
Dr. W. Burke Royster, Superintendent

Scope of Action Plan: 2018-2019 through 2022-2023

Last Update:
March, 2019

SCHOOL NAME: Mauldin 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 |  | |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|---------------------------|------------------|-------------|
| John Michael Peake | | |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, BOARD OF TRUSTEES

| | | |
|------------------------------|------------------|-------------|
| Mr. Charles J. Saylor | | |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|----------------------|------------------|-------------|
| Wendy Ashburn | | |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

| | | |
|----------------------|------------------|-------------|
| Ashley Tingom | | |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 701 E. Butler Rd. Mauldin, SC 29662
SCHOOL TELEPHONE: (864) 355-6500
PRINCIPAL E-MAIL ADDRESS: jmpeake@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

| | Position | Name |
|----|--|----------------------|
| 1. | Principal | John Michael Peake |
| 2. | Teacher | Sammy Vera |
| 3. | Parent/Guardian | Susan Walker |
| 4. | Community Member | Taft Matney |
| 5. | Paraprofessional | Cathy Nolen |
| 6. | School Improvement Council Member | Wendy Ashburn |
| 7. | Read to Succeed Reading Coach | Pam Alexander-Powell |
| 8. | School Read To Succeed Literacy Leadership Team Lead | Ashley Tingom |
| 9. | School Read To Succeed Literacy Leadership Team Member | Jamie McCay |

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

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

POSITION

Assistant Principal
 Assistant Principal
 Assistant Principal
 Assistant Principal
 Assistant Principal
 Assistant Principal
 Administrative Assistant
 Department Chair, Science
 Department Chair, English
 Department Chair, CATE
 Department Chair, Math
 Department Chair, World Language
 Department Chair, Social Studies
 Department Chair, Fine Arts
 Department Chair, Special Ed
 Department Chair, Physical Education

NAME

Alex Cummings
 Christie Justice
 Adam Massey
 Tammy McClain
 Tiffany McElveen
 Ed Roman
 Stephen Bradford
 Raj Deshpande
 Nancy Zende
 Lisa Stansell
 Jennifer Wilson
 Shanna Yown
 Greg Snoad
 Pam Mayfield
 Amy DiPalma
 Sabrina Scribner

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

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 | <p>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).</p> |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <p>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).</p> |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <p>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.</p> |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <p>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.</p> |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p> |
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | <p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p> |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <p>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).</p> |
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | <p>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.</p> |

| | |
|---|---|
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | <p>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.</p> |
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | <p>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.</p> |
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | <p>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.</p> |
| <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A | <p>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.</p> |
| <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | <p>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.</p> |

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Introduction

Mauldin High School's school portfolio documents the changes and progress our school has made while working to continuously advance student achievement. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a "living document" about Mauldin High School. It describes who we are, our vision for the school, goals, plans, progress, and achievement in the context of client demographics & needs, and the school community. The portfolio also describes how we build and use our overall school plan for the purpose of advancing student learning.

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

Committee Team Members

Purpose and Direction

Sammy Vera

Pam Alexander Powell

Anna Morrison

Read to Succeed

Ashley Tingom

Jamie McCay

Teaching & Assessing for Learning

Raj Deshpande

Ashely Tingom

Lisa Stansell

Jennifer Wilson

Shanna Yown

Greg Snoad

Pam Mayfield

Amy DiPalma

Sabrina Scribner

Wes Dodgens

Shelly Sands

Continuous Improvement

Mike Peake

Adam Massey

Tammy McClain

Taft Matney

Wendy Ashburn

Ed Roman

Susan Walker

Executive Summary

Student Achievement

Demographically, we are a suburban high school (grades 9-12) with 62% white, 21% African American, 10% Hispanic, 3% Asian/Pacific Islander, and 4% other ethnicity. The majority of our students perform at or above the national average on standardized tests. 29% of students receive free or reduced lunch.

Focus Student Achievement Goal:

- Mauldin High School will increase success rate in each of the 12 Measurable Categories including; (EOC, Grad Rate, SAT, ACT, Advanced Placement, WIN, Graduation Plus) comparing 2017 scores to 2018 scores in pursuit of having the highest student academic performance scores in Greenville County.

Teacher and Administrator Quality

Mauldin High School currently has 130 teachers on staff. One hundred percent of our faculty are highly qualified. 9% of teachers are National Board Certified Teachers, 60 % have master's degrees or higher, 33% are Gifted/Talented endorsed, and 27% have their AP endorsement. Evaluation of teachers is done with a competency based evaluation instrument and student surveys of teacher competency are linked to their yearly job performance evaluation.

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

School Climate

We are committed to maintaining a safe, responsible, and respectful school environment. The nurturing of appropriate professional relationships between all stakeholders is a priority. Organizational structure is a key focus area that is oriented toward tasks and achievements through clearly articulated work expectations and performance standards. Parent, student, and teacher surveys are linked to the school climate evaluation.

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

Significant Challenges

- Involving all stakeholders in the decision making process
- Promoting continuous improvement in an already high performing school
- Meeting the needs of all students to ensure college and career readiness

Significant Accomplishments

- 94% graduation rate, among the top 3% in South Carolina.
- *Newsweek* Magazine's "America's Best High Schools: Ranked #10 in the State and Top 1500 High Schools in the Nation" 2018.
- Highest AP enrollment in Greenville County Schools
- 5 National Merit Finalists
- 42 Academic Achievement Honors Awards
- 46 Palmetto Fellows Scholarships
- 286 Life Scholarships
- 6 Teaching Fellows
- \$12 million earned scholarship total
- 50 Region Championships from 2009 – 2018
- 27 Athletes signed letters of intent for athletic scholarships in 2017-2018
- State Girls Tennis Champions – 2010, 2011, 2012
- State Boys Cross Country Champions –2013.
- Football North/South Reps, 2013, 2014, 2015, 2016, 2017.
- Coach inducted into the SC Cross Country Hall of Fame.
- Coach inducted into the SC Strength and Conditioning Coaches Hall of Fame.
- 151 Athletes named All-State since 2010.
- College Signees since 2009: 210
- 36 Total State Champions, 51 Total Upper State Champions, 171 Total Region Champions

School Profile

School Community



Mauldin High School is located in Mauldin, South Carolina. Situated in the foothills of the Blue Ridge Mountains in Upstate South Carolina, we are located in one of the fastest growing areas of the state. Built in 1973 and renovated in 2002, our campus is home to a wide variety of successful instructional, athletic, extracurricular, and lifelong learning programs. Despite the size of our student body, presently 2,350 in number, our school provides a welcoming and nurturing environment.

