

Berea High School Portfolio

2018-23

Developed spring, 2018



Community Character Excellence

Mr. Mike Noel, Principal

**Dr. W. Burke Royster, Superintendent
Greenville County Schools**

**Berea High School
201 Burdine Drive
Greenville, SC 29617**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Berea High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 *(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		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mike Noel		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Charlie Crenshaw		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jocelyn Long		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 201 Burdine Dr, Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-1600

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal - Mike Noel	
2. Teacher – April Thomason	
3. Parent/Guardian – Paige Holtzclaw	
4. Community Member – Charlie Crenshaw	
5. Paraprofessional – Jenny Culbertson	
6. School Improvement Council Member - Roy Mack	
7. Read to Succeed Reading Coach – N/A	
8. School Read to Succeed Literacy Leadership Team Lead – Katie Smith	
9. School Read to Succeed Literacy Leadership Team Member – Madeline Fletcher	

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

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principals</u>	<u>Danny Bayne, Lindsey Johnson, Lee Murphy, Allison Peake</u>
<u>Instructional Coaches</u>	<u>Katie Smith</u>
<u>Student</u>	<u>Savion Brown</u>
<u>R2S Literacy Leadership Team: Mike Noel, Danny Bayne, Lee Murphy, Lindsey Johnson, Allison Peake, Scotti Henson, Katie Smith, Madeline Fletcher, Beth Daniel, Susan DuPont, Krista McRee, Jessica Vandekerkhove, Kory Stelling, Kelsey Barton, David Thibodeaux, Justin Moore, April Thomason, Rebecca Clarke, Miller Cunningham</u>	

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

- N/A Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- Yes Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- Yes Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education and will make special efforts to meet with parents at convenient times, provide parents with their child’s individual test results, interpretation of the results, and information on the district’s curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal’s and superintendent’s evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
- Yes Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- Yes Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
- N/A Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.
- Yes Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
- N/A Developmental Screening**
The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
- N/A Half-Day Child Development**
The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

N/A Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

N/A Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

N/A Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

Yes Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Table of Contents

Part I: Introduction	7
Part II: Executive Summary	11
Part III: School Profile	16
Part IV: Mission, Vision, Belief	22
Part V: Data Analysis and Needs Assessment	23
Part VI: Action Plan Student Achievement Teacher/Administrator Quality School Climate	34
Appendix A	89

Part I: Introduction

Berea High School developed its original Portfolio during the 2002-03 school year; the document has been updated annually since that time. This current version spans a five-year period beginning with the 2017-18 school year.

The most recent update was completed in the spring of 2018, to include accountability data and school profile data for 2016-17 at the school level as well as district-level accountability data for the same time period.

The school's leadership team, the administrative team, the School Improvement Council, the alumni foundation, professional learning communities within academic departments, and instructional support staff contributed to the drafting, editing, and publication of this document.

During the development of this new Portfolio, Berea High School, along with the entire school district, participated in the AdvancED accreditation process.

Timeline for 2018-2023 Portfolio

* timeline provided by the district

November

- Access ASSIST, ELEOT and add school admin to ELEOT; begin ELEOT classroom observations (50% due by end of Feb.)
- Establish a list of stakeholders – community, business, partners, staff, teachers, parents, students (when applicable) to support your continuous improvement efforts through action teams/committees.
- Invite stakeholders to serve on one or more action teams to meet, discuss, and affirm the school's portfolio:
 - vision, mission, and beliefs
 - school profile
 - last five years of results and strategies/actions (portfolio review) to develop a needs assessment around student achievement, personnel quality, school climate, parent engagement, etc.
 - action plan – goals, objectives, strategies (Use Portfolio Checklist)

December

- Deploy Survey links for Parents/Stakeholders, Students (grades 3-12), Staff, and Teachers (December 4-20)
- Invite stakeholders to serve on one or more action teams to discuss and affirm the school's portfolio:
 - vision, mission, and beliefs
 - school profile
 - last five years of results and strategies/actions (portfolio review) to develop a needs assessment around student achievement, personnel quality, school climate, parent engagement, etc.
 - action plan – goals, objectives, strategies (Use Portfolio Checklist)

January

- Analyze survey data

- School administration begins completing the School Quality Factors (SQF)
- Convene stakeholders / action teams to discuss and affirm the school's portfolio:
 - vision, mission, and beliefs
 - school profile
 - last five years of results and strategies/actions (portfolio review) to develop a needs assessment or SWOT analysis around student achievement, personnel quality, school climate, parent engagement, etc.
 - Look at your school (Where are you now and where do you want to be?)
 - Look at competitors (What are they doing that you need to do?)
 - Look at your customers (What are they asking for?)
 - Ask your employees (What would make your job easier, yet get us to the next level?)
 - Ask your customers (What can we do better?)
 - action plan – goals, objectives, strategies (Use Portfolio Checklist)

February

- School administration continues to complete the School Quality Factors (SQF)
- Convene stakeholders / action teams to discuss and affirm the school's portfolio:
 - vision, mission, and beliefs
 - school profile
 - last five years of results and strategies/actions (portfolio review) to develop a needs assessment or SWOT analysis around student achievement, personnel quality, school climate, parent engagement, etc.
 - Look at your school (Where are you now and where do you want to be?)
 - Look at competitors (What are they doing that you need to do?)
 - Look at your customers (What are they asking for?)
 - Ask your employees (What would make your job easier, yet get us to the next level?)
 - Ask your customers (What can we do better?)
 - action plan – goals, objectives, strategies (Use Portfolio Checklist)
- Share work across teams and receive feedback/input

March - August

- Analyze observation (ELEOT) data
- Complete the SQF
- Convene stakeholders / action teams to discuss and affirm the school's portfolio:
 - vision, mission, and beliefs
 - school profile
 - last five years of results and strategies/actions (portfolio review) to develop a needs assessment or SWOT analysis around student achievement, personnel quality, school climate, parent engagement, etc.
 - Look at your school (Where are you now and where do you want to be?)
 - Look at competitors (What are they doing that you need to do?)
 - Look at your customers (What are they asking for?)
 - Ask your employees (What would make your job easier, yet get us to the next level?)
 - Ask your customers (What can we do better?)
 - use the district's approved action plan to align and complete the school's action plan – goals, objectives, strategies (Use Portfolio Checklist)

Original Portfolio Team

Katie Smith, Instructional Coach,
Chair
Scotti Henson, Instructional Coach
Mike Noel, Principal
Danny Bayne, Assistant Principal

Lindsey Johnson, Assistant
Principal
Lee Murphy, Assistant Principal
Allison Peake, Assistant Principal

Current Leadership Team

Mike Noel, Principal
Danny Bayne, Assistant Principal
Allison Peake, Assistant Principal
Lee Murphy, Assistant Principal
Susan DuPont & Purvis Lloyd,
English Chair
Jessica Vandekerkhove, Math Chair
Justin Moore, Social Studies Chair
David Thibodeaux, Science Chair
Jonathan Shinpoch –Instructional
Coach

April Thomason, Special Ed. Chair
Kelsey Barton, Fine Arts Chair
Norma Hill, CTE Chair
Kory Stelling, PE
Robert Jarvis, ROTC
Madeline Fletcher, Media Specialist
Krista McRee, Foreign Language
Chair
Krista Anstead, ESOL Chair
Jocelyn Long, Testing Coordinator

Current Administrative Team

Mike Noel, Principal
Danny Bayne, Assistant Principal
Allison Peake, Assistant Principal

Lee Murphy, Assistant Principal
Andrew Chisholm, Athletic Director

School Improvement Council

Charlie Crenshaw, Chair
Bredae Graves, Secretary
Mike Noel, Principal
Scotty Hammett, Business
Savion Brown, Student
Russell Watson, PTSA representative/ Parent
Jonathan Shinpoch, IC
Jessie Bolton, Teacher

**Friends of Berea High School, Inc.
(Alumni Foundation)**

James Mattos, Retired Teacher, Chair
Nancy Evans, Parent
Brana Myers, Alumna
Chris Looper, Alumnus
Judy Langley, Alumna
Beverly Sutton, Alumna
Kathy Durham, Alumna
Brenda Benton, Retired Teacher
Harold Batson, Alumnus
James Blakely, Alumnus
Leonard Hill, Alumnus
Keri Mills, Alumna
Jonathan Shinpoch, Instructional Coach

Part II: Executive Summary

School Profile: A Summary

Berea High School is one of fourteen high schools within the Greenville County School District. Located in the northwestern part of the county, the school serves approximately 1100 students in grades nine through twelve.

There has been a high school in the Berea area since 1911 when a small school was built on White Horse Road. Five years later the school moved to Farr's Bridge Road and remained at that location until 1962 when it moved to Berea Drive.

