

FOUNTAIN INN HIGH SCHOOL

Greenville County School District

Strategic Planning and Portfolio

2018-2019 through 2022-2023

Mrs. Maureen Tiller

Principal, Fountain Inn High School

Dr. W. Burke Royster

Superintendent, Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Fountain Inn High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (one year)

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Maureen Tiller		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Amy Ballard		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Lindsey Beam		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 644 Quillen Avenue Fountain Inn, SC 29644

SCHOOL TELEPHONE: (864) 452-1800

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Maureen Tiller
2.	Teacher	Berkley Thomas
3.	Parent/Guardian	Margarete Miller
4.	Community Member	Jim Shelton
5.	Paraprofessional	Stephen Redmond
6.	School Improvement Council Member	Amy Ballard
7.	Read to Succeed Reading Coach	NA
8.	School Read To Succeed Literacy Leadership Team Lead	Lindsey Beam
9.	School Read To Succeed Literacy Leadership Team Member	Tiffany Rickey

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

10.	Assistant Principal	Matt Irvin
11.	Student	Elena Mertel

**** 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)]

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).

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.

x 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.

x 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.

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.

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.

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.

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.

x 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

Fountain Inn High School's portfolio was developed in 2021-2022 to document baseline data for the first year of the school. In 2021-2022, only a 9th grade class was enrolled at Fountain Inn High. The portfolio reflects the needs of the school as determined by its own self-reflection and needs assessment, but also the recommendations of the district, state, and community entities. The district provided surveys to faculty and the school provided surveys to parents and students which allowed stakeholders to self-assess and the results of these tools and surveys gave us a detailed look at the components of our school as well as the instructional program. Further, the feedback provided strengths and weaknesses to guide the school's areas of focus. Specific stakeholders that provided vision and leadership during this process include the school leadership team, SIC, department teams, staff and student organizations.

Three key areas of focus include:

1. Develop a positive, collaborative, and engaging learning environment at FIHS.
 - a. Implement flexible schedules where students can meet during the school day in clubs, organizations, academic remediation, enrichment, and advisory groups,
 - b. Create and implement a house structure system to support students as they transition and grow through high school,
 - c. Organize stakeholder groups that meet regularly to provide support as we grow (SIC, PTSA, Industry Advisory, Student Council, Boosters).
2. Embed project-based learning structures across all content areas (creativity, collaboration, communication, critical thinking).
3. Incorporate opportunities to engage students in literacy activities in all content areas.

Materials and resources on which this current Portfolio is based include the Every Child Succeeds Act, the Read to Succeed Act, the SC Department of Education Strategic Plan, the State Technology Plan, The Greenville County Schools' Education Plan, and EEDA 2005. Current research in the areas of best practices, effective tools for technology integration and assessment principles that clearly and specifically relate to instruction and student learning provided the foundation of the professional development plan. In 2021-2022, the faculty and staff of Fountain Inn High will focus on effective strategies to develop student clubs and organizations as well as groups that include all stakeholders, facilitate PLCs that focus on student achievement and planning for all learners, utilize collaborative structures in the classroom, implement project-based learning structures, and engage students in reading and writing in all content areas.

Executive Summary

Fountain Inn High School was able to establish a culture of community before the doors opened to students and faculty in August of 2021. The mascot of Fury has taken on an identity for the school community: We are The Fury! Fury means intensity, extreme fierceness, rapid action, state of inspired exaltation or excitement. As we continue to cultivate a culture of community, we strive to include the following traits.

- We are INNovative, INNspired, and INNtentional.
- We are active problem solvers; developing innovative solutions to the challenges we face.
- We have the skills to rapidly adapt to an ever-changing world.
- We exalt each of our individual strengths and differences; recognizing diversity makes fierce.
- We are intentional in our actions; building strong traditions that demonstrate pride in ourselves, our school, and in our community.
- We bring intensity and excitement to all that we do.

The school community will build traditions and culture as the school grows each year. Our mission is to create a collaborative culture for all stakeholders through personalized, project-based learning. As our student body and faculty and staff grow each year, we will be presented with the unique challenge to merge two groups into the culture that is being created. Our vision is to create pathways for every student so that students have a plan for themselves the day after graduation.