Our physical plant has over 350,000 square feet located on 46.22 acres. The atrium is an airy two-story space that functions as an attractive meeting space as well as the school cafeteria. Maverick Pride, showcases filled with trophies, and Awards of Excellence are inviting fixtures in this area. Each classroom is furnished with attractive, comfortable, and functional student and teacher desks. A bright, glassed-in breezeway connects the original building to the new multi-story addition. Painted by a generous community member during the 2006 summer break, an arresting mural now adorns the hall leading from the atrium to the side exit and in the cafeteria. We are fortunate to have a practice gym and a 2000-seat competition gym, as well as a 4000-seat stadium. Baseball and softball fields and four tennis courts complete our sports complex. Fine arts groups perform in a 650-seat auditorium. Chorus and band rooms are equipped with individual practice rooms and space for whole group performances. The studio art classroom is equipped with both an art patio for outdoor work and a 15-station dark room for developing film.

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

School Personnel

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

Principal
Assistant Principal
Assistant Principal
Assistant Principal
Assistant Principal
Assistant Principal
Assistant Principal
Administrative Assistant

John Michael Peake
Alex Cummings
Christie Justice
Adam Massey
Tammy McClain
Tiffany McElveen
Ed Roman
Stephen Bradford

Personnel Data

Mauldin High School current has one hundred thirty (130) teachers, two (2) media specialists, six (8) guidance counselors, one (1) Curriculum Resource teacher, one social worker and seven (7) administrators comprise the faculty at Mauldin High School. Of the teachers, sixty-seven (67%) are female and thirty-three (33%) are male.

Sixty (60) percent of teachers have masters degrees or higher. Nine (9) percent of teachers are National Board Certified Teachers. Over sixty (60) percent of teachers have over 10 years of teaching experience and one hundred (100) percent of teachers are highly qualified. Thirty-three (33) percent of teachers are endorsed to teach Gifted/Talented and twenty-seven (27) percent have their AP endorsement. The teacher attendance rate is 97.5%.

Student Population

Demographics & Subgroups

Mauldin High School student enrollment is **2,315**. The current student population consists of **1412** Caucasians (**61%**), **481** African-Americans (**21%**), **227** Hispanics (**10%**), and **195** of other ethnicities (**8%**). **Fifty (50)** percent of our student population is female and **fifty (50)** percent are male.

The number of students receiving ESOL services is **58 (2.5%)**. Number of students that qualify for free/reduced lunch is **576 (24.9%)**. Number of students receiving special education services is **239 (10.3%)**. Number of students served by the gifted and talented program is **689 (30%)**. Number of students enrolled in at least one advanced placement course is **617 (27%)**.

Student Attendance & Retention

The attendance rate for Mauldin High School students is 95% percent. Our school retention for 2016-2017 rate was 2.3%.

Academic Features/Programs/Initiatives

The core curriculum consists of college prep, honors, Advanced Placement and Early College/Dual Credit. Our decisions about the courses offered are data driven research based and guided by the tenets of the Profile of the South Carolina Graduate. Data analysis allows school personnel to determine weaknesses and gaps in the instructional process. Therefore, data analysis is conducted annually of disaggregated data from standardized tests such as the End of Course Exams, Advanced Placement, SAT, ACT, etc.

Our instructional leadership team leads a faculty committed to using best practices and instructional techniques that place students at the center of learning. Intelligent integration of technology enhances the learning environment. Teachers also plan and incorporate critical thinking into daily classroom activities. The academic environment of our school encourages teachers to explore classroom strategies beyond traditional instruction.

Within academic departments, teachers determine the skills and content needed for successful completion of coursework and prepare students for the next level of study. Vertical alignment with middle schools and higher education helps in providing a seamless curriculum.

Our school offers Project Lead the Way (PLTW) courses and curriculum, the nation's leading provider of science, technology, engineering, and math (STEM) programs. Finally, we are in the midst of expanding our Early College program. The expansion involves offering college courses taught by Mauldin HS Faculty starting in 2018-2019. Over 100 students qualified to take English 101 and 102 for college credit on our campus, the first in the district for a traditional seven period school.

Mission, Vision, Beliefs

Mission Statement

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

Shared Vision

The vision centers on four core areas: curriculum, instruction, assessment, and the learning environment.

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

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

Continual assessment of the school environment involves self-evaluation of the school's programs, action plan goals, and instruction. Students are encouraged to achieve at high rates in the most rigorous courses appropriate. Real life applications enables students to see the connections between what they are learning in the classroom and its relevance to their future. A variety of assessment tools are used including student self-assessment. Current school data and research are used to aid students and faculty engaged in reflective assessment practices.

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

Values and Beliefs

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

We believe...

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

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

SC Report Card 2018

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9SCZzaWQ9MjMwMTAxNA>

EOC Results

| EOC Passage Rate | | | | |
|-------------------------|----------------|----------------|----------------|-------------|
| | <u>Algebra</u> | <u>Biology</u> | <u>English</u> | <u>USHC</u> |
| 2017-2018 | 46.0 | 69.1 | 68.6 | 67.5 |
| 2016-2017 | 38.7 | 70.0 | 53.0 | 68.4 |
| 2015-2016 | 72.4 | 69.7 | 66.6 | 78.5 |
| 2014-2015 | 76.0 | 85.6 | 68.7 | 73.5 |
| 2013-2014 | 71.9 | 78.2 | 64.7 | 72.2 |
| 5 Year Average | 61.0 | 74.5 | 64.3 | 72.0 |

Advance Placement Results

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|------|------|------|-------|-------|
| Mauldin High School (411363) | | | | | |
| Total AP Students | 444 | 457 | 513 | 623 | 676 |
| Number of Exams | 801 | 876 | 924 | 1,062 | 1,169 |
| AP Students with Scores 3+ | 325 | 346 | 357 | 424 | 426 |
| ■ % of Total AP Students with Scores 3+ | 73.2 | 75.7 | 69.6 | 68.1 | 63.0 |
| South Carolina | | | | | |

ACT Results

| ACT Grade Distribution | | | | | |
|-------------------------------|----------------|-------------|----------------|----------------|------------------------|
| | <u>English</u> | <u>Math</u> | <u>Reading</u> | <u>Science</u> | <u>Composite Score</u> |
| 2018 | 18.9 | 19.6 | 20.7 | 19.7 | 19.9 |
| 2017 | 19.2 | 19.6 | 20.9 | 20.4 | 20.1 |
| 2016 | 19.5 | 20.1 | 21.0 | 20.3 | 20.4 |
| 2015 | 22.1 | 22.3 | 23.0 | 22.4 | 22.6 |
| 2014 | 22.0 | 21.6 | 23.4 | 22.1 | 22.4 |
| 5 Year Average | 20.3 | 20.6 | 21.8 | 21.0 | 21.1 |