In August, 2006, the school moved to its current campus on Burdine Drive. The newest Berea High School sits on a 44.4-acre campus built at a cost of \$35.4 million with a capacity for 1400 students.

The school staff consists of 72 classroom teachers, five administrators, six counselors, two media specialists, one instructional coach, one testing coordinator, fifteen support personnel, and two mental health counselors. Nearly one-third of the faculty has been in education five years or less while another one-fifth has twenty or more years of experience. Thirty-eight percent of the staff is male; eleven percent is African-American.

The demographics of the school continue to reflect the changes in the neighborhoods it serves. Highlights include:

- percentage of white declined from 27.2% in 2017-18 to 18.3% in 2021-22, the Hispanic population increased from 38.7% to 48.4%
- percentage of African-Americans has also declined from 28.3% in 2017-18 to 26.4% in 2021-22
- Increase of students on free and reduced lunch from 79% in 2015-16 to 100% over the past 5 years.

Summary of Needs Assessment Student Achievement

The most recent data regarding student achievement clearly indicate specific areas for improvement:

- on-time graduation rate
- performance by third-year students on the Career Ready assessments
- EOC passage rate
- student performance on SAT/ACT and on Advanced Placement tests

Teacher and Administrative Quality

Professional development highlights for 2021-22 and beyond include:

- overall emphasis on student-centered learning
- universal design for learning
- social Emotional learning
- focus on content area literacy
- teacher-chosen professional development focus
- teacher-led Pop-In PD's cross-curriculum
- participation in opportunities provided by district to school personnel

School Climate

Areas to be addressed in this area include:

- student attendance
- number of OSS/expulsions
- school safety
- learning environment

The area of student attendance demands careful consideration to ensure the school is doing all it can to encourage students to come to school. Efforts to reduce the number of out-of-school suspensions must continue. Survey results on safety and the learning environment are encouraging; those levels must be maintained and strengthened.

Essential components that must be continued as they can significantly impact school climate include:

- opportunities for involvement in incentive programs, clubs, band, ROTC, academic teams, and athletics
- Freshman Academy quarterly meetings
- end-of-the-year program honoring seniors
- recognition of students who have excelled in scholarship and service at an annual awards ceremony

Challenges of Past 3 Years

Continual changes in the school's demographics, combined with the ongoing emphasis on accountability, have demanded sustained, pervasive emphasis on the content, skills, and strategies that most effectively impact student achievement. The administration and faculty are committed to a focus on the essentials of curriculum and instruction.

Other factors, including the number of students who enter or transfer into our school that are behind grade level and the school's transient population present unique challenges. Also, because our primary feeder schools send students to several high schools other than Berea, vertical alignment between middle and high school is difficult.

Without question, Berea's teachers and staff face tremendous challenges. Not only must all personnel work hard to provide a high-quality education but they also often become a significant adult presence in the lives of so many students. This challenge is, in fact, also an opportunity to significantly impact a student's life in meaningful ways. Teachers and staff at Berea High continue to make the most of this opportunity; student achievement, in fact, has increased in several major areas over the past three years. The ongoing challenge is to maintain this improvement and to see progress in other areas as well.

Significant Results/Accomplishments of Past 3 Years

There was a 21% increase in BHS students who qualify for free breakfast and lunch tallying 100% of students. Also, there has been numerous challenges associated with return to school with the Covid-19 Pandemic over that same time period. However, despite these changes, there are multiple indicators of improvement in student, community, and extracurricular achievement.

- Special Education Grad Rate increased 19-20 to 20-21 by 20.7 %
- Biology EOC scores have increased by 10% from 2016 to 2021
- G+ increased by 7% from 2018 to 2021
- On track 9th graders increased 23% from 2016 to 2021 with BHS above GCS district average
- Key Club has conducted & participated in numerous Community Outreach events including volunteering as Kettle workers for Salvation army, conducting a Canned Food Drive for Harvest Hope, conducting a Blood Drive twice a year, writing Christmas Cards to soldiers, visiting local nursing home and hosting a dance, & assisting with Special Olympics

- Beta Club has conducted & participated in numerous Community Outreach events including serving at a local nursing home, running a canned food drive for Harvest Hope, reading books to students at Berea Elementary school, helping lead a community half marathon, and conducting a bake sale to support the local community.
- BHS Band percussion placed third @ Chesnee High Marching Band Competition
- 3 BHS Chorus students selected for District Honors Choir
- Junior Richard Koppen was selected to be in the BMW Rising Scholar program in the field of Mechatronics
- Junior Tatiana Tedmon was the receipt of the WBL Spotlight award in the field of Car repair.
- A number of students awarded WBL internships through LaunchGVL
 - Junior Edwin Trejo was selected by LaunchGVL for an WBL internship working for HIT Services (a provider of translation services).
 - Juniors Bryan Ruiz & Pedro Rosas-Carmona were selected by LaunchGVL for the Mechatronics WBL Internship with Good Sense Automation
 - Juniors AbbyGail Weathers and Josiah Graybill were selected by LaunchGVL for welding WBL internship at General Heating Company
 - Other Launch GVL WBL receipts include Justin Peters with Securitas, Tatiana Tedmon with Toyota Collision, Nicole Castro with Great Clips, Leann Hoang with Upstate Home Care, Naje Graves with UTS, Juan Miguel-Pascal with HIT Services, and Ansley Boyce with YMCA.
- The BHS Drama department scored Excellent in the One-Act Play competition for the Palmetto Dramatic Association.
- The Air Force Junior ROTC was recognized as a National Distinguished Unit.
- BHS junior, Kimberly Juan, won first place in the photography category for the district high school art show.
- In Palmetto Dramatic Association (PDA) competition in 2018, 2019, and 2020, BHS Drama department received an Excellent Rating in the Play Performance category.
- BHS had 2 students who won the Musical Theatre Duet Category at South Carolina Theatre and Speech Association (SCSTA) Festival in 2019-20: Shania Dotson and Silas Couch (1st place)
- BHS college and career academy is finishing its sixth year of implementation. Students spend their freshman year learning about themselves and researching careers to match their interest and abilities. They create a 10-year plan to track progress towards meeting their goals.

- BHS offered several dual-credit courses this year in conjunction with Greenville Technical College.
- In 20-21 22, 30+ BHS students were awarded the Martin Luther King Awards by the Alpha Phi Alpha Greenville Foundation for outstanding achievement in the areas of art, music, STEM, academics, leadership, and athletics.
- Sherlyn Ramos was awarded the Hugh O'Brian Youth Foundation which recognizes and develops leadership potential among 10th graders.
- Senior BHS students Tekavis Carroll and Jennifer Snyder received The ACE award in 20-21.
- In 20-21 Mariana Londono was awarded Better Business Bureau Award – which is for one junior who personifies high character through leadership, community service, academic achievement, and overall personal integrity.
- In 20-21, The Distinguished United States Marine Corps Awards go to Jordyn Arrowood And Roman Brown.
- Olivia Rogers and Gabriel Wilson received the American Legion Awards for exemplifying the qualities of courage, honor, leadership, patriotism, scholarship, and service
- The Berea High boys' soccer team won the Region II-AAA Championship in 2021.
- Karl Casida was named Region II-AAA Boys Soccer Coach of the Year.
- Coach Kory Stelling was named Region II-AAA Boys Golf Coach of the Year.
- The Berea High boys' Basketball team won the Region II-AAA Championship in 2021.
- Alliah Ferguson was the Region II-AAA Female Track Athlete of the year in 2021. She won the 400 Meter Dash State Championship in Class AAA
- Roman Brown was a State Finalist in the State Track Meet in the 400 Meter Dash in 2021.
- Exell Dodd was Region II-AAA male track athlete of the year in 2021. He was a State Finalist in the State Track Meet in the Long Jump, Triple Jump and High Jump in 2021.
- Savion Brown was named to the All State Basketball Team for the 2021-2022.
- Jaheim Dodd was selected to the North/South All Star Basketball Game in 2022.
- Coach Scotty Wakefield was named Region II-AAA Boys Basketball Coach of the Year.
- Josh Sams was selected as the Region II-AAA Lineman of the Year in 2021.
- Josh Sams won silver at the all state wrestling match

Part III: School Profile

The School Community

Berea High School is one of fifteen high schools within the Greenville School District. Located in the northwestern part of the county, the school serves approximately 1100 students in grades nine through twelve.

The school shares its name with the community it serves; the history of the school and that of the community are closely connected. The first school in the area was a one-room log building built in the late 1800s. By 1900 a school with the name "Berea" was built on White Horse Road. That school applied for status as a Class E high school and opened its doors in 1911 as Berea High School. Five years later the school moved to Farr's Bridge Road and remained at that location until 1962 when it moved to Berea Drive.

