BLUE RIDGE HIGH SCHOOL

PRINCIPAL: REENA WATSON

DISTRICT: GREENVILLE COUNTY SCHOOLS

SUPERINTENDENT: BURKE ROYSTER

2018-19 through 2022-23

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Blue Ridge High School (Greenville County School District)

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	W Burke Royster	**April 26, 2022**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Ms. Reena Watson	Reena Watson	**February 9, 2022**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Allison Powell	Allison Powell	**February 9, 2022**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mr. Joel T Perkin	JTP	**February 9, 2022**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 2151 Fews Chapel Rd. Greer, SC 29651

SCHOOL TELEPHONE: (864) 355-1800

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

Stakeholder Involvement for School Renewal

	Position	**Name**
1.	Principal	S. Reena Watson
2.	Teacher	Rhiannon Andry
3.	Parent/Guardian	Suzanne Western
4.	Community Member	Barbara Higginbotham
5.	Paraprofessional	Richard Stevens
6.	School Improvement Council Member	Madison Axson
7.	Read to Succeed Reading Coach	Joel T. Perkin
8.	School Read To Succeed Literacy Leadership Team Lead	Abigail Cook
9.	School Read To Succeed Literacy Leadership Team Member	Dr. Lynch

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

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

Assurances for School Renewal Plans

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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).

X **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).

X **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.

X **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*.

X **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.

X **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.

X **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.

N/A **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.

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Introduction

The Blue Ridge High School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff, students, parents, and community with an ongoing means of self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Blue Ridge High School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of improving student achievement – our ultimate outcome. It is in this portfolio that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout our school during this time. It also shows how all of the parts fit together to make our school a positive place for our students.

A team of teachers were involved in developing the narrative for our portfolio based on input from the staff, along with students, parents, and members of the community. Much of the narrative content came from staff discussions in the process of evaluating our work. These discussions and assessments asked staff to contribute "evidence" of our progress.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the present and future world!

Executive Summary

In accordance with South Carolina Curriculum Standards, Blue Ridge High School (BRHS) gathers and analyzes data on student academic achievement through standardized test results and other student performance sources. Examples of these standardized tests include the American College Test (ACT), Scholastic Aptitude Test (SAT), and the WIN (Worldwide Interactive Network Ready to Work assessment) as the main indicators of measuring student achievement. It is mandatory that all students in their third year of high school take the WIN. The ACT and SAT are taken voluntarily by any junior or senior. In addition, students who are enrolled in Algebra I, English II, Biology, and US History are assessed using End-of-Course Exams. A summary of BRHS students' scores follows. Finally, BRHS teachers use formative and summative assessments to regularly monitor student progress and modify instruction as needed. These assessments provide a variety of evidence that achievement goals have been met. Throughout each semester, teachers communicate and collaborate with colleagues in order to improve student performance.

Needs Assessment or Findings for Student Achievement

Evidence of Strengths

- Instruction is aligned with state learning standards, as well as with national, state, and district goals and expectations of student learning.
- Students are actively involved in the learning.
- Science teachers used hands-on laboratory experiences to emphasize standards.
- Various types of grouping strategies are used in the classroom to help students understand instruction and to encourage active participation.
- Advanced Placement courses are offered in English, Math, Science, Social Studies, and Computer Science.
- Learner expectations are clearly stated in district curriculum guides and South Carolina frameworks.
- Technology is used to enhance the learning process (internet research, PowerPoint presentations, video streaming, Microsoft Word, Google Classroom and other G Suite apps, etc.).
- Advance Placement (AP), Dual Credit, Honors, and Applied College Prep levels of courses are offered.
- Career and Technology courses are offered, which include Family and Consumer Sciences, Business Education and Agriculture Education.
- Blue Ridge High has a strong arts program. Our choral students, band members, and visual art students have received numerous honors and awards.
- Special education classes are provided (inclusion, resource, and self-contained).
- Appropriate methods of unbiased assessment are chosen based on class, district, and state goals.
- Expectations for assignments are conveyed before assessments are taken. Thus, students have a clear understanding of the expectations before beginning an assignment.

Evidence of Need

- Additional preparation and assistance is needed for students taking SAT and ACT.
- Even though progress has been made in the use of different types of assessments, more variety would be beneficial.
- Continue using online software to enhance student preparation for the ACT, SAT, WIN, and EOC.
- Continue using MasteryConnect as a means of creating common assessments to give teachers the opportunity to collaborate with fellow colleagues and identify best practices to help effectively teach content standards.
- Continue working with at-risk students.

Needs Assessment or Findings for Teacher and Administrator Quality

Evidence of Strengths

- The school collaboratively develops a school wide plan for improvement.
- Teachers analyze student achievement on classroom assessments, common unit assessments, benchmark assessments and standardized tests in order to determine how to best help students succeed.

- The use of PowerTeacher has aided teachers in keeping accurate records of student attendance.
- The use of PowerTeacher (grade book software) has aided teachers in keeping accurate records of student progress. The use of this program has also increased parent communication by enabling teachers to send electronic progress reports to parents via email.
- POWERTEACHER training is available as needed.
- District committees and school staff are working to better align instruction with those specific goals and objectives.
- Departmental meetings allow opportunities for sharing ideas and support.
- Teachers use the following types of data to make instructional decisions: school report card, classroom assessments, Individual Education Plans (IEPs), and observations.
- Teachers have access to internet resources, materials in the media center, ETV streamline video, distance learning, content department and instructional leaders, and on-site workshops to help improve instruction.
- Teachers work cooperatively on creating common syllabi for courses. Teachers provide syllabi to students and parents. The syllabi are aligned to the state curriculum standards and include classroom expectations, grading policies, and an outline of course content.
- Teachers provide syllabi and outlines of courses on their websites.
- Teachers meet at school, district, and state levels to receive and share knowledge in updating the curriculum.
- Departmental meetings are held bi-monthly to address curriculum related issues and to share ideas.
- Faculty in-services focus on improving student achievement.
- Common unit assessments are used by all teachers teaching a course with other teachers and data analysis meetings are held to review data and instructional strategies.
- Teachers use a variety of assessments: standardized tests, objective tests, essays, daily work, homework, portfolios, projects, rubrics, grading scales, and performance assessments.

Evidence of Need

- Opportunities for peer observations are needed.
- Vertical Team meetings are needed to allow opportunities for sharing ideas and support.
- Additional departmental planning opportunities are needed in order to continue our focus on refining curriculum foundations.