Findings for Student Achievement:

- Fall MAP scores show that more than half (58%) are below grade level in Math.
- Fall MAP scores show that less than half (43%) are below grade level in Reading.
- Many of our students are attending in-person school for the first time in a year and a half.

Findings for Teacher and Administrator Quality:

- The faculty of FIHS started with 26 teachers, 2 administrators, 1 instructional coach, 2 guidance counselors, and 1 media specialist.
- Professional development started in the summer with collaboration on mission and vision as well as a book study on increasing student ownership for the book *Empower* by John Spencer and A.J. Juliani.
- Personalized professional development will be offered throughout the school year to meet the instructional needs and goals of the school based on observation and coaching conversations.

Findings for School Climate:

- The Fountain Inn community has embraced FIHS and has shown great support with only a 7th/8th grade football team last year, we had more fans in attendance than our opponents at away games.
- The design of the school presents unique challenges for safety drills and those procedures will be evaluated and improved often.
- For the majority of the student body, half of the students come from Rudolph Gordon School and half of the students come from Bryson Middle. We will establish a house system that will help to merge the two groups into one.

Even in the first year of the school, athletics has already experience success. The JV boys basketball team went undefeated in the regular season and we had individual state qualifiers in cross country, swimming, and wrestling. In addition, the Performing Arts program has had members recognized in All-State Band, Chorus and Orchestra.

School Profile

School

644 Quillen Avenue
Fountain Inn, SC 29644
Telephone: (864) 452-1800
Fax: (864) 452-1825
www.greenville.k12.sc.us/fihs

Grades: 9th Grade

Enrollment: 365

School Location: 0.6 miles from Main St. in Fountain Inn

Principal: Maureen Tiller

Email: mtiller@greenville.k12.sc.us

Fountain Inn High School opened for the first time in August of 2021. This is the first completely new high school in nearly 50 years in Greenville County and the first time the city has had its own high school since 1956. The original Fountain Inn High School closed in 1957 with the opening of Hillcrest High. The mascot, the Fury, selected by students and community members, is represented by a phoenix which symbolizes rebirth. The navy, gray, and maroon colors are a combination of the former segregated high schools in the area. Fountain Inn, SC was chartered on Christmas Eve in 1886. Historically, Fountain Inn served as a crossroads for Native Americans and later a Stagecoach stop between Columbia and Asheville. During the Greenville area textile mecca, the Woodside Cotton Mill brought residents to the Fountain Inn area until it shut down in 1980's. Today, while the mill has been razed, you can still find many of the mill homes that date back to 1910 just a few miles from the high school. Today, the city boasts a booming high-tech advanced manufacturing industry that played a large role in the planning and development of Fountain Inn High School.

Fountain Inn High has a smaller learning community with a focus in advanced manufacturing, engineering and computer science called the Institute of Automation and Engineering (IAE). The institute houses the technology necessary for students to complete pathway programs in STEM-related fields, including engineering, mechatronics, machine tool, and computer science. Industry partners including ZF Transmissions, ABB, and Michelin, among others helped plan the institute space. In addition, the building has a state-of-the-art auditorium, large band and choir rooms, an art classroom with kiln room, and film studio. There are two computer labs designated for Digital Arts and CAD (Computer-aided design) equipped with 24 desktop PCs in each. There are also classrooms along the IAE lab with 16 desktop PCs. The building also has five science labs.

Teachers in specialized subjects like art and band have designated teaching spaces while others are assigned studio classrooms based on their courses for the semester. Teachers have a dedicated space in the faculty planning room that serves as an office. All instructional spaces as well as flex classrooms, large rooms divisible with whiteboard partitions, have audio enhancement options with surround sound as well as the latest 4K Promethean board technology. The furniture in the classrooms is mobile to allow multiple configurations to best fit the day's lesson.

The student collaborative spaces are open work areas for students to be able to work together in various grouping arrangements or for instructional strategies that need more space than the traditional classroom space

offers. The collaborative spaces for students are visible from most classrooms, meaning teachers can supervise group work in both settings. The open space balances providing freedom for students while maintaining structure and support in instruction. All students received a Chromebook at the beginning of the school year and this technology is utilized to personalize instruction and remove the physical walls of a classroom so that learning can take place anytime and anywhere.