In August, 2006, the school moved to its current campus on Burdine Drive. The newest Berea High School sits on a 44.4-acre campus built at a cost of \$35.4 million with a capacity for 1400 students.

During the 2017-18 school year, our school became a one-to-one school, meaning that every student is issued a Chromebook to use for the school year. Every classroom has a Promethean board and N-spire calculators are in each math class.

The school celebrated its centennial in 2011; special events for alumni and other friends of the school were held throughout the year. The celebration culminated with a community-wide banquet. More than one thousand alumni, parents, and other community members participated in one or more centennial events. Both the school and the community continue to benefit from the good will of that special year.

Outgrowths of the centennial celebration included the establishment of a Berea Athletic Hall of Fame, the naming and dedication of the football stadium, and the commemoration of the fiftieth anniversary of football at the school.

Mike Noel is the twenty-sixth principal of Berea High School. In his twelfth year in that position, he works with a team that includes four assistant principals. Administrative structures include the Administrative Team, the Instructional Support Team, Department Chairs, and the Leadership Team.

The School Improvement Council, *The Friends of Berea, Inc.*, and the BHS Athletic Booster Club provide links between the school and the community.

The SIC meets monthly and includes representatives from the faculty and the student body as well as parents and business and community members. Its chair is Charlie Crenshaw. During the current school year, representatives from PTSA meet concurrently with SIC.

The BHS Athletic Booster Club helps support both boys' and girls' teams. The Booster Club works with student athletes and coaches in a variety of fundraising activities. They also help to obtain corporate sponsorship which help in providing the athletic department with financial support throughout the school year.

The Friends of Berea, Inc. is a foundation that supports academics, athletics, and the arts at the school. The foundation continues to provide grants to teachers, scholarships to students, and support for school activities. It seeks contributions from individual alumni, families, and local businesses. The foundation board is chaired by James Mattos, former teacher at BHS; other board members include alumni, former teachers, and community members. Some highlights of contributions made to the school include but are not limited to: purchasing of new band uniform and naming band room after Jim McMahon, purchasing of new track equipment to enable Berea to host track meets once again, and purchasing state championship rings for our boys' soccer team.

Partnerships and support from area businesses and organizations include Zaxby's, The Big Clock, Frank's Service Center, Cornerstone National Bank, Epps Brothers Lawn and Garden, McKinney Chrysler Dodge Jeep and Ram, and Spinx.

The Renaissance Program continues to recognize hundreds of students each year. These rewards and incentives are made possible by the generosity of the school's business partners as well as by grant money allocated for student incentives.

School Personnel

Berea High School's faculty and staff include 72 classroom teachers, five administrators, six full or part-time guidance counselors, one instructional support personnel, one testing coordinator, two mental health counselors, and two media specialists.

38% of the faculty and staff are male; 11% are African-American. Over 50% have advanced degrees. Teacher attendance rate was 86%.

Berea High School Personnel 2021-22 Education Levels

Bachelor's degree	Bachelor + 18	Master's degree	Master + 30	Doctorate
20	4	34	15	3

With nearly one-third of faculty relatively new to the teaching profession, it is imperative that consistent, meaningful support be given to these new educators. At the same time, the needs of veteran teachers must continue to be a top priority. School programs and policies, ongoing professional development, and a continuing emphasis on administrative support are essential components that need to be consistently addressed.

Berea High School Personnel: Years of Experience

	1-5	6-10	11-15	16-20	21-30	31 +
Years in education	24	18	13	5	11	1

Student Population

While the total student enrollment has remained relatively steady, the composition of Berea's student body has changed significantly over the past several years.

As the percentage of whites has declined from 27.2% in 2017-18 to 18.3% in 2021-22, the Hispanic population has increased from 38.7% to 48.4% of the current student population. The percentage of African-Americans was 26.4% in 2020-21, a slight decline from the previous year.

Student Enrollment

	17/18	18/19	19/20	20/21	21/22
African American	285	278	282	278	305
Asian	12	13	12	9	10
White	274	271	259	215	211
Hispanic	389	435	504	504	559
Other	46	52	61	53	48
TOTAL	1006	1049	1118	1059	1154

Also significant is the increase of students on free and reduced lunch, from 78% to 100% over the past two years.

Students on Free and Reduced Lunch

15-16	16-17	17-18	18-19	19-20	20-21	21-22
79%	100%	100%	100%	100%	100%	100%

Other data show the number of students in Special Education; the total number of students in resource, self-contained, and Trainable Mentally Disabled (TMD) classes is currently 18.6% of the total student body. The overall percent of students in Special Education classes has ranged from a high of 19% to the current 18.6% over the past four years.

Special Education Enrollment

	17/18	18/19	19/20	20/21	21/22
Diploma Track	121	133	150	148	159
Employability	29	31	32	31	40
ID-Mod	16	17	14	14	16
TOTAL	166	181	196	193	215

It is clear from the above data that Berea High School is becoming increasingly diverse, reflecting the community it serves. At the same time, many students represent the second and even third generation in their families to attend the school. The school celebrates this blend of old and new and believes the school is strengthened as a result.

Programs and Initiatives

- Revision of curriculum to allow appropriate instructional time for students needing additional preparation in English and math (Piloting new ECLIPSE program in math; Read 180/System 44 and reading program in English classes)
- The Freshman Academy continues to grow and has its own administrator. All first-time freshman participates in quarterly meetings and have the opportunity to attend the freshman field trip. All freshman is required to take Freshman Success class where they explore career opportunities and set long term goals for themselves.
- Planning and implementation of professional development focused on one-to-one technology and its impact on instruction across all disciplines
- Alignment of content within subject areas
- Continuation of Professional Learning Communities as framework for professional development – PLCs meet two times each month after school. Teachers in specific subject areas collaborate to plan instruction and assessment.
- Emphasis on content area literacy across the curriculum. A Read to Succeed course was offered at Berea High School in 15-16 school year where almost a quarter of the teachers participated and received their Read to Succeed endorsement.
- Sustained Silent Reading incorporated in all English classes
- During the 2021-22 school year, teachers were trained and planned during PLC's on UDL principles and began implementation process in classes
- Starting in the 2021-22 school year, BHS faculty and grading committee examined grading policies and will propose grading changes/updates every spring to meet the needs of BHS students

- Senior recognition ceremony, school-wide awards program, Freshman Academy award assembly
- Continuation of Josten's Renaissance program – Recognition of students and staff
- Participation in Furman "Bridges to a Brighter Future" program
- Science Labs with Computerized Data Collection Instruments
- Air Force Junior ROTC program, the foreign language department, and the band earned numerous awards and recognitions.
- A graduation committee was formed in the 2013-14 year and is still ongoing to periodically review students in danger of dropping out. All withdrawal data are housed in a central location to facilitate documentation required by the state in determining graduation rate.
- In 2021-2022, Berea saw 10 students enter into dual enrollment courses through Greenville Technical College.
- In 2015-16 Berea initiated the Newcomer Program for those students who enter high school from another country and do not speak any English. We have seen a ten percent growth in the program since its beginnings and has contributed to the growth of our Hispanic population.
- The school district rubberized our track in 2016. With additional funds from the district, *The Friends of Berea, Inc.*, and county council, the school was able to purchase the remaining items so that Berea could host its first track meet in over 20 years.
- During the 17-18 school year, students were issued Chromebooks to use for the school year. Students were allowed to use them at school and at home.

Part IV: The School's Mission, Vision, & Beliefs

Our Vision

The world needs people who not only know how to read, write, and compute but who are also willing and able to contribute to the common good. The world needs people who can gather and use information, who can create and adapt, who can think and solve problems independently and with others. The world needs people who, as they earn a living and as they make a life, also make a difference. The world needs people who are committed to excellence and who are inspired to serve. We at Berea High School are committed to creating a challenging, supportive environment and to providing meaningful opportunities for all students to realize their full potential while in school and throughout their lives.

Mission Statement

Preparing students to be productive and responsible students.