Needs Assessment or Findings for School Climate

Evidence of Strengths

- SIC meetings are held monthly to discuss how community and parent representatives can contribute to the school improvement process.
- Parent meetings for rising 9th students identified as at risk from the feeder middle school.
- In 2020-2021, over 80% of teachers responded they were satisfied with the learning environment on the latest school report card survey.
- In 2020-2021, over 80% of teachers responded they were satisfied with the social and physical environment on the latest school report card survey.
- In 2020-2021, over 80% of students responded they were satisfied with the social and physical environment on the latest school report card survey.
- A committee was formed to decrease learning gaps in student achievement – particularly with our Special Education population.

Evidence of Need

- In 2020-2021, under 80% of parents responded they were satisfied with the learning environment on the latest school report card survey.
- In 2020-2021, under 80% of parents responded they were satisfied with the social and physical environment on the latest school report card survey.
- In 2020-2021, under 80% of parents responded they were satisfied with the school-home relations on the latest school report card survey.

Significant Challenges from the Past Three Years

- The challenges of eLearning and the worldwide pandemic of COVID-19 resulted in setbacks in academic performance for the spring of 2020.
- Under 70% of the 2021 graduating class were labeled as "College or Career Ready" by the state.
- Students with disabilities scored between 25 and 35 points lower than those without disabilities on End-of-Course tests
- Students with disabilities had a 32-point lower graduation rate than those without disabilities in 2018.

Significant Awards, Results or Accomplishments from the Past Three Years

2021

- The Blue Ridge Student Body along with Student Council raised $22,752.55 for Hope Foundation during Spirit Week in the fall of 2021.
- Ms. Collins was awarded the 2021 AP CSP Female Diversity Award, one of only two in the district.
- FBLA took top spots in district competitions: 1st place in business ethics, 1st place in sales presentation, 1st place in economics, 2nd place in public service announcement, 2nd place in organizational leadership, 3rd place in electronic career portfolio, 3rd place in sales presentation, 3rd place in graphic design, 4th place in political science, 4th place in public speaking, and 9th place in advertising.
- Blue Ridge earned back-to-back region varsity cheer championships and took coach of the year and cheerleader of the year for region 2-3A.
- Orchestra earned four superior ratings and four excellent ratings at Solo and Ensemble.

2020

- The Orchestra had nine students participate in All-County Orchestra and three students participated in Region Orchestra.
- Twelve Concert Band students earned a chair in Region Band and eight earned a char in All-County Band.
- The Air Force JROTC program received the Distinguished Unit Award in 2019.
- MSgt. Fred Fuller was given the 2019 Outstanding Instructor Award.
- At the Converse Leadership School, our students won the Col A1 Whitley Leadership Award, Honor Graduate (2 students), Advanced School Excellence in Action Award, Advanced School Academic Award, Advanced School Outstanding Flight Cadet Award, Advanced School Leadership Award, and the Outstanding Flight Cadre Award.
- The Future Business Leaders of America attended the District Conference this year and came in first in the Public Service Announcement category, second in Social Media Campaign, third in Electronic Career Portfolio, third in Emerging Business Issues, third in Graphic Design, third in Introduction to Business Presentation, and third in Introduction to Public Speaking.
- While our Spring sports were canceled, our Boys' basketball team, Girls' basketball team, and volleyball team made playoffs this year.
- Two of our Girls' Basketball players made All-region; one of those was also Region 2 4A player of the Year and made 4A Girls' Basketball All-State.
- Two of our Varsity Cheerleaders made the All-Upstate Competitive Cheer Team First Team and one made All-Upstate Competitive Cheer Team Second Team.
- Being in a rural area, agriculture is a large part of our community and the BRHS Agriculture program is growing - literally and figuratively. Blue Ridge received a $250,000.00 Career and Technology Education grant to build a livestock facility.

2019

- Mrs. Tracy Jackson received the Greater Greer Foundation Grant.
- In the Spring of 2019 we had eleven students earn the AP Scholar Award (scoring "3" or higher on three or more Advanced Placement exams) and one student earn the AP Scholar with Honor award (an average score of at least "3.25" on all AP exams taken and scores of "3" or higher on four or more AP exams).

- The Blue Ridge High School bands won the “Outstanding Performance Award” in the spring of 2019 – this is the highest honor given by the South Carolina Band Directors Association.
    - This award was given for excellence in Marching Band, Concert Band, Region Band participation, and "Superior" ratings earned at Solo & Ensemble.
- 12 students earned a chair in Region Band and 8 earned a chair in All-County Band.
- The Orchestra had nine students participate in All-County Orchestra and three students participate in Region Orchestra.
- MSgt. Fred Fuller received the 2019 Outstanding Instructor Award for the Air Force JROTC program
- The AFJROTC unit received the Distinguished Unit Award.
- The Preston B. Johnson Chapter of Disabled American Veterans awarded $500.00 scholarships to a male and female graduating cadet.
- At the Converse Leadership School (AFJROTC regional summer camp) our students won the Col Al Whitley Leadership Award, Honor Graduate (2 students), Advanced School Excellence in Action Award, Advanced School Academic Award, Advanced School Outstanding Flight Cadet Award, Advanced School Leadership Award, and the Outstanding Flight Cadre Award.
- At the Future Business Leaders of America District Conference in 2020 our students came in first in the Public Service Announcement category, second in Social Media Campaign, third in Electronic Career Portfolio, third in Emerging Business Issues, third in Graphic Design, third in Introduction to Business Presentation, and third in Introduction to Public Speaking.
- Two of our Girls’ Basketball players made All-region, one of those students was also Region 2 4A Player of the Year and 4A Gils’ Basketball All-State.
- Two of our Varsity Cheerleaders made All-Upstate Competitive Cheer Team First Team and one made All-Upstate Competitive Cheer Team Second Team.

School Profile

School Community

Blue Ridge High School is located in a rural community situated in the northern portion of Greenville County, South Carolina. It is nestled in the foothills of the Blue Ridge Mountains near the North Carolina border, between the cities of Greer and Travelers Rest. Though the school is not located in a designated town, it is within a close-knit community. Blue Ridge High School is one of 14 traditional high schools in Greenville County.

Blue Ridge High School was first established in 1955. The original building was located on Tyger Bridge Road. The current building was constructed in 1986 and the renovation/expansion project was completed in January 2006. When Blue Ridge High School first opened its doors, there were 339 grade eight through twelve students enrolled. Upon completion of the renovation project, the building capacity is now 1,300 students, grades nine through twelve. There are currently approximately 1025 students and 72 certified faculty members.