In an effort to help with the transition and growth through high school, we have set the foundation for a house system. All students will be put into a house and then grades will be split in each house into advisory. Advisors will stay with their groups for four years. There are 14 houses that are named after prominent road names in Fountain Inn. Each house is also associated with a trait from the Profile of the SC Graduate.

Athletic facilities include football stadium, soccer stadium, baseball field, softball field, four tennis courts, rubberized track, weight room, multi-purpose room, two gymnasiums, and three practice fields, one designated to band.

Attendance Area and Community

The Fountain Inn community continues to experience economic growth and is currently undergoing a revitalization project of the downtown area. This project will seek to continue to add to the current vibrant downtown area of restaurants and shops that hosts various family-friendly events throughout the year including cultural arts and musical performances. There are a large number of homes in close proximity to the downtown area, so it is not uncommon to see families on golf carts and walking to have dinner or shop in the evenings and on the weekends.

As the southernmost high school in Greenville County Schools, the attendance area stretches from the Five Forks area in the north to the Gray Court area of Laurens County in the south. The attendance area encompasses the south-eastern part of the Golden Strip in the west stretching to the Greenville County line to the east. While the school community demographics does not show the diversity of the area (% minority), the school community is diverse by socio-economic level. A large number of students come from sub-divisions and lower to middle-class homes in the attendance zone. The balance of students come from apartments and housing in government subsidized areas.

Certified Staff Data

Table 1: Years of Experience

0-5	6-10	11-15	16-20	21-25	26+
9	11	3	4	3	1

Table 2: Education

Associates	Bachelors	Bachelors +15	Bachelors +30	Masters	Masters + 30
1	7	2	1	17	3

Table 3: Additional Endorsements

Gifted/Talented	AP
5	3

Table 4: Demographics

Gender	Race
16 Female 15 Male	4 Black 27 White

Student Population Data:

Table 1: Demographics

Grade Level	Total in Grade	Male	Female	Asian	Black or African American	Hispanic	Two or more races	White
9	365	204	161	5	88	52	10	210

Table 2: Key Demographics

Pupils in Poverty	Gifted and Talented	504	Special Education	AP Enrollment
68%	27%	5%	15%	63 students in AP Human Geography

Programs and Initiatives:

- Academic Success Center
- Advanced Placement
- Band and Color Guard
- Beta Club
- Chess Club
- Drama Club
- ESOL
- eSports
- Fellowship of Christian Athletes
- Freshman Success
- Fury Stand Up Anti-Bullying Club
- German Club
- INNvision Production
- Institute of Automation and Engineering
- Manga Club
- Mock Trial
- Mu Alpha Theta Honor Society
- Music Club
- National Art Honor Society
- Project Lead the Way
- Spanish Club
- Robotics
- Service Day

- Student Council
- Students in Action
- Winter Guard
- Youth in Government

Mission, Vision, and Beliefs

Vision:

Creating pathways to the future for every student.

Mission:

If we...

- Recruit, develop, and retain high-quality faculty and staff;
- Establish a learning environment that is safe, positive, collaborative, and engaging;
- Connect with industry and community partners to create pathways for students to explore interests, participate in real-world experiences, earn certifications, and reflect on their learning;
- Develop systems for support and enrichment;
- Engage all learners in current, relevant, rigorous, purposeful, and cross-curricular learning experiences;

Then we will graduate students who are ready to take the next step in their lives with the skills required to be active members in their communities.