Belief Statements

- **We believe community, character, and excellence are the hallmarks of what a great school should be.**
- **We believe what we are doing at school is important, that our students can succeed, and that we are not going to give up on those who struggle.**
- **We believe we share our mission with the home and with the community.**
- **We believe the student is the most important person in the school and that each student deserves respect, encouragement, and acceptance.**
- **We believe real school improvement depends first, last, and foremost on the quality of instruction in the classroom.**
- **We believe in the pursuit of excellence in academics, athletics, and the arts.**
- **We believe the purpose of school is to make our students smart and to make them good.**

Part V: Data Analysis and Needs Assessment

Student Achievement: Data Analysis

Data from the School Report Card (2020-21)

Analysis of 2020-21 School Data

	Students scoring 60 or Above on Algebra End-of- Course Test	Students scoring 60 or Above on Biology End-of- Course Test	Students scoring 60 or Above on English End-of- Course Test	Students scoring 60 or Above on US History End-of- Course Test	On-Time Graduation Rate
All Students	39.1%	48.6%	70.2%	45.7%	72.6%
Male	37.3%	48.7%	65.9%	50.9%	69.3%
Female	40.9%	48.4%	74.2%	39.6%	76.5%
White	41.9%	55.6%	78%	54.7%	87.5%
African American	34.3%	41.1%	71.9%	64.1%	68.5%
Hispanic	40.5%	49.4%	66.1%	40.7%	67.2%
Disabilities Other Than Speech	22.2%	29.2%	27.7%	20.6%	62.5%
Students in Poverty	43.7%	53.6%	75.6%	47.5%	72.6%
Limited English Proficient	26.1%	36.1%	51.2%	30%	67.6%

More detailed analysis of student performance data from the 2020-21 School Report Card is found in the sections that follow.

<https://screportcards.com/overview/?y=2021&sid=2301002&q=eT0yMDIxJnQ9SCZzaWQ9MjMwMTAwMg&t=H>

Graduation rate

The on-time graduation rate for 2020 and 2021 remained consistent at 72.6%; this percent is down 4.7% from the 19 school year. The 5-year graduation rate was 73% which has remained the same in 2021. The charts below show the on-time graduation rate trend for the past five years as well as the available data on the five-year graduation rate.

On-time Graduation Rate Berea High School (In Percent)

2016-17	2017-18	2018-19	2019-20	2020-21
73.0	70.8	77.3	72.6	72.6

End-of-Course Tests

Student performance on end-of-course tests continues to be an area of emphasis. Over the past several years, new regulations and new grading policies have affected the passage rates of our End of Course testing. Therefore, we saw a decrease in passage rates in the last two years.

The chart below shows the passage rate in each subject from 2017-2021.

Year	Algebra I	Biology	English	US History
2017	72%	55%	57%	56%
2018	57.8%	54.8%	64%	60.5%
2019	48%	64.6%	61%	59.8%
2020	No Reported Data			
2021	39.1%	48.7%	70.2%*	45.6%

- ***Due to Covid-19 and school shutdowns, there is no data for 2020***
- ****English 2 reported for first time in 20-21 replacing English 1***

Advanced Placement Tests

Performance on Advanced Placement Exams is far below desired results; the school's passage rate is below the district and state averages.

	2017	2018	2019	2020	2021
% of Total AP Students with Scores 3+	17.9	37.3	28	33	18

SAT and ACT

Students who take the SAT and ACT have scored below district and state averages.

SAT Mean Scores

	2013	2014	2015	2016	2017	2018	2019	2020	2021
<i>Critical Reading</i>	410	431	416	424	489	495	459	466	471
<i>Mathematics</i>	408	431	412	425	461	469	440	445	459
<i>Composite</i>	818	862	828	849	950	964	899	912	921

ACT - Mean Scores

	2013	2014	2015	2016	2017	2018	2019	2020	2021
<i>English</i>	15.6	16.6	13.1	13.1	13.4	14.2	15.7	16.4	14.0
<i>Math</i>	17.5	19.1	16.3	16.0	16.0	16.4	17.3	17.0	16.0
<i>Reading</i>	17.9	18.2	15.4	15.7	14.8	15.8	17.4	18.1	16.2
<i>Science</i>	17.6	18.6	16.0	16.0	15.4	15.9	17.5	21.3	16.4
<i>Composite</i>	17.5	18.3	15.4	15.4	15.0	15.7	17.1	18.3	15.8

ACT – Percent of Students Meeting ACT College-Ready Benchmarks

	2017	2018	2019	2020	2021
<i>English</i>	14%	18.8%	31.4%	28.8%	24
<i>Math</i>	6%	7.4%	14%	7.60%	5
<i>Reading</i>	7%	11.5%	17.4%	16.9%	16
<i>Science</i>	2%	3.5%	23%	6.8%	9
<i>All 4 Tests</i>	1.2%	1.7%	2.3%	4.2%	3

Student Achievement: Needs Assessment

This most recent data from the 2020-21 school year and from previous years suggest student learning needs are being met for a significant majority of our students. While we are encouraged in the areas noted above, there are clearly other areas in which improvement must occur for all students as well as for certain populations within the student body.

The percent of students graduating in four years as well as the percent of fifth-year graduates continue to be a focus of the school's improvement plan. While some factors, including transient aspect of the student population and the number of students who are already behind when they transfer to the high school, are beyond the school's control, there are steps that must be taken and strategies that must be put in place to improve the school's graduation rate. The action plan included in this document identifies specific ways to address this issue. The administration and faculty are committed to improving the graduation rate for fourth-year as well as fifth-year students.

The challenge for Berea High School in 2022-23 is to continue to make progress toward its goals by closing the gaps identified above. To that end, the School Renewal Plan in this Portfolio contains specific strategies to increase the percentage of students who pass EOC exams.

Performance objectives and strategies also address deficiencies in student performance on national tests, including SAT, ACT, and AP exams.

Most significantly, the school-wide emphasis on content literacy and the establishment of Professional Learning Communities, emphasized in the Renewal Plan, are intended to close the gap between what educators know to be good practice and what actually occurs in the classroom.

As the faculty continues to provide relevant, student-centered instruction, consistent attention to **what** is being taught, on use of strategies proven to improve **how** something is taught, and on providing extra help to struggling students are all intended to improve student progress in all classes. Closing this **instructional** gap is, we believe, the most effective way to close gaps in achievement and to promote meaningful improvement in all areas of the school.

Teacher and Administrator Quality: Data Analysis:

The staff includes both veteran teachers and those relatively new to the profession. Approximately thirty three percent have been in education five years or less; another twenty percent has twenty or more years of experience. It should be noted that sixteen members of the staff are alumni of the school.

The chart below shows data related to faculty and staff for the past five years. (in percent)

	2016-17	2017-18	2018-19	2019-20	2020-21
Teacher retention	88.8	91.9	87.9	92.4	93.0
Teachers with Advanced degrees	50.0	52.2	50.7	53.7	72.2

Teacher and Administrator Quality: Needs Assessment:

As noted in Section III, the School Profile, one-third of the faculty has been teaching fewer than five years; over fifty percent have ten years or less in education. It is imperative, therefore, that consistent, meaningful support be given to these educators. At the same time, the needs of veteran teachers must continue to be addressed. Meaningful, relevant professional development must be a consistent focus throughout the school.

The overall emphasis of professional development for teachers and administrators will be implementation of one-to-one devices. The emphasis on reading and writing skills that began in professional development at BHS during 2012-13 will continue in 2018-19 and beyond. Content literacy will remain a main area of focus for the faculty.

The format for professional development will be in faculty-wide sessions, in small groups during planning periods, teacher led pop-in-PD's after school, and through PLCs that meet twice each month.

In addition to local professional development, administrators and teachers will be apprised of district opportunities with the expectations BHS personnel will be well represented.

Included below is the professional development for Berea High School for the 2021-2022 school year and the areas of emphasis on which the district will focus in 2021-2022.

Included as part of this 2021-22 update is the professional development calendar for 2021-22. PD will continue the school's emphasis on student centered learning and content area literacy. In addition, Universal Design for Learning and effective assessment implementation will be the subject of PD sessions. The format will be a combination of sessions during planning periods and during Professional Learning Communities which will continue to meet two times each month.

2021-2022 Professional Development Plan Berea High School

School-wide

- August--Teacher workweek – Powerschool training, Google Sites training, Coaching Cycle Introductions, SEL Training, New Safety Procedures, What's New with Advisory This Year, Accommodations/Modifications training
- September – 3rd Wednesday of the Month PLC's "Effective Grading Practices" Book study
- October --3rd Wednesday of the Month PLC's "Effective Grading Practices" Book study
- October 15th—Teacher workday Focus School: Collaborative talk PD Day
- November –3rd Wednesday of the Month PLC's "Effective Grading Practices" Book study
- December --3rd Wednesday of the Month PLC's "Effective Grading Practices" Book study
- January 26th—Grading proposal meeting
- February –3rd Wednesday of the Month PLC UDL Training
- March –3rd Wednesday of the Month PLC UDL Training
- April –3rd Wednesday of the Month PLC UDL Training
- May –1st Wednesday of the Month PLC UDL Training

Departmental

- Technology/PD Team—meets Teacher workweek in August, Virtual meeting in December & final meeting in Early May
- Pop-In PD's—Teachers from across different departments volunteer to lead PD's and share ideas before and after school throughout year.
- EOC Data/Mastery Connect Meeting - EOC teachers will meet and discuss data from EOC and/or Mastery Connect
 - Fall Benchmark analysis meetings: Last week in October & in November
 - Spring Benchmark analysis meetings: Last week in March & in April
- Monthly Professional Learning Communities meetings by department on the 1st Wednesday of each month.
- Monthly Leadership Team Meetings with department chairs on the fourth Wednesday of each month.
- Freshman Academy meetings with Freshman academy teachers on 5th Wednesday when applicable
- New to the Building Cohort meets with IC in October

Individual

- Coaching Cycles – Done in conjunction with GCS Focus School Initiative
- Kyte Learning
 - Online professional development tailored to the needs of the individual teacher.
- Virtual Teacher Created PD's
 - Teacher created PD videos on strategies tailored to BHS population.