The Blue Ridge High School attendance area is one of the largest geographical areas in the Greenville County School District. It covers approximately 186 square miles and makes up approximately 23 percent of the entire county. Most families living in the community of Blue Ridge have a long ancestral history, dating back for several generations. However, there is a steady influx of new families with many new subdivisions being built in the area.

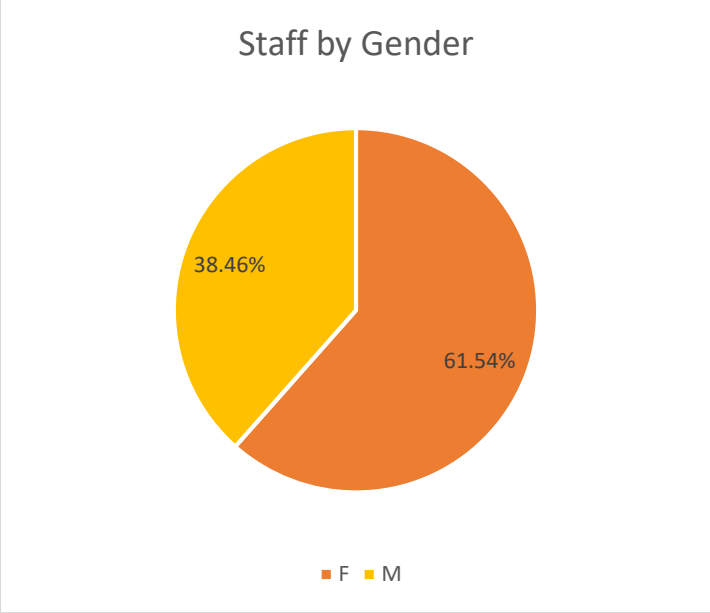
The economic status of the region runs the gamut from low to upper income brackets. Due to the rural setting of the school, many workers travel to other locales to work in businesses and industries. This relationship allows Blue Ridge High to foster many contacts within the surrounding business community.

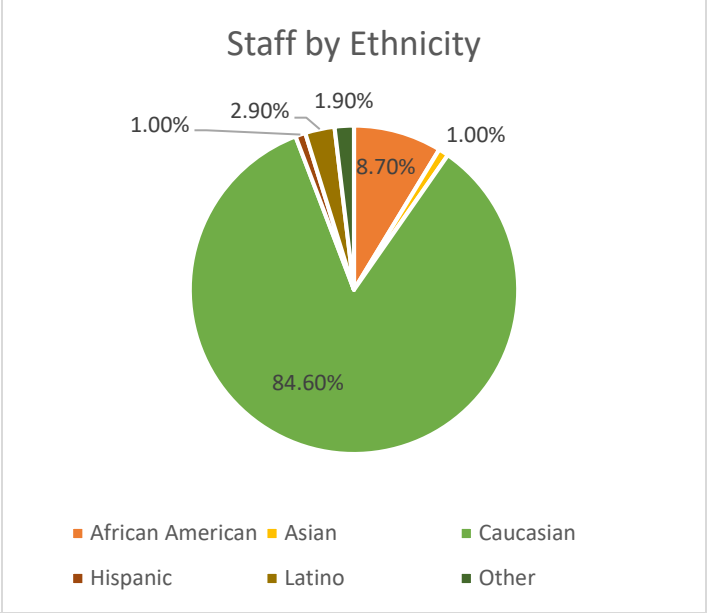
The Blue Ridge area is served by a variety of higher education facilities. North Greenville University, Furman University, and the Greer campus of Greenville Technical College are located in close proximity to Blue Ridge High School. Additional educational opportunities are available in the Greenville area through the University Center of Greenville and various other organizations. The convenience of the higher learning facilities allows easy access and familiarity to the students.

School Personnel Data

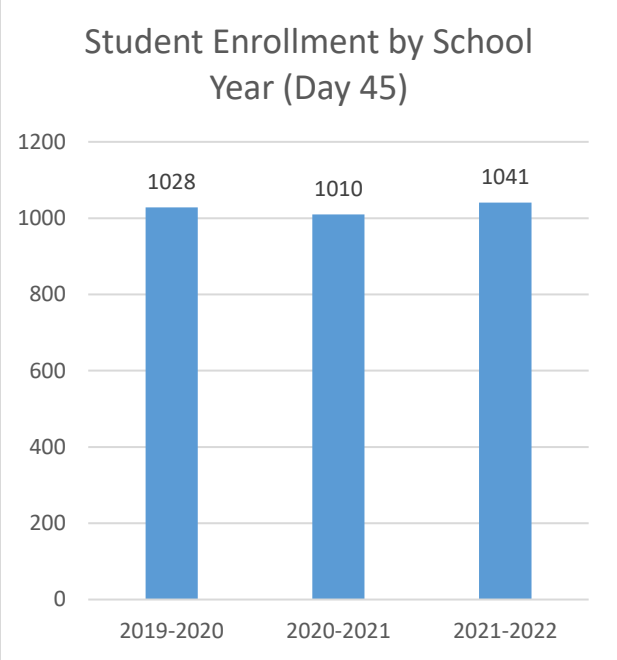
In addition to the 71 certified faculty members; which include teachers, school counselors, athletic director, assistant athletic director, administrators, and media specialists; the following classified employees serve in support roles for the school:

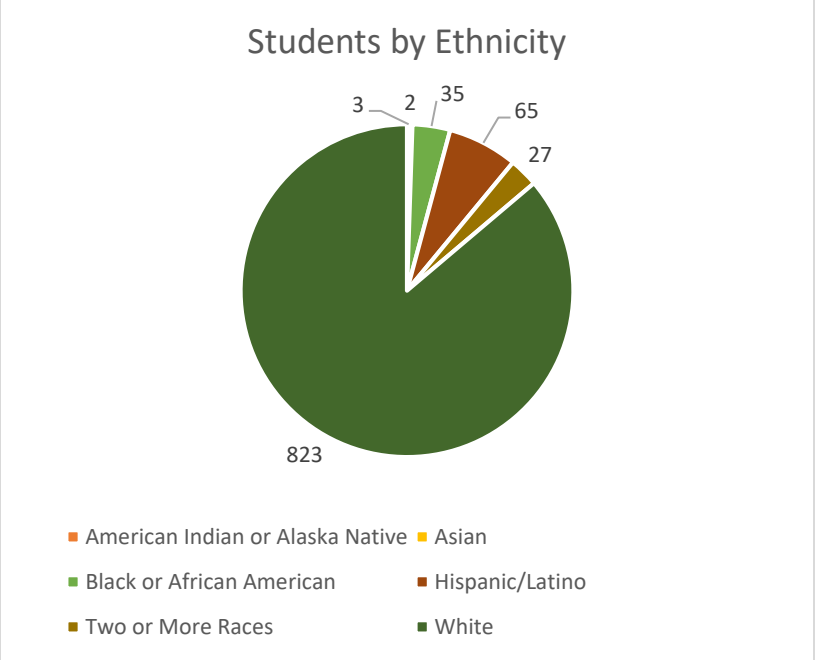
- Guidance clerk
- Attendance clerk
- Media Center clerk
- Instructional Coach
- Technology Integration Specialist
- School Resource Officer
- Licensed nurse
- Receptionist
- Bookkeeper
- Secretary
- Certified athletic trainer
- In-School Suspension (ISS) facilitator
- 3 Paraprofessionals working with Special Education students