SAT Results

| SAT Results by Area | | | | |
|----------------------------|-------------------------|-------------|-----------------|-------------------------|
| | <u>Critical Reading</u> | <u>Math</u> | <u>Writing*</u> | <u>Composite Score*</u> |
| 2018 | | | | 1108 |
| 2017 | 557 | 534 | N/A | 1091 |
| 2016 | 513 | 520 | 485 | 1033 |
| 2015 | 502 | 505 | 472 | 1007 |
| 2014 | 510 | 502 | 479 | 1012 |
| 5 Year Average | 521 | 515 | 479 | 1050 |

Graduation Rate

| Graduation Rate | |
|------------------------|-------------|
| | <u>Rate</u> |
| 2018 | 92.0 |
| 2017 | 94.0 |
| 2016 | 95.3 |
| 2015 | 97.8 |
| 2014 | 91.7 |
| 5 Year Average | 94.2 |

Teacher and Administrator Quality

MAULDIN HIGH 2017-2018 PROFESSIONAL DEVELOPMENT PLAN

ADVANCED ACCREDITATION STANDARD 3: TEACHING AND LEARNING

Mauldin High School's professional development program (Momentum) provides monthly PD sessions (10-15 per month) that allow teachers to explore a variety of instructional practices, tools, and pedagogical practices. Each month teachers are expected to attend two PD choice sessions. Teachers are encouraged to implement new teaching strategies and are rewarded with various incentives for doing so. PD sessions have been designed to help teachers build lessons that enhance student real world skills (ie. collaboration, presentation, critical thinking...). Examples of such sessions are: Adobe Spark, Growth Mindsets, the 4 C's (Collaboration, Creativity, Critical thinking and Communication), Google Apps, Google Expeditions, and podcasting. Teachers also use digital tools such as Google Classroom, comment feature on Google Docs, responses to Google Forms to give students timely feedback.

ADVANCED ACCREDITATION STANDARD 4: DOCUMENTING AND USING RESULTS

Teachers at MHS are encouraged to be reflective of their teaching practices. Teachers fill out grade distribution data sheets each nine weeks with a reflection. These are submitted to the administrative team for analysis. The administrative team collects school wide data on poverty, failure rates, attendance and discipline. This information is presented in a professional development session. Each PLC (personalized learning community) reflects on the data and are encouraged to suggest ways their community can set goals based on the data. Standardized test scores (EOC, SAT, ACT and Mastery Connect Benchmarks) are used to set school wide goals as well as student learning objectives.

GREENVILLE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT REQUIREMENT

- All teachers must participate in a minimum of 24 hours of professional development (PD) during each school year.
- At least 12 of these 24 hours will be offered by the school/principal.

PROFESSIONAL DEVELOPMENT EXCHANGE DAY(S)

- Teachers may earn one or two days off for PD received during “off contract” time from the last day of school one year until the last day of school the next year.
- “Off contract” time includes weekend, holiday, after school, and summer hours that are outside of the teacher’s regularly scheduled working hours.
- Hours used toward a day off cannot be used to gain in-service credit for certificate renewal, college course credit, or a stipend. They can be part of the district yearly-required 24 hours.
- Seven hours of professional development may be exchanged for one day off.
- Days off must be taken on predetermined PD exchange days on the district calendar and be approved in advance by Mr. Rhymer

STATE CERTIFICATE RENEWAL GUIDELINES

- New teachers with a SC Initial Certificate are not eligible to accrue renewal credit points toward certificate renewal until they have a SC Professional Certificate.
- Teachers with a SC Professional Certificate with less than a Master's degree must earn at least one 3-hour graduate level course from an accredited college or university and 60 renewal points or an additional 3-hour graduate course within a five-year validity period to renew their state Professional Certificate.

PLANNING PERIOD PROFESSIONAL DEVELOPMENT: *(TOPICS AND DATES SCHEDULED AS NEEDED)*

- A five-session Professional Development opportunity will be offered each month.
- Each teacher will be required to attend one session during an assigned planning period.
- Attendance will be taken at each session and will be recorded on the Portal with recertification points.

1st Wednesday - Faculty Meeting

2nd Wednesday - Faculty Council

3rd Wednesday - PD during planning periods - Anchor Session

4th week - Departmental meetings. The meeting day and time is set by the department chair

School Climate Needs Assessment

SC Report Card 2019

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9SCZzaWQ9MjMwMTAxNA>

School Report Card Surveys: 2018

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

Student Survey:

Students (% Mostly Agree and Agree) n = 256

| | |
|---|-------|
| I am satisfied with the learning environment at my school. | 88.3% |
| I am satisfied with the social and physical environment at my school. | 89.5% |
| I am satisfied with home-school relations at my school. | 87.4% |

Parent Survey:

Parents (% Agree and Strongly Agree) n = 89

| | |
|---|-------|
| I am satisfied with the learning environment at my child's school. | 93.9% |
| I am satisfied with the social and physical environment at my school. | 91.0% |
| I am satisfied with home-school relations at my school. | 72.4% |

Teacher Survey:

Teachers (% Mostly Agree and Agree) n = 104

| | |
|---|-------|
| I am satisfied with the learning environment at my school. | 95.2% |
| I am satisfied with the social and physical environment at my school. | 99.1% |
| I am satisfied with home-school relations at my school. | 97.1% |

ACTION PLAN

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 HS students scoring A, B, and C on the English I EOCEP will increase from **53% in 2016-17 to 83% 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 **HS** students scoring A, B, and C on the English I EOCEP will increase by **3 % annually.**

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------------------------|---|------------------------------|---------|---------|---------|---------|---------|
| English I EOCEP SC SDE Website | 53% of HS students scoring A, B, and C on English I EOCEP (2016-17) | School Projected | 71 | 74 | 77 | 80 | 83 |
| | | School Actual | 68.6 | | | | |
| English I EOCEP SC SDE Website | 49% of HS students scoring A, B, and C on English I EOCEP (2016-17) | District Projected *HS only* | 52 | 55 | 58 | 61 | 64 |
| | | District Actual | 58 | | | | |

| ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing comprehension and analysis of texts. Increase rigor and expectations in instruction and assessment while enhancing intervention supports. | | | | | EVALUATION |
|--|---|---|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Effectively use of formative and summative assessments to inform instruction at a rigorous level | 2018-2023 | All teachers | None | None | Daily reading comprehension; Teacher made assessments; SLO Data |
| Saturday review sessions in preparation for the EOC | 2018-2023 | EOC teachers | None | None | Evidence of learning targets tied to standards |
| Language Live! and Read 180 | 2018-2023 | Regular Ed English teacher and Special Education teacher (to be determined) | None | None | Evidence of learning targets tied to standards; program-specific benchmarks |

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 HS students scoring A, B, and C on the Algebra I EOCEP will increase from **39 % in 2016-17 to 66 % in 2022-23.**