- **New Teachers/New to the Building (Mentoring)**

All sessions are required.

- August 5th - New Teacher Orientation
- September - ICs visit classrooms of all teachers new to the building
- October - New teachers observe veteran teachers and coaching sessions with IC afterwards
- October - New Teachers Cohort meeting
- November - "Overcoming the Silence of Generational Poverty" Article Discussion
- December – Classroom Management PD with veteran teachers
- December – Classroom management plan creation and discussion with IC
- February - ICs visit classrooms of all teachers new to the building for 2nd semester
- March – New Teachers Cohort Meeting
- April - Preparing for PAS-T
- May - Individual meetings with each new to the building teacher

Professional Development Areas of Emphasis Greenville County School District 2022-23

The primary focus will remain on Student Centered Learning and the following areas that support this idea.

- Building upon the Student-Centered Framework
- Universal Design for Learning
- Social Emotional Learning
- Emphasis on Literacy
- Building a Culture of Innovation
- Strengthening PLCs
- Using Assessment to drive continuous improvement

School Climate Needs Assessment:

BHS School report card site:

<https://scoreportcards.com/overview/?y=2021&sid=2301002&q=eT0yMDIxJnQ9SCZzaWQ9MjMwMTAwMg&t=H>

Data Analysis

The primary concern from the data below is the importance in student attendance. The continuation of individual conferences with each student and his parents through the guidance department should result in a greater percent in that category. Student/teacher ratio increased in 21 with return of students from virtual school with Berea in process in 21-22 school year of hiring additional teachers to the baseline.

Data from School Report Card 2015-2021

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Student attendance	92.9%	92.1%	92.1%	93.3%	95%	86%

Survey Results: 2020-21 School Report Card

Survey results in two key areas – satisfaction with learning environment and perception of school safety – are summarized in the charts below.

	Teachers	Students *	Parents *
<i>Percent satisfied with learning environment</i>	80%	57.1%	70.4%
<i>Percent satisfied with social and physical environment</i>	94%	71.4%	70.4%
<i>Percent satisfied with school-home relations</i>	34%	78.6%	66.7%

(Survey administered to eleventh grade students and their parents.)

Student survey item: *I feel safe at my school during the school day.*

% Disagree	% Mostly disagree	% Mostly agree	% Strongly Agree
0	7.1	21.4	64.3

Parent survey item: *My child feels safe at school.*

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
0	7.4	66.7	14.8

Teacher survey item: *I feel safe at my school.*

% Disagree	% Mostly disagree	% Mostly agree	% Strongly Agree
0.0	2.0	24.0	72.0

The above data from surveys are encouraging as those who responded gave favorable ratings to the learning environment as well as school-home relations.

School Climate: Needs Assessment

Berea's Action Plan in this area addresses students who have been recommended for expulsion. These efforts to reduce the number of expulsions must continue. To that end, the issue of cyber bullying and its potential negative consequences is included in the school's Action Plan.

The Renaissance program, opportunities for involvement in clubs, band, ROTC, academic teams, and athletics, and the recognition of scholarship and service at an annual awards ceremony are essential components that must be continued as they can significantly impact school climate.

An additional component that significantly impacts School Climate is the frequency with which students come to school. An underlying factor in the level of student achievements in every area, student attendance is an integral part of the school's renewal plan.

Based on the data analysis and needs assessment outlined above, the School Renewal Plan for 2018-2023 was developed. That plan is presented in detail in Section VI; an overview of its three major components is included below.

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 II EOCEP will increase from __46.6__% in 2020-21 to __47.6% 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 II EOCEP will increase by __1__% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English I EOCEP SC SDE Website	27.5 % of HS students scoring A, B, and C on English I EOCEP (2016-17)	School Projected	30.5	33.5			
		School Actual 42.1	38.7	waiver	Accountability has transitioned from English I to English II	Accountability has transitioned from English I to English II	Accountability has transitioned from English I to English II
English II EOCEP SC SDE Website	46.6 % of HS students scoring A, B, and C on English II EOCEP (2020-21)	School Projected				47.6	48.6
		School Actual			46.6		

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*	60	61	62	63	64
		District Actual 58	65	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
English II EOCEP SC SDE Website	71% of HS students scoring A, B, and C on English II EOCEP (2020-21)	District Projected *HS only*				72	73
		District Actual			71		

Note: Beginning in 2020-2021, English II EOCEP scores will replace English I EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. System44/ Read 180	2018-2023	Lee Murphy – Asst. Principal, Sarah Smith – Teacher, April Thomason –		District	EOC Scores Lexile Growth

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Teacher, Bari Snyder – Teacher			Number of students who move from System 44 to Read 180
2. Sheltered English Classes for students exiting New Comer Program * Not done in the 2020-21 school year	2018-2023	Sheltered English Teacher – Katie Garrett	None	None	EOC scores of sheltered class Lesson plans
3. Continue Professional Learning communities within departments and full faculty	2018-2023	Instructional and Administration Teams	None	None	Dates of meetings posted on portal PLC minutes
4. Employ literacy coach * Due to Covid-19 budget cuts, this position was taken away for the 20-21 school year	2018-2023	Mike Noel, Principal		District	Evidence of activities/programs
5. Continue sustained silent reading daily in all English classes	2018-2023	English Department	None	None	Record of lesson plans from individual teachers
6. New-comer program	2018-2023	ESOL Teachers - Krista Anstead, Cari Garcia, & William	None	None	Data from ESOL teachers Lesson Plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Russell, Melanie McCrae			
7. Mastery Connect/ TE21 Benchmarks	2018-2023	English Teachers and Mastery Connect Lead		District	School Activity Report Benchmark Results EOC Scores

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 31 % in 2016-17 to 46 % in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	31 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	34	37	40	43	46
		School Actual 57	21.7	waiver	10.4		
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	46	waiver	24		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. ECLIPSE math program for all incoming freshmen who did not earn an Algebra 1 credit in middle school	2018-2023	Jessica Vandekerkhove – Math Department Chair, Beau Lyons – Teacher, Brian Street– Teacher Chris Prouty - Teacher Tyler Crocker - Teacher	None	School	EOC Scores Course Passage Rate
3. Mastery Connect/ TE21 Benchmarks	2018-2023	Algebra Teachers and Mastery Connect Lead	None	District	School Activity Report Benchmark Results EOC Scores
4. Continue Professional Learning communities within departments and full faculty	2018-2023	Instructional and Administration Teams	None	None	Dates of meetings posted on portal PLC minutes
5. New-comer program	2018-2023	ESOL Teachers - Bill Russell, Krista Anstead, Cari Garcia, & Melanie McCrae	None	None	Data from ESOL teachers Lesson Plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Mastery Connect/ TE21 Benchmarks	2018-2023	Algebra Teachers and Mastery Connect Lead		District	School Activity Report Benchmark Results EOC Scores
7. Employ literacy coach * Due to Covid-19 budget cuts, this position was taken away for the 20-21 school year	2018-2023	Mike Noel, Principal		District	Evidence of activities/programs
8. Quarterly Benchmark Meetings	2019-2023	Jonathan Shinpoch–Instructional Coach and Algebra 1 teachers	Cost of Subs	School ATSI Funds	Minutes from meeting