Impact of COVID-19:

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

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

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

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

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

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

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

PERFORMANCE GOAL 1: The percentage of HS students scoring A, B, and C on the English II EOCEP will increase from ____% in 2021-22 to ____% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English I EOCEP SC SDE Website	x % of HS students scoring A, B, and C on English I EOCEP	School Projected					
		School Actual				Accountability has transitioned from English I to English II	Accountability has transitioned from English I to English II
English II EOCEP SC SDE Website	x % of HS students scoring A, B, and C on English II EOCEP (2021-22)	School Projected				Baseline Data Established 2021-22	Projection Established
		School Actual				Baseline Data Established 2021-22	

English I EOCEP SC SDE Website	49% of HS students scoring A, B, and C on English I EOCEP (2016-17)	District Projected *HS only*	60	61	62	63	64
		District Actual 58	65	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
English II EOCEP SC SDE Website	71% of HS students scoring A, B, and C on English II EOCEP (2020-21)	District Projected *HS only*				72	73
		District Actual			71		

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

Note: Fountain Inn High School opened in 2021-2022 with a 9th grade class. In 2022-2023, a 10th grade class will be added. In 2023-2024, an 11th grade class will be added. In 2024-2025, a 12th grade class will be added. The first graduating cohort will be in Spring 2025. Baseline data for assessments will be established based upon the grade levels actively enrolled in the school and corresponding test administrations.

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

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 2: The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from ____% in 2021-22 to ____% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	x % of HS students scoring A, B, and C on Algebra I EOCEP (2021-22)	School Projected				Baseline Data Established 2021- 22	Projection Established
		School Actual				Baseline Data Established 2021- 22	

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	<i>waiver</i>	24		

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

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

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

PERFORMANCE GOAL 3: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from ____% in 2021-22 to ____% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Biology EOCEP SC SDE Website	x % of HS students scoring A, B, and C on Biology EOCEP (2021-22)	School Projected				Baseline Data Established 2021- 22	Projection Established
		School Actual				Baseline Data Established 2021- 22	

Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) 64	District Projected	67	70	73	76	79
		District Actual 53	50	<i>waiver</i>	41		

Note: Fountain Inn High School opened in 2021-2022 with a 9th grade class. In 2022-2023, a 10th grade class will be added. In 2023-2024, an 11th grade class will be added. In 2024-2025, a 12th grade class will be added. The first graduating cohort will be in Spring 2025. Baseline data for assessments will be established based upon the grade levels actively enrolled in the school and corresponding test administrations.

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

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (<i>* required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 4: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase. *The baseline for this goal will be established in 2023-24.*
INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase by _____% 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	x % of HS students scoring A, B, and C on US History EOCEP (2023-24)	School Projected					Baseline Data Established 2023-24
		School Actual					Baseline Data Established 2023-24
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		

Note: Fountain Inn High School opened in 2021-2022 with a 9th grade class. In 2022-2023, a 10th grade class will be added. In 2023-2024, an 11th grade class will be added. In 2024-2025, a 12th grade class will be added. The first graduating cohort will be in Spring 2025. Baseline data for assessments will be established based upon the grade levels actively enrolled in the school and corresponding test administrations.

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

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

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 5: Increase the average ACT Composite Score for the graduating class.

PERFORMANCE GOAL 6: Increase the average SAT Composite Score for the graduating class.

INTERIM PERFORMANCE GOAL 5: Annually increase the average ACT Composite Score for the graduating class. *The baseline for this goal will be established in 2024-25.*

INTERIM PERFORMANCE GOAL 6: Annually increase the average SAT Composite Score for the graduating class. *The baseline for this goal will be established in 2024-25.*

ACT Graduating Class Data

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website		School Projected					Baseline Data Established 2024- 25
		School Actual					Baseline Data Established 2024- 25
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)	School Projected					Baseline Data Established 2024-25
		School Actual	x				Baseline Data Established 2024-25
SC SDE Website	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual 1089	1031	1038	1059		

Note: Fountain Inn High School opened in 2021-2022 with a 9th grade class. In 2022-2023, a 10th grade class will be added. In 2023-2024, an 11th grade class will be added. In 2024-2025, a 12th grade class will be added. The first graduating cohort will be in Spring 2025. Baseline data for assessments will be established based upon the grade levels actively enrolled in the school and corresponding test administrations.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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 7: Students will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment. *The baseline for this goal will be established in 2023-24.*

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					Baseline Data Established 2023-24
		School Actual					Baseline Data Established 2023-24