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

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------------------------|--|--------------------|---------|---------|---------|---------|---------|
| Algebra I EOCEP SC SDE Website | 39 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17) | School Projected | 54 | 57 | 60 | 63 | 66 |
| | | School Actual | 46 | | | | |
| Algebra I EOCEP SC SDE Website | 36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17) | District Projected | 39 | 42 | 45 | 48 | 51 |
| | | District Actual | 33 | | | | |

| ACTION PLAN FOR STRATEGY #1: Increase rigor and expectations in instruction and assessment while enhancing intervention supports. | | | | | EVALUATION |
|--|---|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Plan and effect the use of Higher DOK levels in Warm-ups and Assessments | All year | Algebra 1 teachers | None | None | Mastery Connect, EOC, weekly Planners and observations |
| Incorporate Spiral Reviews | Done quarterly all year long | Algebra 1 teachers | None | None | Mastery Connect, EOC, Weekly Planners and Observations |
| Emphasize content vocabulary in daily instruction | All year | Algebra 1 teachers | None | None | Assessments and Observations |

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

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

PERFORMANCE GOAL: 3 The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from **70 % in 2016-17 to 82% in 2022-23.**

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase by 3 % annually.

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------------|---|--------------------|---------|---------|---------|---------|---------|
| Biology EOCEP SC SDE Website | 70 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) | School Projected | 70 | 73 | 76 | 79 | 82 |
| | | School Actual 69.1 | | | | | |
| Biology EOCEP SC SDE Website | 64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) 64 | District Projected | 67 | 70 | 73 | 76 | 79 |
| | | District Actual 53 | | | | | |

| | |
|--|-------------------|
| ACTION PLAN FOR STRATEGY #1: Increase rigor and expectations in instruction and assessment while enhancing intervention supports. | EVALUATION |
|--|-------------------|

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
|--------------------------------------|---|---------------------------|-----------------------|-----------------------|---|
| Reading/Analyses (Critical Thinking) | Weekly | All teachers | None | None | Monthly Summative Assessment |
| PLC reflections | Monthly | All teachers | None | None | PLC Data Analysis |
| EOC. Tutoring for "bubble" students | Once per semester | Volunteer teachers | \$300 | Administration | Mastery Connect benchmark data and EOC data |

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

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

PERFORMANCE GOAL: 4 The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from **68% in 2016-17 to 83% in 2022-23.**

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 3% annually.

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|---|--------------------|---------|---------|---------|---------|---------|
| US History and the Constitution EOCEP SC SDE Website | 68 % of HS students scoring A, B, and C on US History EOCEP (2016-17) | School Projected | 70 | 73 | 77 | 80 | 83 |
| | | School Actual 67.5 | | | | | |
| US History and the Constitution EOCEP SC SDE Website | 58 % of HS students scoring A, B, and C on US History EOCEP (2016-17) | District Projected | 61 | 64 | 67 | 70 | 73 |
| | | District Actual 60 | | | | | |

| ACTION PLAN FOR STRATEGY #1: Increase rigor and expectations in instruction and assessment while enhancing intervention supports. | | | | | EVALUATION |
|--|---|--|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Effectively use formative assessments to inform instruction at a rigorous level (from district). | All year | US History Teachers | N / A | N / A | Mastery Connect benchmarks, USA Test Prep and common assessments |
| Devise Saturday review sessions for students whose Mastery Connect benchmark scores are near mastery. | Second semester | US History Teachers | N / A | N / A | Mastery Connect benchmarks, USA Test Prep and common assessments |
| Emphasize critical thinking when interpreting primary sources in 9th & 10th grade SS classes to better prepare students for these skills on EOC. | All year | 9 th and 10 th grade social studies teachers | N / A | N / A | Common assessments that incorporate primary sources |
| Utilize school wide testing days (ACT/SAT /WIN) to | All year | All teachers | N / A | N / A | Mastery Connect benchmarks, USA Test Prep and common assessments |

| ACTION PLAN FOR STRATEGY #1: Increase rigor and expectations in instruction and assessment while enhancing intervention supports. | | | | | EVALUATION |
|---|-----------------------------------|--------------------|----------------|----------------|------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| reinforce skills/ review EOC material. | | | | | |

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 **20.1 in 2016-17 to 22.8 in 2022-23.**

PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from **1091 in 2016-17 to 1141 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): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|--------------------------|------------------|-----------|---------|---------|---------|---------|
| SC SDE Website | (2016-17) 20.1 | School Projected | 21 | 22 | 22.2 | 22.4 | 22.8 |

| | | | | | | | |
|----------------|--------------------------|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| | | School Actual 19.9 | | | | | |
| SC SDE Website | (2016-17) 19.4 | District Projected | 21.0 | 22.0 | 22.2 | 22.4 | 22.8 |
| | | District Actual 18.7 | | | | | |

SAT Graduating Class Data

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------|--------------------------|---------------------------------------|----------------|----------------|----------------|----------------|----------------|
| SC SDE Website | (2016-17) 1091 | School Projected | 1101 | 1111 | 1121 | 1131 | 1141 |
| | | School Actual 1108 | | | | | |
| SC SDE Website | (2016-17) 1089 | District Projected | 1098 | 1107 | 1116 | 1125 | 1134 |
| | | District Actual 1089 | | | | | |

| ACTION PLAN FOR STRATEGY #1: Increase opportunities for students to engage in preparation for the SAT/ACT. | | | | | EVALUATION |
|---|---|-------------------------------|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| School counselors provide students and parents resources from Naviance. | 2018-2023 | Guidance Dept. | None | None | Increased usage as indicated by yearly reports from Naviance |
| Professional development to teachers and school counselors to increase understanding of the SAT/ACT content, format, and rigor level. | 2018-2023 | District Academic Specialists | None | None | Evidence of Professional Development offerings to teachers across all impacted areas of the SAT/ACT |