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 3: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from __38__% in 2016-17 to __53__% 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	38 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	School Projected	41	44	47	50	53
		School Actual 48	37.5	waiver	48.6		
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	50	waiver	41		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Environmental Science class for those students enrolled in Systems 44/Read 180.	2018-2023	Science Teachers	None	None	EOC Scores for those students who took Environmental Science before taking Biology 1
2. Sheltered Biology 1 Classes	2018-2023	Gabe Chen - Teacher	None	None	EOC scores of sheltered class Lesson plans
3. Continue use of subscription to Gizmos	2018-2023	Science Teachers		District	Evidence of use and demonstrations
4. Continue Professional Learning communities within departments and full faculty	2018-2023	Instructional and Administration Teams	None	None	Dates of meetings posted on portal PLC minutes
5. New-comer program	2018-2023	ESOL Teachers - Bill Russell, Krista Anstead, Cari Garcia, & Melanie McCrae	None	None	Data from ESOL teachers Lesson Plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Mastery Connect/ TE21 Benchmarks	2018-2023	Biology Teachers and Mastery Connect Lead		District	School Activity Report Benchmark Results EOC Scores
7. Employ literacy coach Due to Covid-19, this position was cut for 2020-21	2018-2023	Mike Noel, Principal		District	Evidence of activities/programs
8. Quarterly Benchmark Meetings	2019-2023	Jonathan Shinpoch Instructional Coach and Biology 1 teachers	Cost of Subs	School ATSI Funds	Minutes from meeting

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 4: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from <u> 31 </u> % in 2016-17 to <u> 46 </u> % 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 <u> 3 </u> % 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	31 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	School Projected	34	37	40	43	46
		School Actual 36.6	33.9	<i>waiver</i>	21		
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	58	<i>waiver</i>	43		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Revision of course flow to allow every student to take Current Events before taking US History	2018-2023	Social Studies Department Chair – Justin Moore Administrator over Social Studies Department – Danny Bayne	None	None	Master Schedule Rosters of students enrolled in Current Events EOC scores from students who took Current Events prior to US History
2. Continue use of primary sources and informational texts	2018-2023	Social Studies Department	None	None	Lesson Plans Observations
3. Emphasize content literacy	2018-2023	Social Studies Department	None	None	Lesson Plans Observations
4. Purchase EOC prep books	2018-2023	Social Studies Department Chair – Justin Moore	\$25 per book	School	Unit Plans incorporating prep books
4. Continue Professional Learning communities within departments and full faculty	2018-2023	Instructional and Administration Teams	None	None	Dates of meetings posted on portal PLC minutes

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. New-comer program	2018-2023	ESOL Teachers - Bill Russell, Krista Anstead, Cari Garcia, & Melanie McCrae	None	None	Data from ESOL teachers Lesson Plans
7. Mastery Connect/ TE21 Benchmarks	2018-2023	US History Teachers and mastery Connect Lead		District	School Activity Report Benchmark Results EOC Scores
8. Quarterly Benchmark Meetings	2019-2023	Jonathan Shinpoch, Instructional Coach and US History teachers	Cost of Subs	School ATSI Funds	Minutes from meeting
9. Employ literacy coach Due to Covid-19, this position was cut for 2020-21.	2018-2023	Mike Noel, Principal		District	Evidence of activities/programs

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 5: Increase the average ACT Composite Score for the graduating class from <u> 15.4 </u> in 2016-17 to <u> 18.8 </u> in 2022-23.							
PERFORMANCE GOAL 6: Increase the average SAT Composite Score for the graduating class from <u> 950 </u> in 2016-17 to <u> 995 </u> 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) 15.4	School Projected	17	18	18.2	18.4	18.8
		School Actual 15.4	15.3	17.1	15.8		
SC SDE Website	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual 18.7	20.0	19.8	19.9		

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) 950	School Projected	959	968	977	986	995
		School Actual 964	899	912	921		
SC SDE Website	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual 1089	1031	1038	1059		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Naviance Test Prep for those students signed up to take the ACT and/or SAT	2018-2023	Guidance Counselors		District	Handouts given to students about accessing test prep

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Talk with students with GPA of 3.0 or higher to encourage those college bound students to take the test that is right for them.	2018-2023	Guidance Counselors	None	None	Lesson Plans Observations
3. Modify administration of PSAT and discussion of results. Use results to identify students who should take ACT and SAT during their junior year.	2018-2023	Guidance Counselors Testing Coordinators	None	None	Testing Schedule Evidence of meeting with students

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	93	94	95	96	97
		School Actual 92	90.5	waiver	81.8		
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	94.0	waiver	90.3		
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	School Projected	92	93	94	95	96
		School Actual 91.2	95.7	waiver	88.9		

SC SDE Website	% of students that scored Level 3 or higher on Locating Information	District Projected	95.0	96.0	97.0	98.0	99.0
		District Actual 94.7	93.8	<i>waiver</i>	94.7		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected	82	83	84	85	86
		School Actual 81.9	85	<i>waiver</i>	75.9		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	District Projected	90.0	91.0	92.0	93.0	94.0
		District Actual 89.3	88.1	<i>waiver</i>	89.5		
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	School Projected	53	54	55	56	57
		School Actual 52.7	50.5	<i>waiver</i>	44		

SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	District Projected	68.0	69.0	70.0	71.0	72.0
		District Actual 67.1	67.4	<i>waiver</i>	67.1		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.All third-year students will receive a practice test through Google Forms before the actual test so they can get used to the format and types of questions that are on the WIN Ready to Learn Assessment.	2018-2023	Guidance Counselors and Testing Coordinator	N/A	N/A	Evidence of Google Form being sent Copy of Practice Test
2. A meeting will be held with all third-year students explaining the importance of the test as well as the benefits to earning certificates that are available with this test.	2018-2023	Administrative and Instructional Teams	N/A	N/A	Minutes and/or agenda from the meeting
3. Analyze the data from the previous year's test to see what areas need to be focused on for the following school year. The faculty will incorporate these skills/concepts in lesson plans where it fits in with their curriculum.	2018-2023	Faculty of Berea High School	N/A	N/A	Copy of data analysis Lesson plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Any student who earns a silver, gold, or platinum certificate will also earn a cord to wear at graduation.	2019-2023	Senior Administrator, Senior Guidance Counselor, and WIN Testing Coordinator	\$2-4 per cord	District and Local Funds	List of students who earned silver, gold, and platinum certificates for the current year's graduation class.

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 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	21.9% A, B, C (2016-17)	School Projected Hispanic	24.9	27.9	30.9	33.9	36.9
EOCEP English 1 SC SDE Website		School Actual Hispanic 26.3	36.2	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
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 53	51	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	16.7% A, B, C (2016-17)	School Projected AA	19.7	22.7	25.7	28.7	31.7
EOCEP English 1 SC SDE Website		School Actual AA 19.7	33.8	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
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	40	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	6.3% A, B, C (2016-17)	School Projected SWD	9.3	12.3	15.3	18.3	21.3
EOCEP English 1 SC SDE Website		School Actual SWD 20	18	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>

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	18	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	18.7% A, B, C (2016-17)	School Projected LEP	21.7	24.7	27.7	30.7	33.7
EOCEP English 1 SC SDE Website		School Actual LEP 24.4	27.9	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
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	34	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	26.9% A, B, C (2016-17)	School Projected PIP	29.9	32.9	35.9	38.9	41.9
EOCEP English 1 SC SDE Website		School Actual PIP 37.9	38.4	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected PIP	48	51	54	57	60
EOCEP English I SC SDE Website		District Actual PIP 56	50	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>

EOCEP English II SC SDE Website	% A, B, C (2020-21)	School Projected Hispanic					
EOCEP English II SC SDE Website		School Actual Hispanic 20			42.31		
EOCEP English II SC SDE Website	60% A, B, C 2020-21)	District Projected Hispanic				61	62
EOCEP English II SC SDE Website		District Actual Hispanic			60		
EOCEP English II SC SDE Website	50% A, B, C (2020-21)	School Projected AA				51	52
EOCEP English II SC SDE Website		School Actual AA			50		
EOCEP English II SC SDE Website	54% A, B, C (2020-21)	District Projected AA				55	56
EOCEP English II SC SDE Website		District Actual AA			54		
EOCEP English II SC SDE Website	14.9% A, B, C (2020-21)	School Projected SWD				15.9	16.9
EOCEP English II SC SDE Website		School Actual SWD			14.9		

EOCEP English II SC SDE Website	26% A, B, C (2020-21)	District Projected SWD				27	28
EOCEP English II SC SDE Website		District Actual SWD			26		
EOCEP English II SC SDE Website	26.75% A, B, C (2020-21)	School Projected LEP				27.75	28.75
EOCEP English II SC SDE Website		School Actual LEP			26.75		
EOCEP English II SC SDE Website	37% A, B, C (2020-21)	District Projected LEP				38	39
EOCEP English II SC SDE Website		District Actual LEP			37		
EOCEP English II SC SDE Website	51.27% A, B, C (2020-21)	School Projected PIP				52.27	53.27
EOCEP English II SC SDE Website		School Actual PIP			51.27		
EOCEP English II SC SDE Website	60% A, B, C (2020-21)	District Projected PIP				61	62
EOCEP English II SC SDE Website		District Actual PIP			60		