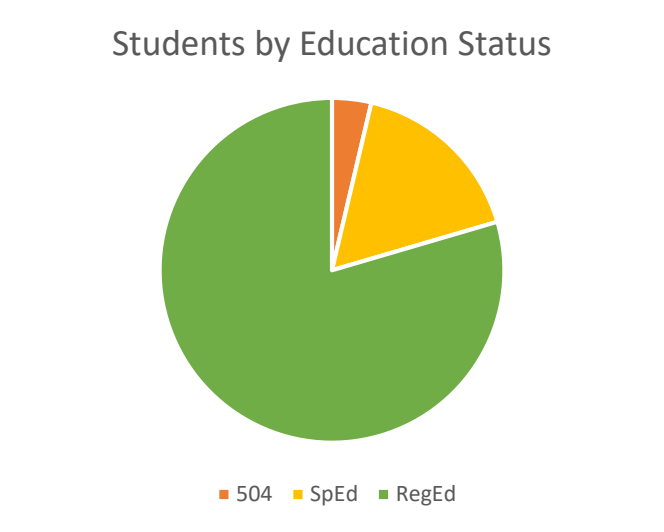


Student Population Data





Approximately 49.5% of Blue Ridge High School students are identified as Pupils in Poverty. In addition, approximately 15.0% of BRHS students qualify for special education services. We offer special needs students support through resource classes as well as through self-contained classes. Students qualifying for the self-contained classes work towards an occupational diploma. Thirty-seven students have a 504 and receive accommodations. Thirty-two students are Multilanguage Learners and are provided assistance through an ESOL teacher and receive accommodations.



Major Academic and Behavioral Features/Programs/Initiatives

Blue Ridge High School promotes student involvement in extra-curricular activities and programs. A wide array of offerings is available to students: Beta Club, Student Council, National Honor Society, AFJROTC, Spanish Club, Health Occupations Students of America, Future Farmers of America, Key Club, and Fellowship of Christian Athletes. Currently, almost 50 percent of our student body is actively involved in our athletic programs, the Blue Ridge High School Corps of Cadets, and our Chorus and Orchestra. In addition, we offer Credit Recovery through VirtualSC for students needing to make up academic credits and Content Recovery through Edgenuity for students needing to make up a unit of a class.

Blue Ridge High School currently uses the 4X4 Block with embedded A/B Scheduling model. Using this model provides teachers with larger blocks of time for instruction that can be more student-centered. Teachers can also better incorporate project-based learning and inquiry learning experiences into the curriculum. The 4X4 Block model also affords teachers better opportunity to address differences in learning styles and intelligence modes. This model encourages students and teachers to work cooperatively as a community of learners who encourage and support each other.

At Blue Ridge High School, we have been very successful in our overall approach to educating children. Our daily operations have been established by the administration with input from the faculty and staff. The BRHS administration and faculty is afforded discriminatory privileges with funding and allocations in order to make spending decisions that best suit the needs of the students and overall educational program.

In addition, BRHS has established an academic learning climate in which there is a focus on instructional goals. The decision-making process is collaborative and provides opportunities for meaningful involvement of school stakeholders. Progress in improving student achievement and instructional effectiveness is monitored frequently and is adjusted as necessary. Instruction at Blue Ridge High School is based on a standards and data driven curriculum. Teachers make adjustments to the instructional process based on student learning styles and assessments of student learning. Instruction at BRHS has become more uniform and consistent by focusing on learning standards and implementing strategies for the EOC, WIN, ACT, and SAT. Curriculum at Blue Ridge High School is firmly centered on both state and district learning standards. The curriculum focuses on the diverse needs of all student learners and provides opportunities for acceleration and remediation in language arts, mathematics, science, and social studies. Blue Ridge High School continues to embrace the Personalized Learning Initiative, in which every student was issued a district-provided device for the use in and out of the classroom.

BRHS takes seriously the findings that early intervention leads to better outcomes for students and so implements the OnTrack protocols, identifying students who are starting to get off-track in attendance, behavior, or course grades and convening a group of counselors, administrators, and teachers to find the root cause of the student getting off track and develop interventions for each student.

Mission, Vision, and Beliefs

Our mission is to offer each student interdisciplinary experiences that develop intellectual, social, physical, creative, and technological potential in a safe environment.

Our vision at Blue Ridge High School is to create a school where

- Each student will feel that the curriculum has prepared him or her for college and/or the workforce.
- The curriculum will be relevant, challenging and interesting.
- The curriculum will be always expanding, never stagnant, and changing to meet the needs of the student.
- Instruction will value student input.
- Instruction will be enhanced with technology when applicable.
- Varied methods of instruction will be used with emphasis on student involvement (Ex. hands on activities).
- Instruction will be accurate, well-planned, professional, and effective.
- Each student will be assessed proportionately on content and skills taught in the instructional process.
- Each student will be aware of the expectations that will be assessed.
- A variety of assessment techniques will be used.
- Assessment will be fair, accurate, and will require critical thinking.
- Students, teachers, and administration will feel pride and ownership in Blue Ridge High School.
- Blue Ridge High School will be safe, clean, comfortable and provide an atmosphere that is conducive to learning.
- Blue Ridge High's environment will reflect student accomplishments.
- Blue Ridge High School will set the standard for all other schools in the Southeast.