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

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

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

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

| DATA SOURCE(s): | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|--|----------------------|---------|---------|---------|---------|---------|
| SC SDE Website | % of students that scored Level 3 or higher on Applied Mathematics | School Projected | 98 | 99 | 100 | 100 | 100 |
| | | School Actual 97 | | | | | |
| SC SDE Website | % of students that scored Level 3 or higher on Applied Mathematics | District Projected | 94.0 | 95.0 | 96.0 | 97.0 | 98.0 |
| | | District Actual 93.7 | | | | | |
| SC SDE Website | % of students that scored Level 3 or higher on Applied Learning | School Projected | 98 | 99 | 100 | 100 | 100 |
| | | School Actual 97.9 | | | | | |

| | | | | | | | |
|----------------|--|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| SC SDE Website | % of students that scored Level 3 or higher on Locating Information | District Projected | | | | | |
| | | District Actual 94.7 | 95.0 | 96.0 | 97.0 | 98.0 | 99.0 |
| SC SDE Website | % of students that scored Level 3 or higher on Reading for Information | School Projected | 95 | 95 | 95 | 95 | 95 |
| | | School Actual 93.2 | | | | | |
| SC SDE Website | % of students that scored Level 3 or higher on Reading for Information | District Projected | | | | | |
| | | District Actual 89.3 | 90.0 | 91.0 | 92.0 | 93.0 | 94.0 |
| SC SDE Website | % of students that earned Silver, Gold, or Platinum Ready to Work | School Projected | 75 | 76 | 77 | 78 | 79 |
| | | School Actual 74.5 | | | | | |
| SC SDE Website | % of students that earned Silver, Gold, or Platinum Ready to Work | District Projected | 68.0 | 69.0 | 70.0 | 71.0 | 72.0 |
| | | District Actual 67.1 | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|-------------------------------------|---|-------------------------------|---------------------------|---------------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------------------------|-----------------------|--------------------------------|---------|---------|---------|---------|---------|
| EOCEP English 1 SC SDE Website | 38% A, B, C (2016-17) | School Projected Hispanic | 43 | 48 | 53 | 58 | 63 |
| EOCEP English 1 SC SDE Website | | School Actual Hispanic 52.3 | | | | | |
| EOCEP English 1 SC SDE Website | 45% A, B, C (2016-17) | District Projected Hispanic | 48 | 51 | 54 | 57 | 60 |
| EOCEP English 1 SC SDE Website | | District Actual Hispanic 52 | | | | | |
| EOCEP English 1 SC SDE Website | 38% A, B, C (2016-17) | School Projected AA | 43 | 48 | 53 | 58 | 63 |
| EOCEP English 1 SC SDE Website | | School Actual AA 48 | | | | | |
| EOCEP English 1 SC SDE Website | 38% A, B, C (2016-17) | District Projected AA | 41 | 44 | 47 | 50 | 53 |
| EOCEP English 1 SC SDE Website | | District Actual AA 50 | | | | | |

| | | | | | | | |
|--------------------------------------|--------------------------|---------------------------------|----|----|----|----|----|
| EOCEP English 1 SC SDE Website | 15% A, B, C (2016-17) | School Projected SWD | 22 | 29 | 36 | 45 | 52 |
| EOCEP English 1 SC SDE Website | | School Actual SWD 32.1 | | | | | |
| EOCEP English 1 SC SDE Website | 14% A, B, C (2016-17) | District Projected SWD | 17 | 20 | 23 | 26 | 29 |
| EOCEP English 1 SC SDE Website | | District Actual SWD 20 | | | | | |
| EOCEP English 1 SC SDE Website | 35% A, B, C (2016-17) | School Projected LEP | 40 | 45 | 50 | 55 | 60 |
| EOCEP English 1 SC SDE Website | | School Actual LEP 43.3 | | | | | |
| EOCEP English 1 SC SDE Website | 37% A, B, C (2016-17) | District Projected LEP | 40 | 43 | 46 | 49 | 52 |
| EOCEP English 1 SC SDE Website | | District Actual LEP 48 | | | | | |
| EOCEP English 1 SC SDE Website | 39% A, B, C (2016-17) | School Projected SIP | 44 | 49 | 54 | 59 | 64 |
| EOCEP English 1 SC SDE Website | | School Actual SIP 57.7 | | | | | |
| EOCEP English 1 SC SDE Website | 45% A, B, C (2016-17) | District Projected SIP | 48 | 51 | 54 | 57 | 60 |
| EOCEP English 1 SC SDE Website | | District Actual SIP 56 | | | | | |
| EOCEP Algebra 1 SC SDE Website | 24% A, B, C (2016-17) | School Projected Hispanic | 29 | 34 | 39 | 44 | 49 |

| | | | | | | | |
|--------------------------------------|--------------------------|---|----|----|----|----|----|
| EOCEP Algebra 1 SC SDE Website | | School Actual Hispanic 31 | | | | | |
| EOCEP Algebra 1 SC SDE Website | 37% A, B, C (2016-17) | District Projected Hispanic | 40 | 43 | 46 | 49 | 52 |
| EOCEP Algebra 1 SC SDE Website | | District Actual Hispanic 22 | | | | | |
| EOCEP Algebra 1 SC SDE Website | 21% A, B, C (2016-17) | School Projected AA | 27 | 33 | 39 | 44 | 49 |
| EOCEP Algebra 1 SC SDE Website | | School Actual AA 21.2 | | | | | |
| EOCEP Algebra 1 SC SDE Website | 27% A, B, C (2016-17) | District Projected AA | 30 | 33 | 36 | 39 | 42 |
| EOCEP Algebra 1 SC SDE Website | | District Actual AA 24 | | | | | |
| EOCEP Algebra 1 SC SDE Website | 15% A, B, C (2016-17) | School Projected SWD | 20 | 25 | 30 | 35 | 40 |
| EOCEP Algebra 1 SC SDE Website | | School Actual SWD 5.1 | | | | | |
| EOCEP Algebra 1 SC SDE Website | 10% A, B, C (2016-17) | District Projected SWD | 13 | 16 | 19 | 22 | 25 |
| EOCEP Algebra 1 SC SDE Website | | District Actual SWD 6 | | | | | |
| EOCEP Algebra 1 SC SDE Website | 27% A, B, C (2016-17) | School Projected LEP | 31 | 35 | 39 | 43 | 47 |
| EOCEP Algebra 1 SC SDE Website | | School Actual LEP 41.1 | | | | | |

| | | | | | | | |
|--------------------------------------|--------------------------|--------------------------------------|----|----|----|----|----|
| EOCEP Algebra 1 SC SDE Website | 36% A, B, C (2016-17) | District Projected LEP | 39 | 42 | 45 | 48 | 51 |
| EOCEP Algebra 1 SC SDE Website | | District Actual LEP 34 | | | | | |
| EOCEP Algebra 1 SC SDE Website | 23% A, B, C (2016-17) | School Projected SIP | 29 | 35 | 41 | 47 | 53 |
| EOCEP Algebra 1 SC SDE Website | | School Actual SIP 30.8 | | | | | |
| EOCEP Algebra 1 SC SDE Website | 31% A, B, C (2016-17) | District Projected SIP | 34 | 37 | 40 | 43 | 47 |
| EOCEP Algebra 1 SC SDE Website | | District Actual SIP 29 | | | | | |
| EOCEP Biology SC SDE Website | 50% A, B, C (2016-17) | School Projected Hispanic | 56 | 59 | 62 | 65 | 68 |
| EOCEP Biology SC SDE Website | | School Actual Hispanic 57.2 | | | | | |
| EOCEP Biology SC SDE Website | 47% A, B, C (2016-17) | District Projected Hispanic | 50 | 53 | 56 | 59 | 62 |
| EOCEP Biology SC SDE Website | | District Actual Hispanic 55 | | | | | |
| EOCEP Biology SC SDE Website | 45% A, B, C (2016-17) | School Projected AA | 50 | 55 | 60 | 65 | 68 |
| EOCEP Biology SC SDE Website | | School Actual AA 42.5x | | | | | |
| EOCEP Biology SC SDE Website | 40% A, B, C (2016-17) | District Projected AA | 43 | 46 | 49 | 52 | 55 |