EOCEP Algebra 1 SC SDE Website	32.9% A, B, C (2016-17)	School Projected Hispanic	35.9	38.9	41.9	44.9	47.9
EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 20.4	24.5	<i>waiver</i>	10.72		
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 33	35	<i>waiver</i>	31		
EOCEP Algebra 1 SC SDE Website	26.4% A, B, C (2016-17)	School Projected AA	29.4	32.4	35.4	38.4	41.4
EOCEP Algebra 1 SC SDE Website		School Actual AA 19.8	12.5	<i>waiver</i>	5.71		
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	21	<i>waiver</i>	15		
EOCEP Algebra 1 SC SDE Website	4.2% A, B, C (2016-17)	School Projected SWD	7.2	10.2	13.2	16.2	19.2
EOCEP Algebra 1 SC SDE Website		School Actual SWD 6	7	<i>waiver</i>	0		

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	7	<i>waiver</i>	7		
EOCEP Algebra 1 SC SDE Website	26.6% A, B, C (2016-17)	School Projected LEP	29.6	32.6	35.6	38.6	41.6
EOCEP Algebra 1 SC SDE Website		School Actual LEP 16	19.1	<i>waiver</i>	5.2		
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	23	<i>waiver</i>	17		
EOCEP Algebra 1 SC SDE Website	28.6% A, B, C (2016-17)	School Projected PIP	31.6	33.6	36.6	39.6	42.6
EOCEP Algebra 1 SC SDE Website		School Actual PIP 19.5	24.2	<i>waiver</i>	11.4		
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	District Projected PIP	34	37	40	43	46
EOCEP Algebra 1 SC SDE Website		District Actual PIP 29	29	<i>waiver</i>	25		

EOCEP Biology SC SDE Website	38.7% A, B, C (2016-17)	School Projected Hispanic	41.7	44.7	47.7	50.7	53.7
EOCEP Biology SC SDE Website		School Actual Hispanic 26.5	36	<i>waiver</i>	32.5		
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 35	37	<i>waiver</i>	30		
EOCEP Biology SC SDE Website	23.4% A, B, C (2016-17)	School Projected AA	27.4	30.4	33.4	36.4	39.4
EOCEP Biology SC SDE Website		School Actual AA 25.4	24.2	<i>waiver</i>	17.8		
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	24	<i>waiver</i>	18		
EOCEP Biology SC SDE Website	12.1% A, B, C (2016-17)	School Projected SWD	15.1	18.1	21.1	24.1	27.1
EOCEP Biology SC SDE Website		School Actual SWD 6.4	12	<i>waiver</i>	12.3		

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	11	<i>waiver</i>	9		
EOCEP Biology SC SDE Website	29.1% A, B, C (2016-17)	School Projected LEP	32.1	35.1	38.1	41.1	44.1
EOCEP Biology SC SDE Website		School Actual LEP 22.1	29.5	<i>waiver</i>	18.5		
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	25	<i>waiver</i>	14		
EOCEP Biology SC SDE Website	37.4% A, B, C (2016-17)	School Projected PIP	40.4	43.4	46.4	49.4	52.4
EOCEP Biology SC SDE Website		School Actual PIP 28.3	37.9	<i>waiver</i>	31.2		
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	District Projected PIP	51	54	57	60	63
EOCEP Biology SC SDE Website		District Actual PIP 35	34	<i>waiver</i>	28		

EOCEP US History and the Constitution SC SDE Website	25.3% A, B, C (2016-17)	School Projected Hispanic	28.3	31.3	34.3	37.3	40.3
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 31.7	33.4	<i>waiver</i>	22.1		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected Hispanic	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual Hispanic 43	38	<i>waiver</i>	28		
EOCEP US History and the Constitution SC SDE Website	27.2% A, B, C (2016-17)	School Projected AA	30.2	33.2	36.2	39.2	42.2
EOCEP US History and the Constitution SC SDE Website		School Actual AA 36.9	24.3	<i>waiver</i>	28.2		
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected AA	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual AA 36	33	<i>waiver</i>	18		
EOCEP US History and the Constitution SC SDE Website	2.5% A, B, C (2016-17)	School Projected SWD	5.5	8.5	11.5	14.5	17.5
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 25.8	13.8	<i>waiver</i>	0		

EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	District Projected SWD	27	30	33	36	39
EOCEP US History and the Constitution SC SDE Website		District Actual SWD 25	19	<i>waiver</i>	11		
EOCEP US History and the Constitution SC SDE Website	18% A, B, C (2016-17)	School Projected LEP	21	24	27	30	33
EOCEP US History and the Constitution SC SDE Website		School Actual LEP 22.3	20	<i>waiver</i>	15		
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected LEP	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual LEP 37	35	<i>waiver</i>	15		
EOCEP US History and the Constitution SC SDE Website	33.7% A, B, C (2016-17)	School Projected PIP	36.7	39.7	42.7	45.7	48.7
EOCEP US History and the Constitution SC SDE Website		School Actual PIP 38	32.6	<i>waiver</i>	19.4		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected PIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual PIP 44	40	<i>waiver</i>	29		

ACT Graduating Class	Composite 15.2 (2016-17)	School Projected Hispanic	16	17	18	19	20
ACT Graduating Class		School Actual Hispanic 15.4	19.1	<i>waiver</i>	14.8		
ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual Hispanic 17.3	17.8	<i>waiver</i>	17.1		
ACT Graduating Class	Composite 14.7 (2016-17)	School Projected AA 15	16	17	18	19	20
ACT Graduating Class		School Actual AA	15	<i>waiver</i>	14.8		
ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual AA 15.7	16.2	<i>waiver</i>	15.5		

Note: Beginning in 2020-2021, English II EOCEP scores will replace English 1 EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue Professional Learning communities within departments and full faculty	2018-2023	Instructional and Administration Teams	None	None	Dates of meetings posted on portal PLC minutes
2. New-comer program	2018-2023	ESOL Teachers - Bill Russell, Krista Anstead, Cari Garcia, & Melanie McCrae	None	None	Data from ESOL teachers Lesson Plans
3. Mastery Connect/ TE21 Benchmarks	2018-2023	EOC Teachers and Mastery Connect Lead		District	School Activity Report Benchmark Results EOC Scores
4. System44/ Read 180	2018-2023	Lee Murphy – Asst. Principal, Bari Snyder – Teacher, April Thomason – Teacher.		District	EOC Scores Lexile Growth Number of students who move from System 44 to Read 180
5. Sheltered English, Algebra, and Biology Classes for students exiting New Comer Program	2018-2023	Sheltered English Teachers	None	None	EOC scores of sheltered class

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Due to Covid, these were not offered 2020-21					Lesson plans
6. Inclusion Classes for English 1 and Algebra 1 students who qualify	2018-2023	Inclusion Teachers and Administrator over Special Education	None	None	Inclusion Class Rosters EOC scores for inclusion students
7. Employ literacy coach Due to Covid-19, this position was cut for 2021-2022	2018-2023	Mike Noel, Principal		District	Evidence of activities/programs

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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate	(2016-17) 73	School Projected	75	76	77	78	79
		School Actual 70.8	77.3	72.6	72.6		
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual 84	85	86	84		
Employability Credentialing Rate	Data will be reported in 2020-21	School Projected				TBD	90

		School Actual				Baseline Year	
Employability Credentialing Rate	Data will be reported in 2021-22	District Projected				TBD	90
		District Actual				Baseline Year	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Publicize graduation requirements and assist students in scheduling appropriate courses.	2018-2023	Guidance Counselors Advisory Teachers	None	None	Evidence of information given
2. Continue program of study that includes career clusters and majors	2018-2023	Guidance Counselors	None	None	EEDA reports Records of meetings
3. Advise students in course selection, monitor academic progress; complete individual graduation plans	2018-2023	Guidance Counselors Advisory Teachers	None	None	Registration and guidance records IGP meeting documentation

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Implementation and continuation of On Track program	2018-2023	Grade Level On-Track Teams Stevie Greene		District	Minutes from On Track Meetings Early Warning System Data
5. Continue programs to recognize students for academic achievement and progress	2018-2023	Renaissance Instructional Coach Freshman Academy Teachers and Administrators		Jostens School Funds	Rosters of qualifying students Record of incentives given
6. Enroll identified students in Virtual School	2018-2023	Guidance Counselors			Confirmation of enrollment Records of student conferences Final Grade Reports
7. Refer all students who have 10 consecutive absences to district drop out specialist	2018-2023	Attendance Clerk District Dropout Prevention Specialist			Evidence of Contacts
8. Monthly meetings with graduation team to discuss students who have withdrawn	2018-2023	Graduation Team			Graduation Documentation Notebook