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	<i>waiver</i>	90.3		
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	School Projected					Baseline Data Established 2023-24
		School Actual					Baseline Data Established 2023-24
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	District Projected	95.0	96.0	97.0	98.0	99.0
		District Actual 94.7	93.8	<i>waiver</i>	94.7		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected					Baseline Data Established 2023-24
		School Actual					Baseline Data Established 2023-24

SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	District Projected	90.0	91.0	92.0	93.0	94.0
		District Actual 89.3	88.1	<i>waiver</i>	89.5		
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	School Projected					Baseline Data Established 2023-24
		School Actual					Baseline Data Established 2023-24
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	District Projected	68.0	69.0	70.0	71.0	72.0
		District Actual 67.1	67.4	<i>waiver</i>	67.1		

Note: Fountain Inn High School opened in 2021-2022 with a 9th grade class. In 2022-2023, a 10th grade class will be added. In 2023-2024, an 11th grade class will be added. In 2024-2025, a 12th grade class will be added. The first graduating cohort will be in Spring 2025. Baseline data for assessments will be established based upon the grade levels actively enrolled in the school and corresponding test administrations.

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1 SC SDE Website	% A, B, C	School Projected Hispanic					

EOCEP English 1 SC SDE Website		School Actual Hispanic		<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected Hispanic	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual Hispanic 53	51	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	% A, B, C	School Projected AA					
EOCEP English 1 SC SDE Website		School Actual AA		<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	District Projected AA	41	44	47	50	53
EOCEP English 1 SC SDE Website		District Actual AA 50	40	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	% A, B, C	School Projected SWD					
EOCEP English 1 SC SDE Website		School Actual SWD		<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	District Projected SWD	17	20	23	26	29

EOCEP English 1 SC SDE Website		District Actual SWD 20	18	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	% A, B, C	School Projected LEP					
EOCEP English 1 SC SDE Website		School Actual LEP		<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	District Projected LEP	40	43	46	49	52
EOCEP English 1 SC SDE Website		District Actual LEP 48	34	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	% A, B, C (2016-17)	School Projected PIP					
EOCEP English 1 SC SDE Website		School Actual PIP		<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected PIP	48	51	54	57	60
EOCEP English I SC SDE Website		District Actual PIP 56	50	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English II SC SDE Website	x% A, B, C (2021-22)	School Projected Hispanic				Baseline Data Established 2021-22	Projection Established

EOCEP English II SC SDE Website		School Actual Hispanic					
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	x% A, B, C (2021-22)	School Projected AA				Baseline Data Established 2021-22	Projection Established
EOCEP English II SC SDE Website		School Actual AA				Baseline Data Established 2021-22	
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	x% A, B, C (2021-22)	School Projected SWD				Baseline Data Established 2021-22	Projection Established
EOCEP English II SC SDE Website		School Actual SWD				Baseline Data Established 2021-22	
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	x% A, B, C (2021-22)	School Projected LEP				Baseline Data Established 2021-22	Projection Established
EOCEP English II SC SDE Website		School Actual LEP				Baseline Data Established 2021-22	
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	x% A, B, C (2021-22)	School Projected PIP				Baseline Data Established 2021-22	Projection Established
EOCEP English II SC SDE Website		School Actual PIP				Baseline Data Established 2021-22	
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	x% A, B, C (2021-22)	School Projected Hispanic				Baseline Data Established 2021-22	Projection Established

EOCEP Algebra 1 SC SDE Website		School Actual Hispanic				Baseline Data Established 2021-22	
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	District Projected Hispanic	40	43	46	49	52
EOCEP Algebra 1 SC SDE Website		District Actual Hispanic 33	35	<i>waiver</i>	31		
EOCEP Algebra 1 SC SDE Website	x% A, B, C (2021-22)	School Projected AA				Baseline Data Established 2021-22	Projection Established
EOCEP Algebra 1 SC SDE Website		School Actual AA				Baseline Data Established 2021-22	
EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	District Projected AA	30	33	36	39	42
EOCEP Algebra 1 SC SDE Website		District Actual AA 24	21	<i>waiver</i>	15		
EOCEP Algebra 1 SC SDE Website	x% A, B, C (2021-22)	School Projected SWD				Baseline Data Established 2021-22	Projection Established
EOCEP Algebra 1 SC SDE Website		School Actual SWD				Baseline Data Established 2021-22	
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	District Projected SWD	13	16	19	22	25