| | | | | | | | |
|------------------------------------|---------------------------------|---|-----------|-----------|-----------|-----------|-----------|
| EOCEP Biology SC SDE Website | | District Actual AA 27 | | | | | |
| EOCEP Biology SC SDE Website | 20% A, B, C (2016-17) | School Projected SWD | 25 | 30 | 35 | 40 | 45 |
| EOCEP Biology SC SDE Website | | School Actual SWD 18.6 | | | | | |
| EOCEP Biology SC SDE Website | 18% A, B, C (2016-17) | District Projected SWD | 21 | 24 | 27 | 30 | 33 |
| EOCEP Biology SC SDE Website | | District Actual SWD 11 | | | | | |
| EOCEP Biology SC SDE Website | 41% A, B, C (2016-17) | School Projected LEP | 45 | 49 | 53 | 57 | 61 |
| EOCEP Biology SC SDE Website | | School Actual LEP 51.3 | | | | | |
| EOCEP Biology SC SDE Website | 40% A, B, C (2016-17) | District Projected LEP | 43 | 46 | 49 | 52 | 55 |
| EOCEP Biology SC SDE Website | | District Actual LEP 31 | | | | | |
| EOCEP Biology SC SDE Website | 50% A, B, C (2016-17) | School Projected SIP | 55 | 60 | 65 | 70 | 75 |
| EOCEP Biology SC SDE Website | | School Actual SIP 50.7 | | | | | |
| EOCEP Biology SC SDE Website | 48% A, B, C (2016-17) | District Projected SIP | 51 | 54 | 57 | 60 | 63 |
| EOCEP Biology SC SDE Website | | District Actual SIP 35 | | | | | |

| | | | | | | | |
|---------------------------------------|-----------------------|------------------------------|----|----|----|----|----|
| EOCEP US History and the Constitution | 57% A, B, C (2016-17) | School Projected Hispanic | 60 | 63 | 66 | 69 | 72 |
| EOCEP US History and the Constitution | | School Actual Hispanic 57 | | | | | |
| EOCEP US History and the Constitution | 42% A, B, C (2016-17) | District Projected Hispanic | 45 | 48 | 51 | 54 | 57 |
| EOCEP US History and the Constitution | | School Actual Hispanic 42 | | | | | |
| EOCEP US History and the Constitution | 46% A, B, C (2016-17) | School Projected AA | 51 | 56 | 61 | 66 | 72 |
| EOCEP US History and the Constitution | | School Actual AA 44.7 | | | | | |
| EOCEP US History and the Constitution | 34% A, B, C (2016-17) | District Projected AA | 37 | 40 | 43 | 46 | 49 |
| EOCEP US History and the Constitution | | District Actual AA 36 | | | | | |
| EOCEP US History and the Constitution | 36% A, B, C (2016-17) | School Projected SWD | 40 | 44 | 48 | 52 | 56 |
| EOCEP US History and the Constitution | | School Actual SWD 23.9 | | | | | |
| EOCEP US History and the Constitution | 24% A, B, C (2016-17) | District Projected SWD | 27 | 30 | 33 | 36 | 39 |
| EOCEP US History and the Constitution | | District Actual SWD 25 | | | | | |
| EOCEP US History and the Constitution | 55% A, B, C (2016-17) | School Projected LEP | 59 | 63 | 67 | 71 | 75 |

| | | | | | | | |
|---------------------------------------|--------------------------------|--|-------------|-------------|-------------|-------------|-------------|
| EOCEP US History and the Constitution | | School Actual LEP 48.6 | | | | | |
| EOCEP US History and the Constitution | 34% A, B, C (2016-17) | District Projected LEP | 37 | 40 | 43 | 46 | 49 |
| EOCEP US History and the Constitution | | District Actual LEP 37 | | | | | |
| EOCEP US History and the Constitution | 47% A, B, C (2016-17) | School Projected SIP | 51 | 54 | 59 | 63 | 67 |
| EOCEP US History and the Constitution | | School Actual SIP 48.8 | | | | | |
| EOCEP US History and the Constitution | 42% A, B, C (2016-17) | District Projected SIP | 45 | 48 | 51 | 54 | 57 |
| EOCEP US History and the Constitution | | District Actual SIP 44 | | | | | |
| ACT Graduating Class | 18.6 x (2016-17) | School Projected Hispanic | 18 | 19 | 20 | 21 | 22 |
| ACT Graduating Class | | School Actual Hispanic 18.3 | | | | | |
| ACT Graduating Class | Composite 17.6 (2016-17) | District Projected Hispanic | 18.0 | 19.0 | 20.0 | 21.0 | 22.0 |
| ACT Graduating Class | | District Actual Hispanic 17.3 | | | | | |
| ACT Graduating Class | 16.8 x (2016-17) | School Projected AA x | 17 | 18 | 19 | 20 | 21 |
| ACT Graduating Class | | School Actual AA 16.4 | | | | | |

| | | | | | | | |
|----------------------|--------------------------------|----------------------------|------|------|------|------|------|
| ACT Graduating Class | Composite 16.0 (2016-17) | District Projected AA | 17.0 | 18.0 | 19.0 | 20.0 | 21.0 |
| ACT Graduating Class | | District Actual AA 15.7 | | | | | |

| ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction. | | | | | EVALUATION |
|---|-----------------------------------|--|----------------|----------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Provide support for implementing data driven reflective conversations to improve teaching practice (school, subject and individual data). | 2018-2023 | IC's, Department Heads, Admin | \$0 | NA | Evidence of data driven conversations school meetings (Principal meetings, Principal/IC meetings, etc.) |
| Provide professional learning opportunities on instructional | 2018-2020 | IC's in coordination with ELL and SPED | \$0 | NA | Evidence of strategies for diverse learners being used in |

| ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| strategies for diverse learners | 2 3 | school leaders | | | classrooms as indicated by classroom observations Record of Professional Development offerings on diverse learner strategies. |