We believe that

- The student is the center of the educational process. (District Goals 1-5)
- Every student is a unique individual and that the curriculum should be designed to address a variety of learning styles, assessment techniques, and a broad range of interests. (District Goals 1, 3)
- Every student should feel safe and secure in the school environment. (District Goal 3)
- Students should expect professionalism and support from all faculty, staff, and support personnel. (District Goals 2,3)
- Students should be nurtured and challenged to fully realize their gifts and skills. (District Goals 1,3)
- As an essential element of the educational process, each student must accept responsibility to be an active learner and supporter of the learning environment. (District Goal 1)
- We must offer the student interdisciplinary experiences which will prepare them as cooperative problem solvers and responsible decision-makers in the workplace. (District Goal 1)
- The academic program should adequately prepare students to meet or exceed established state standards. (District Goals 1,2)
- We have an obligation to help each student learn to deal with a technologically advanced 21st century in positive and creative ways. (District Goals 1-4)
- We must foster in all students an attitude of tolerance and understanding for cultural, physical, and other differences among people. (District Goals 3, 5)
- Blue Ridge High School, as a partner with the home and community, should strive to exemplify characteristics of citizenship, self-sufficiency, and strong moral character. (District Goals 2, 5)
- Blue Ridge High School, as a partner with the home and community, must teach individual responsibility for one's actions and acceptance of consequences appropriate to one's behavior. (District Goal 3)

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

Evidence of Strengths

- Instruction is aligned with state learning standards, as well as with national, state, and district goals and expectations of student learning.
- Students are actively involved in the learning.
- Science teachers used hands-on laboratory experiences to emphasize standards.
- Various types of grouping strategies are used in the classroom to help students understand instruction and to encourage active participation.
- Advanced Placement courses are offered in English, Math, Science, Social Studies, Art and Computer Science.
- Learner expectations are clearly stated in district curriculum guides and South Carolina frameworks.
- Technology is used to enhance the learning process (internet research, Google Apps, PowerPoint presentations, video streaming, Microsoft Word, etc.).
- Advance Placement (AP), Honors, Advanced, and Applied College Prep levels of courses are offered.
- Career and Technology courses are offered, which include Family and Consumer Sciences, Business Education and Agriculture Education.
- Blue Ridge High has a strong arts program. Our choral students, band members, and visual art students have received numerous honors and awards. We have added Photography and AP Art to our program.
- Special education classes are provided (resource and self-contained).
- Appropriate methods of unbiased assessment are chosen, based on class, district, and state goals.
- Expectations for assignments are conveyed before assessments are taken. Thus, students have a clear understanding of the expectations before beginning an assignment.

Evidence of Need

- Additional preparation and assistance is needed for students taking SAT and ACT.
- Even though progress has been made in the use of different types of assessments, more variety would be beneficial.
- Continue using online software to enhance student preparation for SAT, ACT, career-readiness assessment, and EOC.
- Continue using MasteryConnect as a means of creating common assessments to give teachers the opportunity to collaborate with fellow colleagues and identify best practices to help effectively teach content standards.
- Continue working with at-risk students.
- Continue to encourage more students to achieve College and/or Career Readiness.

ACT (2020-2021)

The ACT is currently designated as one of South Carolina's optional college readiness assessments that were added to accountability measures in 2015. The average composite score of ACT in in 2019 was 19.2, in 2020 the average composite score was 18.8, and in 2021 the average composite score was 18.5. The average score achieved on each section of the ACT during the 2020-2021 school year was 17.2 in English, 17.7 in Mathematics, 19.2 in Reading, and 19.1 in Science. The percent of students meeting the ACT College-Ready Benchmark for 2019-2020 was 43.5% for English, 20.3% for Mathematics, 27.5% for Reading, 24.6% for Science, and 13.0% for all four subjects.

EOCEP

See COVID impact note below. EOC scores were not collected for the 2019-2020 school year.

The percentage of students scoring 70 or higher on the Algebra 1 EOC was 22.0% in 2021.

The percentage of students scoring 70 or higher on the Biology 1 EOC was 36.2% in 2021.

The percentage of students scoring 70 or higher on the English 2 EOC was 56.5% in 2021.

The percentage of students scoring 70 or higher on the US History and Constitution EOC was 40.7% in 2021.

Four-Year Cohort Graduation Rate

The four-year cohort graduation rate changed from 86.3% in 2019, 86.5% in 2020, and 85.2 in 2021.

AP

Blue Ridge High School offers a variety of Advanced Placement courses. Not all classes are taught each year, but the available subjects in 2020-2021 included:

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP English Language and Composition
- AP English Literature and Composition
- AP European History
- AP US History
- AP Human Geography
- AP World History
- AP US Government
- AP Macroeconomics
- AP Spanish
- AP Biology
- AP Chemistry
- AP Physics 1: Algebra-Based
- AP Computer Science Principles
- AP Computer Science A
- AP Art and Design
- AP Music Theory

The overall passing rate (scores of 3-5) was 51% in 2019, 53% in 2020, and 41% in 2021.

SAT

In 2019 our average composite score was 997, in 2020 our average composite score was 985, and in 2021 our average composite score was 990. Over the same time frame, the state average composites increased from 2019 to 2020 by 7 points, and increased from 2020-2021 by 9 points.

Teacher and Administrator Quality

Professional Development Calendars

- August 2021
    - New Hire Orientation, ACEs and TIPs training, Gradebook setup and best practices, SAFARI Montage training, IEP accommodation training, MasteryConnect training, SEL training, PLC introductions
- September 2021
    - SEL training, Classroom Library meetings (ELA and SpEd teachers), ongoing PLC meetings, UDL training, Edgenuity content recovery training
- October 2021
    - Ongoing PLC meetings, Edgenuity content recovery training, SEL training, EOC benchmark data analysis
- November 2021
    - Ongoing PLC meetings, EOC benchmark data analysis

- December 2021
    - Ongoing PLC meetings
- January 2022
    - Ongoing PLC meetings, EOC data analysis, Edgenuity content recovery training, UDL training
- February 2022
    - Ongoing PLC meetings, SLO training, UDL training, SEL training
- March 2022
    - Ongoing PLC meetings, SEL training, UDL training, curricular planning for honors classes, EOC benchmark data analysis
- April 2022
    - Ongoing PLC meetings, SEL training, UDL training, curricular planning for honors classes, EOC benchmark data analysis
- May 2022
    - Ongoing PLC meetings, curricular planning for honors classes

Evidence of Strengths

- The school collaboratively develops a school wide plan for improvement.
- Teachers analyze student achievement on classroom assessments, common unit assessments, benchmark assessments and standardized tests in order to determine how to best help students succeed.
- The use of PowerTeacher has aided teachers in keeping accurate records of student attendance.
- The use of PowerTeacher (grade book software) has aided teachers in keeping accurate records of student progress. The use of this program has also increased parent communication by enabling teachers to send electronic progress reports to parents via email.
- PowerTeacher training is available as needed.
- District committees and school staff are working to better align instruction with those specific goals and objectives.
- Departmental meetings allow opportunities for sharing ideas and support.
- Teachers use the following types of data to make instructional decisions: school report card, classroom assessments, Individual Education Plans (IEPs), and observations.
- Teachers have access to internet resources, materials in the media center, ETV streamline video, distance learning, content department and instructional leaders and on-site workshops to help improve instruction.
- Teachers work cooperatively on creating common syllabi for courses. Teachers provide syllabi to students and parents. The syllabi are aligned to the state curriculum standards and include classroom expectations, grading policies, and an outline of course content.
- Teachers provide syllabi and outlines of courses on their websites.
- Teachers meet at school, district, and state levels to receive and share knowledge in updating the curriculum.
- Departmental meetings are held bi-monthly to address curriculum related issues and to share ideas.
- Faculty in-services focus on improving student achievement.
- Common unit assessments are used by all teachers teaching a course with other teachers and data analysis meetings are held to review data and instructional strategies.
- Teachers use a variety of assessments: standardized tests, objective tests, essays, daily work, homework, portfolios, projects, rubrics, grading scales, and performance assessments.