EOCEP Algebra 1 SC SDE Website		District Actual SWD 6	7	<i>waiver</i>	7		
EOCEP Algebra 1 SC SDE Website	x% A, B, C (2021-22)	School Projected LEP				Baseline Data Established 2021-22	Projection Established
EOCEP Algebra 1 SC SDE Website		School Actual LEP				Baseline Data Established 2021-22	
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	District Projected LEP	39	42	45	48	51
EOCEP Algebra 1 SC SDE Website		District Actual LEP 34	23	<i>waiver</i>	17		
EOCEP Algebra 1 SC SDE Website	x% A, B, C (2021-22)	School Projected PIP				Baseline Data Established 2021-22	Projection Established
EOCEP Algebra 1 SC SDE Website		School Actual PIP				Baseline Data Established 2021-22	
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	District Projected PIP	34	37	40	43	46
EOCEP Algebra 1 SC SDE Website		District Actual PIP 29	29	<i>waiver</i>	25		
EOCEP Biology SC SDE Website	x% A, B, C (2021-22)	School Projected Hispanic				Baseline Data Established 2021-22	Projection Established

EOCEP Biology SC SDE Website		School Actual Hispanic				Baseline Data Established 2021-22	
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	District Projected Hispanic	50	53	56	59	62
EOCEP Biology SC SDE Website		District Actual Hispanic 35	37	<i>waiver</i>	30		
EOCEP Biology SC SDE Website	x% A, B, C (2021-22)	School Projected AA				Baseline Data Established 2021-22	Projection Established
EOCEP Biology SC SDE Website		School Actual AA				Baseline Data Established 2021-22	
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected AA	43	46	49	52	55
EOCEP Biology SC SDE Website		District Actual AA 27	24	<i>waiver</i>	18		
EOCEP Biology SC SDE Website	x% A, B, C (2021-22)	School Projected SWD				Baseline Data Established 2021-22	Projection Established
EOCEP Biology SC SDE Website		School Actual SWD				Baseline Data Established 2021-22	
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	District Projected SWD	21	24	27	30	33

EOCEP Biology SC SDE Website		District Actual SWD 11	11	<i>waiver</i>	9		
EOCEP Biology SC SDE Website	x% A, B, C (2021-22)	School Projected LEP				Baseline Data Established 2021-22	Projection Established
EOCEP Biology SC SDE Website		School Actual LEP				Baseline Data Established 2021-22	
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected LEP	43	46	49	52	55
EOCEP Biology SC SDE Website		District Actual LEP 31	25	<i>waiver</i>	14		
EOCEP Biology SC SDE Website	x% A, B, C (2021-22)	School Projected PIP				Baseline Data Established 2021-22	Projection Established
EOCEP Biology SC SDE Website		School Actual PIP				Baseline Data Established 2021-22	
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	District Projected PIP	51	54	57	60	63
EOCEP Biology SC SDE Website		District Actual PIP 35	34	<i>waiver</i>	28		
EOCEP US History and the Constitution SC SDE Website	x% A, B, C (2023-24)	School Projected Hispanic					Baseline Data Established 2023-24

EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic					Baseline Data Established 2023-24
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected Hispanic	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual Hispanic 43	38	<i>waiver</i>	28		
EOCEP US History and the Constitution SC SDE Website	x% A, B, C (2023-24)	School Projected AA					Baseline Data Established 2023-24
EOCEP US History and the Constitution SC SDE Website		School Actual AA					Baseline Data Established 2023-24
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected AA	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual AA 36	33	<i>waiver</i>	18		
EOCEP US History and the Constitution SC SDE Website	x% A, B, C (2023-24)	School Projected SWD					Baseline Data Established 2023-24
EOCEP US History and the Constitution SC SDE Website		School Actual SWD					Baseline Data Established 2023-24
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	District Projected SWD	27	30	33	36	39