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
and try to get documentation to remove student from our cohort					Google Sheet
9. Assign every student an advisor that stays with them for four years. Due to Covid and limited attendance plans, there were no advisories for 2020-21	2018-2023	Advisory Teachers			Advisory Rosters
10. New-comer program	2018-2023	ESOL Teachers - Bill Russell, Krista Anstead, Cari Garcia, & Melanie McCrae	None	None	Data from ESOL teachers 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.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 10: By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	School Projected		52	65	78	90%
		School Actual	34.7	40.7	40.2		
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	District Projected		56%	68%	79%	90%
		District Actual	45%	54%	59%		

JROTC completers were not part of the 18-19 calculations due to data unavailability

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. During the registration process each year, courses that earn G+ credentials will be emphasized and students will be encouraged to register for these classes.	2018-2023	Guidance Advisor Teachers	N/A	N/A	Copies of Promotional Materials

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Teachers of courses where G+ credentials can be earned.			Rosters of G+ classes
2. Informational meetings will be held for parents to relay the value of earning G+ credentials and encourage them to have their students sign up for these courses.	2018-2023	Guidance Administration Team Instructional Team	N/A	N/A	Agenda and/or handouts from meeting
3. Ninth and tenth grade students will have the opportunity to shadow at the career center to see what is offered and what G+ credentials can be earned.	2018-2023	Guidance	N/A	N/A	Copy of information sent to 9 th and 10 th graders Roster of students who attended the shadowing days

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	54	School Projected	57	60	63	66	69
		School Actual 70	69	80	81		
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual 80	82	89	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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 9 th grade Advisory	2018-2023	Advisory Teachers	None	None	Rosters Grade Check Form
2. Meetings with freshman who are failing at the end of Q1 and Q3	2018-2023	Freshman Academy Administrator and Guidance Counselor	None	None	List of students failing at end of Q1 and Q3 Evidence of meetings
3. On track team meetings	2018-2023	9 th grade On Track teams	None	None	Minutes from On Track team meetings
4. New-comer program	2018-2023	ESOL Teachers - Bill Russell, Krista Anstead, Cari Garcia, & Melanie McCrae	None	None	Data from ESOL teachers Lesson Plans
5. System44/ Read 180	2018-2023	Lee Murphy – Asst. Principal, Bari Snyder – Teacher, April Thomason – Teacher,		District	EOC Scores Lexile Growth Number of students who move from System 44 to Read 180

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6. Sheltered English, Algebra, and Biology Classes for students exiting New Comer Program	2018-2023	Sheltered English Teachers	None	None	EOC scores of sheltered class Lesson plans
7. Inclusion Classes for English 1 and Algebra 1 students who qualify	2018-2023	Inclusion Teachers and Administrator over Special Education	None	None	Inclusion Class Rosters EOC scores for inclusion students

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 12: Annually increase the percentage of high school Gifted and Talented Academic (GTA) students, Gifted and Talented Artistic (GTR) students, and students who are both GTA and GTR 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) 28	School Projected	31	34	37	40	43
		School Actual 29	40	42	25		
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual 59	53	58	47		

The percentage represents the number of high students that are coded A, R, or B 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., R, or B in the GT Qualified field in PowerSchool.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify those students who are gifted and talented and have information meetings with them and their parents about the benefits of AP classes	2018-2023	Guidance Counselors AP Teachers			List of gifted and talented students Evidence of meetings
2. AP Teachers provide promotional materials during student registration	2018-2023	AP Teachers			Copies of promotional materials
3. Freshman and Sophomore Honor level teachers identify and encourage gifted and talented students to take AP level courses	2018-2023	Honors Teachers			Evidence of meetings

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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected		Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity
GCS Human Resources Department		School Actual	Baseline established in 2019-2020	Gender Diversity yes/no Ethnic Diversity yes/no	Gender Diversity yes/no Ethnic Diversity yes/no	Gender Diversity yes/no Ethnic Diversity yes/no	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department		District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	Gender Diversity=% Ethnic Diversity = %	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attend Shining Stars yearly to help fill the positions needed for the upcoming school year.	2018-2023	Principal, Mike Noel	n/a	n/a	Resumes of the candidates with whom the principal spoke
2. Continue taking student teachers	2018-2023	Principal, Mike Noel and Cooperating Teachers	n/a	n/a	List of student teachers and their cooperating teachers
3. Use programs like Call Me Mister to help find people of diversity for the building.	2018-2023	Principal, Mike Noel	n/a	n/a	Emails and any other correspondence with teacher recruitment agencies

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	93.3	School Projected Students 80.3	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students	87.8	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	No survey results		
SC SDE School Report Card Survey	96.6	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 92.5	98.3	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	96%		
SC SDE School Report Card Survey	87.2	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 80	77	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	81.5%		

SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 84	93	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	92		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	98		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide resources to communicate with parents about student behavior/performance	2018-2023	Administration			Evidence of contacts to parents
2. Inform parents of safety precautions currently in place	2018-2023	Administration			Copies of information shared
3. Continued use of drills – fire, AED, earthquake/tornado, lockdown, bus evacuations	2018-2023	Administration			Dates of drills Copies of procedures
4. Continue teacher certification through safety videos	2018-2023	Teachers			Record of completion of safety requirement
5. Introduce school resource officer to parents and community	2018-2023	Administration/SRO			Record of Meeting
6. Faculty and students watch intruder video yearly	2018-2023	Administration			Record of viewing

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</i> <i>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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 2.7	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 3.3	3.3	2.8	.956%		
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) .2	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0	.6	.09	0%		
GCS Expulsion Report from Kent Owens	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Freshman Success courses will emphasize positive habits.	2018-2023	Freshman Administrator Freshman Success Teachers	N/A	N/A	Lesson plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Renaissance program to reward students who have good grades and no discipline	2018-2023	Renaissance Team Members	N/A	N/A	List of Renaissance Members
3. Promote positive mentorships through advisory.	2018-2023	Advisors	N/A	N/A	List of activities done through advisory and list of advisors and advisees.

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) <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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 Cognia 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
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	59	63	67	71	75

		School Actual 56	43	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	54	58	62	66	70
		District Actual Secondary 52	50	52	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Positive relationships developed through advisory.	2018-2023	Advisors	N/A	N/A	List of activities done through advisory and list of advisors and advisees.
2. Increase teacher presence at extracurricular activities	2018-2023	Teachers	N/A	N/A	List of events that are designated as “Faculty Nights”
3. Survey students to ask ways teachers make them feel like they care.	2018-2023	Guidance	N/A	N/A	Results from survey

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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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) 92.1	School Projected	95	95	95	95	95
		School Actual 91.7	93.3	95	86.0%		
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement and enforce a uniform make-up/redesign policy	2018-2023	Leadership Team Administration			Evidence of policy developed
2. Create, implement, and enforce a clear written attendance policy	2018-2023	Administration; attendance clerk; guidance; teachers; drop-out prevention specialist			Evidence of contacts and meetings; copies of policies publicized
3. Establish a program for recognizing students with perfect attendance or ≤ 5 absences for semester classes or ≤ 3 absences in quarter classes	2018-2023	Attendance Clerk			Lists of students who meet qualification Evidence of rewards given
4. Any student who has 3 or more days over in any class will not be allowed to participate in class buyouts, dances, proms, athletic practices and/or games	2018-2023	Attendance Clerk Athletic Director Administration			Lists of students over in days

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) <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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 Cognia 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
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤7 Lonely ≤21 Angry ≤15	Afraid ≤7 Lonely ≤21 Angry ≤15	Afraid ≤6 Lonely ≤20 Angry ≤14	Afraid ≤6 Lonely ≤20 Angry ≤14	Afraid ≤5 Lonely ≤19 Angry ≤13
		School Actual Afraid – 5% Lonely – 21% Angry – 16%	Afraid – 9% Lonely – 21% Angry – 9%	No Survey Results	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia 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 - 7% Lonely - 16% Angry - 15%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue the advisory program where every student has an assigned mentor with whom to build a relationship. The student will stay with their mentor for the entire four years of high school.	2018-2023	Guidance Scheduling Team Advisory Teachers	N/A	N/A	Rosters of Advisory Sessions
2. Continue to promote various clubs and organizations to provide a variety of places that students can plug in and become involved.	2018-2023	Administration Club and Organization Organizers	N/A	N/A	Schedule of when clubs and organizations meet Rosters of students who are members of these clubs and organizations
3. School guidance counselors and mental health counselors are available onsite as needed.	2018-2023	Guidance Counselors Mental Health Counselors	N/A	N/A	List of students served by each group during the current school year.