Evidence of Need

- Opportunities for peer observations are needed.
- Vertical Team meetings are needed to allow opportunities for sharing ideas and support.
- Additional departmental planning opportunities are needed in order to continue our focus on refining curriculum foundations.

School Climate Needs Assessment

2020-2021 SCE School Report Card and Cognia Survey Results

- 2020-2021 SCE School Report Card for Blue Ridge High School

Evidence of Strengths

- SIC meetings are held monthly to discuss how community and parent representatives can contribute to the school improvement process.
- Parent meetings for rising 9th students identified as at risk from the feeder middle school.
- Over 80% of teachers responded they were satisfied with the learning environment on the latest school report card survey.
- Over 80% students responded they were satisfied with the social and physical environment on the latest school report card survey.
- Nearly 80% students responded they were satisfied with the school-home relations on the latest school report card survey.

Evidence of Need

- Establish a committee to formulate more comprehensive plans to decrease learning gaps in student achievement.
- Under 80% of parents responded they were satisfied with the learning environment on the latest school report card survey.
- Under 80% of parents responded they were satisfied with the social and physical environment on the latest school report card survey.
- Under 80% of parents responded they were satisfied with the school-home relations on the latest school report card survey.

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

Action Plan

Goal Area 1: Student Achievement

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 37.6% in 2020-21 to 65.2% in 2022-23.
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	**37.6** % of HS students scoring A, B, and C on **English I** EOCEP (2016-17)	**School Projected**	**61.2**	**62.2**	**63.2**	**64.2**	**65.2**
		School Actual 60.2	**65.2**	***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	**64.2** % of HS students scoring A, B, and C on **English II** EOCEP (2020-21)	**School Projected**				**63.2**	**64.2**
		School Actual			**62.2**		

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**	***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	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 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. Benchmark analysis including special education inclusion teacher	October 2021 – June 2023	IC and teachers	$0	n/a	EOC scores
2. Vertical articulation between English 1 and English 2	August 2021 – June 2023	IC and teachers	$0	n/a	Observations and lesson plans
3. PLC focused on subgroup achievement gaps	September 2021 – June 2023	IC and teachers	$100	ATSI	Agendas and minutes from meetings

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 38.8% in 2016-17 to 48.7% 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	**38.8** % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	**School Projected**	**36.7**	**39.7**	**42.7**	**45.7**	**48.7**
		School Actual 33.7	**28.7**	***waiver***	**22.56**		
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. Benchmark analysis including special education inclusion teacher	October 2021 – June 2023	IC and teachers	$0	n/a	EOC scores
2. Implementation of IXL and MATHia online software	October 2021 – June 2023	IC and teachers	$4100	ATSI	EOC and benchmark scores
3. PLC focused on subgroup achievement gaps	September 2021 – June 2023	IC and teachers	$100	ATSI	Agendas and minutes from meetings

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 3: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from 58.3% in 2016-17 to 63.5% 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	**58.3** % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	**School Projected**	**51.5**	**54.5**	**57.5**	**60.5**	**63.5**
		School Actual 43.7	**51.5**	***waiver***	**36.96**		
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	**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. Benchmark analysis including special education inclusion teacher	October 2021 – June 2023	IC and teachers	$0	n/a	EOC scores
2. Seeking assistance from district academic specialist	August 2021 – June 2023	IC and teachers	$0	n/a	EOC and benchmark scores
3. PLC focused on subgroup achievement gaps	September 2021 – June 2023	IC and teachers	$100	ATSI	Agendas and minutes from meetings

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 4: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 67.5% in 2016-17 to 82.5% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 3% annually**.**

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
US History and the Constitution EOCEP SC SDE Website	**67.5** % of HS students scoring A, B, and C on US History EOCEP (2016-17)	**School Projected**	**70.5**	**73.5**	**76.5**	**79.5**	**82.5**
		School Actual 71.2	**60.6**	***waiver***	**41.59**		
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**	***waiver***	**43**		

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Benchmark analysis including special education inclusion teacher	October 2021 – June 2023	IC and teachers	$0	n/a	EOC scores
2. EOC supplemental workbooks	August 2021 – June 2023	Teachers	$0	n/a	Observations and lesson plans
3. PLC focused on subgroup achievement gaps	September 2021 – June 2023	IC and teachers	$100	ATSI	Agendas and minutes from meetings

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 5: Increase the average ACT Composite Score for the graduating class from 18.2 in 2016-17 to 20.2 in 2022-23. **PERFORMANCE GOAL 6:** Increase the average SAT Composite Score for the graduating class from 1061 in 2016-17 to 1115 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) **18.2**	**School Projected**	**18.6**	**19.0**	**19.4**	**19.8**	**20.2**
		School Actual **17.8**	**19.2**	**18.8**	**18.5**		
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) 1061	**School Projected**	**1079**	**1088**	**1097**	**1106**	**1115**
		School Actual 1068	**997**	**985**	**990**		
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. Edgenuity online preparation	November 2021 – June 2023	IC and students	$0	n/a	ACT/SAT scores
2. ACT/SAT vocabulary and math practice in classes	August 2021 – June 2023	Teachers	$0	n/a	Lesson plans and observations
3. After-school strategy sessions	September 2021 – June 2023	Teachers	$500	ATSI	Attendance records and ACT/SAT 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 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**	**93.2**	**94.2**	**95.2**	**96.2**	**97.2**
		School Actual 92.2	**97.6**	***waiver***	**90.0**		
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**	**96.0**	**97.0**	**98.8**	**99.0**	**100.0**

		School Actual 95.9	**84.4**	***waiver***	**95.6**		
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**	***waiver***	**94.7**		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**School Projected**	**89.1**	**90.1**	**91.1**	**92.1**	**93.1**
		School Actual 88.1	**96.0**	***waiver***	**88.1**		
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**	***waiver***	**89.5**		

SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**School Projected**	**66.1**	**67.1**	**68.1**	**69.1**	**70.1**
		School Actual 65.1	**69.2**	***waiver***	**65.1**		
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**	***waiver***	**67.1**		

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Increased focus on literacy through PLC	September 2021 – June 2023	IC and teachers	$500	ATSI	Lesson plans and observations
2. Online practice through WIN	October 2021 – June 2023	IC and advisory teachers	$0	n/a	Online records

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 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	0% A, B, C (2016-17)	**School Projected Hispanic**	**3.0**	**6.0**	**9.0**	**12.0**	**15.0**
EOCEP **English 1** SC SDE Website		**School Actual Hispanic n/a**	**n/a**	***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*
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**	***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*
EOCEP **English 1** SC SDE Website	n/a% A, B, C (2016-17)	**School Projected AA**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
EOCEP **English 1** SC SDE Website		**School Actual AA n/a**	**n/a**	*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*

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**	***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*
EOCEP **English 1** SC SDE Website	12.9% A, B, C (2016-17)	**School Projected SWD**	**15.9**	**18.9**	**21.9**	**24.9**	**27.9**
EOCEP **English 1** SC SDE Website		**School Actual SWD 18.4**	**14.8**	***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*
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**	***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*
EOCEP **English 1** SC SDE Website	0% A, B, C (2016-17)	**School Projected LEP**	**3.0**	**6.0**	**9.0**	**12.0**	**15.0**
EOCEP **English 1** SC SDE Website		**School Actual LEP n/a**	**n/a**	***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*
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	*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*

EOCEP **English 1** SC SDE Website	30.4% A, B, C (2016-17)	**School Projected PIP**	**33.4**	**36.4**	**39.4**	**42.4**	**45.4**
EOCEP **English 1** SC SDE Website		**School Actual PIP 46.4**	**60.2**	***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*
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	*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*
EOCEP **English II** SC SDE Website	n/a% A, B, C (2020-21)	**School Projected Hispanic**				**n/a**	**n/a**
EOCEP **English II** SC SDE Website		**School Actual Hispanic**			**n/a**		
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	n/a% A, B, C (2020-21)	**School Projected AA**				**n/a**	**n/a**
EOCEP **English II** SC SDE Website		**School Actual AA**			**n/a**		

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	25.0% A, B, C (2020-21)	**School Projected SWD**				**26.0**	**27.0**
EOCEP **English II** SC SDE Website		**School Actual SWD**			**25.0**		
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	n/a% A, B, C (2020-21)	**School Projected LEP**				**n/a**	**n/a**
EOCEP **English II** SC SDE Website		**School Actual LEP**			**n/a**		
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	48.2% A, B, C (2020-21)	**School Projected PIP**				**49.2**	**50.2**
EOCEP **English II** SC SDE Website		**School Actual PIP**			**48.2**		
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	10.0% A, B, C (2016-17)	**School Projected Hispanic**	**13.0**	**16.0**	**19.0**	**22.0**	**25.0**
EOCEP Algebra 1 SC SDE Website		**School Actual Hispanic 40.9**	**n/a**	***waiver***	**n/a**		
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**	***waiver***	**31**		
EOCEP Algebra 1 SC SDE Website	n/a% A, B, C (2016-17)	**School Projected AA**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
EOCEP Algebra 1 SC SDE Website		**School Actual AA n/a**	**n/a**	***waiver***	**n/a**		

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**	***waiver***	**15**		
EOCEP Algebra 1 SC SDE Website	2.8% A, B, C (2016-17)	**School Projected SWD**	**5.8**	**8.8**	**11.8**	**14.8**	**17.8**
EOCEP Algebra 1 SC SDE Website		**School Actual SWD 4.2**	**3.2**	***waiver***	**9.8**		
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**	***waiver***	**7**		
EOCEP Algebra 1 SC SDE Website	n/a% A, B, C (2016-17)	**School Projected LEP**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
EOCEP Algebra 1 SC SDE Website		**School Actual LEP n/a**	**n/a**	***waiver***	**n/a**		
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**	***waiver***	**17**		

EOCEP Algebra 1 SC SDE Website	32.0% A, B, C (2016-17)	**School Projected PIP**	**35.0**	**38.0**	**41.0**	**44.0**	**47.0**
EOCEP Algebra 1 SC SDE Website		**School Actual PIP 24.3**	**23.4**	***waiver***	**15.1**		
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**	***waiver***	**25**		
EOCEP Biology SC SDE Website	28.5% A, B, C (2016-17)	**School Projected Hispanic**	**31.5**	**34.5**	**37.5**	**40.5**	**43.5**
EOCEP Biology SC SDE Website		**School Actual Hispanic n/a**	**n/a**	***waiver***	**15.0**		
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**	***waiver***	**30**		
EOCEP Biology SC SDE Website	45.5% A, B, C (2016-17)	**School Projected AA**	**48.5**	**51.5**	**54.5**	**57.5**	**60.5**
EOCEP Biology SC SDE Website		**School Actual AA n/a**	**n/a**	***waiver***	**n/a**		

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	*waiver*	18		
EOCEP Biology SC SDE Website	11.4% A, B, C (2016-17)	**School Projected SWD**	**14.4**	**17.4**	**20.4**	**23.4**	**26.4**
EOCEP Biology SC SDE Website		**School Actual SWD 6.2**	**10.3**	***waiver***	**6.4**		
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	*waiver*	9		
EOCEP Biology SC SDE Website	20.0% A, B, C (2016-17)	**School Projected LEP**	**23.0**	**26.0**	**29.0**	**32.0**	**35.0**
EOCEP Biology SC SDE Website		**School Actual LEP n/a**	**n/a**	***waiver***	**n/a**		
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**	***waiver***	**14**		

EOCEP Biology SC SDE Website	45.4% A, B, C (2016-17)	**School Projected PIP**	**48.5**	**51.5**	**54.5**	**57.5**	**60.5**
EOCEP Biology SC SDE Website		**School Actual PIP 29.7**	**41.9**	***waiver***	**23.5**		
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**	***waiver***	**28**		
EOCEP US History and the Constitution SC SDE Website	n/a% A, B, C (2016-17)	**School Projected Hispanic**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
EOCEP US History and the Constitution SC SDE Website		**School Actual Hispanic n/a**	**n/a**	***waiver***	**n/a**		
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**	***waiver***	**28**		
EOCEP US History and the Constitution SC SDE Website	60.0% A, B, C (2016-17)	**School Projected AA**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
EOCEP US History and the Constitution SC SDE Website		**School Actual AA n/a**	**n/a**	***waiver***	**n/a**		