EOCEP US History and the Constitution SC SDE Website		District Actual SWD 25	19	<i>waiver</i>	11		
EOCEP US History and the Constitution SC SDE Website	x% A, B, C (2023-24)	School Projected LEP					Baseline Data Established 2023-24
EOCEP US History and the Constitution SC SDE Website		School Actual					Baseline Data Established 2023-24
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected LEP	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual LEP 37	35	<i>waiver</i>	15		
EOCEP US History and the Constitution SC SDE Website	x% A, B, C (2023-24)	School Projected PIP					Baseline Data Established 2023-24
EOCEP US History and the Constitution SC SDE Website		School Actual PIP					Baseline Data Established 2023-24
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected PIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual PIP 44	40	<i>waiver</i>	29		
ACT Graduating Class	Composite x (2024-25)	School Projected Hispanic					Baseline Data Established 2024-25

ACT Graduating Class		School Actual Hispanic					Baseline Data Established 2024-25
ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual Hispanic 17.3	17.8	<i>waiver</i>	17.1		
ACT Graduating Class	Composite x (2024-25)	School Projected AA					Baseline Data Established 2024-25
ACT Graduating Class		School Actual AA					
ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual AA 15.7	16.2	<i>waiver</i>	15.5		

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

Note: Fountain Inn High School opened in 2021-2022 with a 9th grade class. In 2022-2023, a 10th grade class will be added. In 2023-2024, an 11th grade class will be added. In 2024-2025, a 12th grade class will be added. The first graduating cohort will be in Spring 2025. Baseline data for assessments will be established based upon the grade levels actively enrolled in the school and corresponding test administrations.

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

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 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	(2024-25) x	School Projected					Baseline Data Established 2024-25
		School Actual					Baseline Data Established 2024-25
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 2024-25	School Projected					Baseline Data Established 2024-25

		School Actual					Baseline Data Established 2024- 25
Employability Credentialing Rate	Data will be reported in 2021- 22	District Projected					90
		District Actual				Baseline Year	

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
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 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 2024-25 school year	School Projected					Baseline Data Established 2024-25
		School Actual					Baseline Data Established 2024-25
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

Note: Fountain Inn High School opened in 2021-2022 with a 9th grade class. In 2022-2023, a 10th grade class will be added. In 2023-2024, an 11th grade class will be added. In 2024-2025, a 12th grade class will be added. The first graduating cohort will be in Spring 2025. Baseline data for assessments will be established based upon the grade levels actively enrolled in the school and corresponding test administrations.

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		School Projected				Baseline Data Established in 2021-2022	Projection Established
		School Actual				Baseline Data Established 2021- 2022	
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.

Note: Fountain Inn High School opened in 2021-2022 with a 9th grade class. In 2022-2023, a 10th grade class will be added. In 2023-2024, an 11th grade class will be added. In 2024-2025, a 12th grade class will be added. The first graduating cohort will be in Spring 2025. Baseline data for assessments will be established based upon the grade levels actively enrolled in the school and corresponding test administrations.

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

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

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

PERFORMANCE GOAL 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	(2021-22) x	School Projected				Baseline Data Established 2021-22	Projection Established
		School Actual				Baseline Data Established 2021-22	
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.

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

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 1: 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 2021-2022	Gender Diversity yes/no Ethnic Diversity yes/no	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department		District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	Gender Diversity=% Ethnic Diversity = %	

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Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 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		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students				Baseline Data Established 2021-22	
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers				Baseline Data Established 2021-22	
SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents				Baseline Data Established 2021-22	
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 84	93	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	92		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	98		

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Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 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				Baseline Data Established 2021-22	
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	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual				Baseline Data Established 2021-22	
GCS Expulsion Report from Kent Owens	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual .04	.10	.03	.004		

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Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 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	School Projected				Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
		School Actual				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.

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1.					
2.					
3.					

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 5: Achieve and maintain a student attendance rate of 95% or higher.							
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.							
DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 th day Attendance Report	(2021-22)	School Projected	95	95	95	95	95
		School Actual				Baseline Data Established 2021-22	
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96	92		

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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 6: The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							
DATA SOURCE(s):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in	School Projected				Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

		School Actual				<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Afraid - 7% Lonely - 16% Angry - 15%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

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