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|----------------------------------|------------------------------|-----------|-----------|------------|------------|------------|
| Graduation Rate | (2016-17) 94 | School Projected | 94 | 95 | 95+ | 95+ | 95+ |
| | | School Actual 92 | | | | | |
| Graduation Rate | (2016-17) 87 | District Projected | 86 | 87 | 88 | 89 | 90 |
| | | District Actual 84 | | | | | |
| Employability Credentialing Rate | Data will be reported in 2020-21 | School Projected | | | TBD | TBD | 90 |

| | | | | | | | |
|----------------------------------|----------------------------------|---------------------------|--|--|------------|------------|-----------|
| | | School Actual | | | | | |
| Employability Credentialing Rate | Data will be reported in 2020-21 | District Projected | | | TBD | TBD | 90 |
| | | District Actual | | | | | |

| ACTION PLAN FOR STRATEGY #1: Enhance and expand graduation and employability pathways and support for all students. | | | | | EVALUATION |
|---|---------------------------------------|---------------------------|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track to graduate | 2018 - 2020 | On Track Administrator | None | 0 | School-based EWRS teams meeting regularly to provide intervention strategies. Evidence of strategies impacting at-risk students through the monitoring of the |

| ACTION PLAN FOR STRATEGY #1: Enhance and expand graduation and employability pathways and support for all students. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| on at each grade level. | | | | | EWRS system. |
| Senior Rally Program | All year | Guidance Department | N/A | 0 | Enrollment and Grad Rate |
| | | | | | |
| | | | | | |

| |
|--|
| 81 |
| PERFORMANCE GOAL: 10 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements (TBD). |
| INTERIM PERFORMANCE GOAL: Meet annual targets below. |

| DATA SOURCE(s): | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | | | | | | |

| | | | | | | | |
|------------------------------------|--|-------------------------------|--|------------|------------|------------|------------|
| PowerSchool, College Reports | Baseline will be established at the end of the 2018-19 school year | School Projected | | TBD | TBD | TBD | 90% |
| | | School Actual | | | | | |
| PowerSchool, College Reports | Baseline will be established at the end of the 2018-19 school year | District Projected | | TBD | TBD | TBD | 90% |
| | | District Actual | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|-------------------------------------|---|-------------------------------|---------------------------|---------------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|-----------------|-----------------------|---------|---------|---------|---------|---------|
| PowerSchool | 81 | School Projected | 84 | 86.5 | 89 | 91.5 | 94 |
| | | School Actual 81 | | | | | |
| PowerSchool | (2016-17) 74 | District Projected | 77 | 81 | 84 | 87 | 90 |
| | | District Actual 80 | | | | | |

Students who took Foundations in Algebra in 9th grade, then took Intermediate Algebra in 10th grade were not considered to have completed Algebra I by the conclusion of their freshman year.

| ACTION PLAN FOR STRATEGY #1: Implement freshman-focused, emotional, and academic support systems to help students experience success in the 9th grade. | | | | | EVALUATION |
|--|---|--|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support. | 2 0 1 8 - 2 0 2 3 | On Track Administrator and Guidance | 0 | 0 | Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team |
| Utilize MTSS interventions to support students' social and emotional growth (i.e School Counselors, Behavior Interventionists, At-Risk Coordinator, Social Worker, Mental Health Counselor)) | 2 0 1 8 - 2 0 2 3 | Guidance and Administrative Teams | 0 | 0 | Evidence of interventions as noted by counselors and other school personnel |
| Provide strategic interventions in math and English to support students to perform at grade level. | 2 0 1 8 - 2 0 2 3 | English & Math Department Leaders and Assigned Administrator | 0 | 0 | Evidence of best practice interventions while conducting observations and Instructional Rounds |
| Ensure core academic freshman classes are scheduled with no more than 25 students per section. | 2 0 1 8 - | Guidance and Administrative | 0 | 0 | Class size reports show no core freshman |

| ACTION PLAN FOR STRATEGY #1: Implement freshman-focused, emotional, and academic support systems to help students experience success in the 9 th grade. | | | | | EVALUATION |
|--|-----------------------------------|--------------------|----------------|----------------|------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| | 2023 | Teams | | | classes larger than 28. |

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

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

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

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

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|--|------------------|---------|---------|---------|---------|---------|
| PowerSchool | (2016-17) <input checked="" type="checkbox"/> | School Projected | 66 | 67 | 68 | 69 | 70 |
| | | School Actual | 67 | | | | |

| | | | | | | | |
|-------------|-----------------|--------------------------|----|----|----|----|----|
| PowerSchool | (2016-17) 52 | District Projected | 52 | 55 | 58 | 61 | 65 |
| | | District Actual 51 | | | | | |

The percentage represents the number of high students that are coded A in the GT Qualified field in PowerSchool, coded as AP in the High Achieving field in PowerSchool, and enrolled in one or more AP or IB courses for the current school year out of the total high school students that are coded A in the GT Qualified field in PowerSchool.

| ACTION PLAN FOR STRATEGY #1: Raise expectations and implement quality core instruction and interventions to support student success. | | | | | EVALUATION |
|--|-----------------------------------|-----------------------------------|----------------|----------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Strengthen the 9-10 th grade core academic preparation and supports to provide opportunities to succeed in college level courses. | 2018-2023 | Guidance and Administrative Teams | TBD | TBD | Vertical alignment of curriculum from middle to high school including earlier identification of students on a pre-AP/IB track |
| Increase teacher, student, and parent awareness of Graduation Plus, focusing on dual credit, AP, IB, career classes, and certification through marketing and communications. | 2018-2023 | Guidance and Administrative Teams | N/A | N/A | Increase of communication to public about G+ and reporting the success of G+ (number of credits earned, number of certifications earned, etc.) |

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic
Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| DATA SOURCE(s): | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------|--|--------------------|---------|---------|---------|---------|---------|
| Employment report | Baseline will be established at the end of the 2018-19 school year | School Projected | | TBD | TBD | TBD | TBD |
| | | School Actual | | | | | |
| Employment report | Baseline will be established at the end of the 2018-19 school year | District Projected | | TBD | TBD | TBD | TBD |
| | | District Actual | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|-------------------------------------|---|-------------------------------|---------------------------|---------------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|---------|--------------------------------|---------|---------|---------|---------|---------|
| SC SDE School Report Card Survey | 89.5 | School Projected Students | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | School Actual Students 93.7 | | | | | |
| SC SDE School Report Card Survey | 99.1 | School Projected Teachers | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | School Actual Teachers 100 | | | | | |
| SC SDE School Report Card Survey | 91 | School Projected Parents | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | School Actual Parents 91.1 | | | | | |

| | | | | | | | |
|--|-----------|--|-----------|-----------|-----------|-----------|-----------|
| SC SDE School Report Card Survey | 92 | District Projected Students | ≥ 90 |
| | | District Actual Students 84 | | | | | |
| SC SDE School Report Card Survey | 98 | District Projected Teachers | ≥ 90 |
| | | District Actual Teachers 97 | | | | | |
| SC SDE School Report Card Survey | 91 | District Projected Parents | ≥ 90 |
| | | District Actual Parents 88 | | | | | |