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**	***waiver***	**18**		
EOCEP US History and the Constitution SC SDE Website	37.5% A, B, C (2016-17)	**School Projected SWD**	**40.5**	**43.5**	**46.5**	**49.5**	**52.5**
EOCEP US History and the Constitution SC SDE Website		**School Actual SWD 57.1**	**25.0**	***waiver***	**20.0**		
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**	***waiver***	**11**		
EOCEP US History and the Constitution SC SDE Website	n/a% A, B, C (2016-17)	**School Projected LEP**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
EOCEP US History and the Constitution SC SDE Website		**School Actual LEP n/a**	**n/a**	***waiver***	**n/a**		
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**	***waiver***	**15**		

EOCEP US History and the Constitution SC SDE Website	56% A, B, C (2016-17)	**School Projected PIP**	**59**	**62**	**65**	**68**	**71**
EOCEP US History and the Constitution SC SDE Website		**School Actual PIP 59.8**	**50.1**	***waiver***	**27.7**		
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**	***waiver***	**29**		
ACT Graduating Class	Composite 17.3 (2016-17)	**School Projected Hispanic**	**17.6**	**18.6**	**19.6**	**20.6**	**21.6**
ACT Graduating Class		**School Actual Hispanic 16.6**	**n/a**	***waiver***	**14.5**		
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**	***waiver***	**17.1**		
ACT Graduating Class	Composite n/a (2016-17)	**School Projected AA n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
ACT Graduating Class		**School Actual AA**	**n/a**	***waiver***	**18.5**		

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**	***waiver***	**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. MasteryConnect	September 2021 – June 2023	IC, teachers	$0	n/a	Increasing predicted EOC score
2. Personalized learning	September 2021 – June 2023	IC, teachers	$0	n/a	Observations
3. Common planning	August 2021 – June 2023	Principal, teachers	$0	n/a	Agendas/notes from meetings

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 9: By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Graduation Rate	(2016-17) **85.8**	**School Projected**	**86.8**	**87.8**	**88.8**	**89.8**	**90.8**
		School Actual **83.4**	**86.6**	**86.5**	**85.2**		
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. Track students who leave BRHS	August 2021 – June 2023	Guidance counselors	$0	n/a	Transfer paperwork
2. OnTrack Intervention	August 2021 – June 2023	OnTrack team	$0	n/a	Meeting notes

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 10: By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements.
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**		**48%**	**62%**	**76%**	**90%**
		School Actual	**34.4%**	**52.3%**	**61.1%**		
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. Increasing enrollment in G+ programs	April 2022 – April 2023	School counselors	$0	n/a	PowerSchool enrollment

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	95.3	**School Projected**	**91.8**	**93.3**	**94.3**	**95.3**	**96.3**
		School Actual 90.8	**91.8**	**92.3**	**81.5**		
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. OnTrack interventions	September 2021 – June 2023	OnTrack team	$0	n/a	Meeting notes, Intervention Connection System

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 12: Annually increase the percentage of high school Gifted and Talented Academic (GTA) students, 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) 43.7	**School Projected**	**44.7**	**45.7**	**46.7**	**47.7**	**48.7**
		School Actual **13.9**	**27.8**	**40.6**	**17**		
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. Encourage students to enroll in AP courses	January 2022 – June 2023	IC, school counselors, teachers	$0	n/a	IGP
2. Use AP Potential report to identify students for AP courses	January 2022 – June 2023	IC, teachers	$0	n/a	AP Potential report

Goal Area 2: Teacher/Administrator Quality

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**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 Ethnic Diversity yes	Gender Diversity yes Ethnic Diversity Yes	Gender Diversity yes Ethnic Diversity yes	
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. Recruitment	September 2021 – June 2023	Principal and Assistant Principals	$0	n/a	Resumes and notes from recruitment events including Shining Stars

Goal Area 3: School Climate

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	**93.4**	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 75.5	**82.7**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**80.6**		
SC SDE School Report Card Survey	**98.3**	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 100.0	**100.0**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**100.0**		
SC SDE School Report Card Survey	**78.9**	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		School Actual Parents 66.7	**91.7**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**84.5**		
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 84	93	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	93		
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97	97	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	92		
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents 88	89	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	98		

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Anti-bullying programming	August 2021 – June 2023	School counselors, administrators, advisory teachers	$0	n/a	Meeting notes
2.					
3.					

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 2: The 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)	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual 1.1%		**1.5%**	**0.3%**		
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)	**School Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		School Actual 0.0%		**0.0%**	**0.0%**		
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. OnTrack interventions	September 2021 – June 2023	OnTrack team	$0	n/a	Meeting notes

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 4: The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who describe their teacher as caring on the 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**	**53**	**57**	**61**	**65**	**69**
		School Actual 51	**50**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected Secondary**	**54**	**58**	**62**	**66**	**70**
		District Actual Secondary 52	**50**	**52**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Student conferences in advisory	September 2021 – June 2023	Advisory teachers	$0	n/a	Advisory records

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 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**
180th day Attendance Report	(2016-17) **95.64**	**School Projected**	**95**	**95**	**95**	**95**	**95**
		School Actual 95.07	**95.00**	**96.95**	**91.94**		
180th 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. Student conferences in advisory	August 2021 – June 2023	Advisory teachers	$0	n/a	Advisory records
2. OnTrack interventions	August 2021 – June 2023	OnTrack team	$0	n/a	Meeting notes
3. Teachers contact parents when students are absent 3 and 5 times	August 2021 – June 2023	All teachers	$0	n/a	Teacher contact log

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL 6: The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the 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 ≤ 8 Lonely ≤ 13 Angry ≤ 27**	**Afraid ≤ 8 Lonely ≤ 13 Angry ≤ 26**	**Afraid ≤ 7 Lonely ≤ 12 Angry ≤ 25**	**Afraid ≤ 7 Lonely ≤ 12 Angry ≤ 24**	**Afraid ≤ 6 Lonely ≤ 11 Angry ≤ 23**
		School Actual Afraid – 8% Lonely –13 % Angry – 27%	**Afraid – 6% Lonely – 16% Angry – 14%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
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%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Student conferences in advisory	August 2021 – June 2023	Advisory teachers	$0	n/a	Advisory records
2. Referrals to Mental Health Counselor as needed	August 2021 – June 2023	School counselors, administrators, teachers	$0	n/a	Parent contact log of counselors, administrators, and teachers