| ACTION PLAN FOR STRATEGY #1: Proactive in ensuring school safety and enhance the lines of communication between the school and stakeholders regarding existing safety measures. | | | | | EVALUATION |
|--|---|-------------------------------|---------------------------|---------------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| SROs –visible all around campus, checking entrances, exits and in halls during class changes, before and after school and lunch shifts | 2018-2023 | SROs | none | none | Verified and monitored by administrative team |

| ACTION PLAN FOR STRATEGY #1: Proactive in ensuring school safety and enhance the lines of communication between the school and stakeholders regarding existing safety measures. | | | | | EVALUATION |
|--|--|---------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 7:30 am-4:30 pm | | | | | |
| School administrators are highly visible before and after school and in halls every class change. | 2018-2023 | Administrative Team | none | none | Verified and monitored by principal |
| All visitors must enter through the front office and sign in before being allowed in the main building. | 2018-2023 | Office Personnel | none | none | Verified and monitored by administrative team |
| Improve Parental Involvement in PTSA, SIC and Booster Clubs. | 2018-2023 | Administrative Team | none | none | PTSA/SIC/Booster Club Membership Rosters/Attendance |
| Doors are locked during the school day. | 2018-2023 | Administrative Team | none | none | <u>Doors are checked /locked daily</u> Verified and monitored by administrative team/SROs |
| Students must enter school from front door, student parking lot door, parent | 2018-2023 | Administrative Team | none | none | Verified and monitored by administrative team/SROs |

| ACTION PLAN FOR STRATEGY #1: Proactive in ensuring school safety and enhance the lines of communication between the school and stakeholders regarding existing safety measures. | | | | | EVALUATION |
|---|-----------------------------------|--------------------|----------------|----------------|------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| loop door and /or assigned entrances/exits only. | | | | | |

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| |
|--|
| |
|--|

Percent Recommended for Expulsion

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|--------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 1.53 | School Projected | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 |
| | | School Actual 1.32 | | | | | |
| 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 0.8 | | | | | |

Annual Expulsion Rate

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|-------------------------|----------------------------------|----------------|----------------|----------------|----------------|----------------|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) .04 | School Projected | ≤.07 | ≤.07 | ≤.07 | ≤.07 | ≤.07 |
| | | School Actual 0 | | | | | |
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 0.4 | District Projected | ≤.07 | ≤.07 | ≤.07 | ≤.07 | ≤.07 |

| | | | | | | | |
|--|--|------------------------------------|--|--|--|--|--|
| | | District Actual .04 | | | | | |
|--|--|------------------------------------|--|--|--|--|--|

| ACTION PLAN FOR STRATEGY #1: Increase school and student based education about Level III infractions and the criminal and disciplinary consequences. | | | | | EVALUATION |
|---|---|---------------------------|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Review discipline code with all students during first 2 days of school in extended homerooms. | August | Teachers | none | none | Teacher's check off and report |
| Provide students with major and early in the year Level II infractions: established consequences and comprehensive support on ways to correct behaviors and of possible | All year | Administration | none | none | Principal reviews during weekly administrative team meeting |

| ACTION PLAN FOR STRATEGY #1: Increase school and student based education about Level III infractions and the criminal and disciplinary consequences. | | | | | EVALUATION |
|---|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| consequences for Level III infractions. | | | | | |
| Review discipline code updates with teachers during in-service days. | August in service days and during the year as needed | Administration | none | none | Verified by agenda |

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| DATA SOURCE(s): | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------------------------------|------------------------------|---------|---------|---------|---------|---------|
| AdvancED Climate & Culture Student Survey | Baseline established in 2017-18 | School Projected | 54 | 58 | 62 | 66 | 70 |
| | | School Actual | x | | | | |
| AdvancED Climate & Culture Student Survey | Baseline established in 2017-18 | District Projected Secondary | 54 | 58 | 62 | 66 | 70 |
| | | District Actual Secondary | 50 | | | | |

| ACTION PLAN FOR STRATEGY #1: Implement activities that focus on the development and strengthening of positive teacher-student relationships | | | | | EVALUATION |
|---|--|-----------------------------------|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Utilize MTSS interventions to support students' social and emotional growth (i.e. School Counselors, Behavior Interventionists, At-Risk Coordinator, Social Worker, Mental Health Counselor)) | 2018 - 2023 | Guidance and Administrative Teams | None | None | Evidence of interventions as noted by counselors and other school personnel |

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): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|------------------------|--------------------|-----------|-----------|-----------|-----------|-----------|
| 180 th day Attendance Report | (2016-17) 95 | School Projected | 95 | 95 | 95 | 95 | 95 |
| | | School Actual | 95 | | | | |
| 180 th day Attendance Report | (2016-17) 95 | District Projected | 95 | 95 | 95 | 95 | 95 |
| | | District Actual | 95 | | | | |

| ACTION PLAN FOR STRATEGY #1: Monitor attendance closely and provide appropriate supports for students not meeting attendance requirements. | | | | | EVALUATION |
|---|---|-------------------------------------|-----------------------|-----------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support. | 2018 - 2023 | On Track Administrator and Guidance | None | None | Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team |
| Utilize MTSS interventions to support students' social and emotional growth (School Counselors, Behavior Interventionists, At-Risk Coordinator, Social Worker, Mental Health Counselor) | 2018 - 2023 | Guidance and Administrative Teams | None | None | Evidence of interventions as noted by counselors and other school personnel |

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| DATA SOURCE(s): | | Baseline 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------------------------------|--|---|---|---|---|---|
| AdvancED Climate & Culture Student Survey | Baseline established in 2017-18 | School Projected | 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 |
| | | School Actual Afraid -7% Lonely -16% Angry -14% | Afraid ≤ Lonely ≤ Angry ≤ |
| AdvancED Climate & Culture Student Survey | Baseline established in 2017-18 | 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 – 7% Lonely – 14% Angry – 14% | Afraid – 7% Lonely – 16% Angry – 14% | Afraid ≤ Lonely ≤ Angry ≤ |
|--|--|---|---|--|--|--|--|

| ACTION PLAN FOR STRATEGY #1: The school will be proactive in implementing activities that monitor and support the mental and social/emotional health of students. | | | | | EVALUATION |
|--|---|-----------------------------------|------------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATE D COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Utilize MTSS interventions to support students' social and emotional growth (i.e. School Counselors, Behavior Interventionists, At-Risk Coordinator, Social Worker, Mental Health Counselor) | 2018 - 2023 | Guidance and Administrative Teams | None | None | Evidence of interventions as noted by counselors and other school personnel |

