



GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS

# SCHOOL PORTFOLIO

(SCOPE 2018-2019 THROUGH 2022-2023)

UPDATE: 2020-2021

**Jason Warren, Principal**  
1 Vardry Street  
Greenville, South Carolina 29601  
864-355-5500

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

# SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Greenville Senior High School

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

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

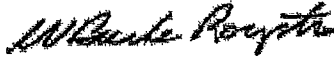
## Required Signature Page

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.

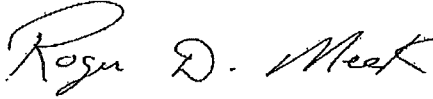
### SUPERINTENDENT

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

### PRINCIPAL

Mr. Jason Warren		2/7/22
PRINTED NAME	SIGNATURE	DATE


### CHAIRPERSON, BOARD OF TRUSTEES

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

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Monica Barnett		2-14-2022
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Nickie Templeton		2/11/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1 Vardry Street, Greenville SC 29601

SCHOOL TELEPHONE: (864) 355-5500

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

1. PRINCIPAL: Mr. Jason Warren
2. TEACHER: Ms. Beth Dameron
3. PARENT/GUARDIAN: Ms. Wendy Arnold
4. COMMUNITY MEMBER: Mr. KJ Jacobs
5. PARAPROFESSIONAL: Ms. Carrie Silver
6. SCHOOL IMPROVEMENT COUNCIL: Ms. Monica Barnett, SIC Chair
7. READ TO SUCCEED READING COACH: Mrs. Blair Haag
8. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD: Mrs. Kelly Sanderson
9. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM MEMEBER: Mrs. Janet Allen

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

- ASSISTANT PRINCIPAL: Dr. Nickie Templeton
- INSTRUCTIONAL COACH: Mrs. Blair Haag
- MAGNET COORDINATOR: Mrs. Kathryn Rowan
- TEACHER: Ms. Bailey Adkins
- GUIDANCE COUNSELOR: Mrs. Adelaide Fackler
- STUDENT: Ms. Elizabeth Whelehan (12<sup>th</sup>)
- STUDENT: Ms. Verionica Xavier (11<sup>th</sup>)
- PARENT: Ms. Wendy Arnold
- SCHOOL LITERACY LEADERSHIP TEAM: Mrs. Janet Allen, Ms. Amanda Catherman, Ms. Kennedy Kathleen Allen, Mr. David Slagle, Ms. Rachel Stokes, Mr. Travis Waters and Mrs. Megan Whitworth

## ASSURANCES FOR SCHOOL PLAN (Mandated Component)

### Act 135 Assurances

Assurances, checked by the principal, attest that the school complies with all applicable Act 135 requirements.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to

<input type="radio"/> No <input type="radio"/> N/A	<p>assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<p><b>Half-Day Child Development</b>  The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b>  The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<p><b>Parenting and Family Literacy</b>  The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<p><b>Recruitment</b>  The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b>  The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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**SCHOOL PORTFOLIO**

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## INTRODUCTION

Greenville Senior High's school portfolio was developed to document the changes for a five-year period beginning with 2018-2019 and ending 2022-2023. The portfolio reflects the needs of the school as determined by its own self-reflection and needs assessment, but also the recommendations of district, state, regional and community entities. Specific stakeholders that provided vision and leadership during this process include the Leadership Team, the Administrative Team, SIC, PTSA, the Freshman Academy staff, department and course level teams, teachers and student organizations.

**Three key areas of focus include:**

- Emphasizing an improved graduation rate with instructional, truancy, and individualized strategies for students along with ACT and EOC preparation.
- Developing curriculum focused on the newly adopted Common Core standards
- Improving the effective use of technology in the classroom

Materials and resources on which this current Portfolio is based include the No Child Left Behind legislation, the SC Department of Education Strategic Plan, the State Technology Plan, the Greenville County Schools' Education Plan, the Ten Key Practices of High School That Work and EEDA 2005. Current research in the areas of best practices, effective use of technology in the classroom and the adoption of the Common Core standards provided the backbone for development of the professional development plan. The faculty and staff of Greenville High will focus on effective strategies to improve graduation rate and student expectations, the effective use of technology, and the implementation and development of Common Core standards across the curriculum.

## EXECUTIVE SUMMARY

Greenville High Academy of Law, Finance, and Business has a proud tradition of excellence in academics, school spirit and athletics. We have a diverse student population with the heritage of four or more generations attending Greenville High School. The community is excited to accept the challenge of working with the students, parents and guardians, faculty and staff members and the Greenville community in meeting the challenges of public education in the 21st century. Our mission is to provide opportunities for students that will enable them to become productive citizens and lifelong learners. Our vision is that of a community working together to encourage and foster individual academic and personal achievement. Our belief is that each student can be successful. Greenville continues to advance the achievement of students in all instructional programs and encourages personal growth. We are proud of the following successes in our school programs:

Freshman Academy common planning provides teachers opportunities for continued collaboration, resulting in the continued decline of 9th grade failures. During the past ten years, the ninth grade retention has continued to decline from 5.31% to 2.54% in 2020.

Curriculum revision provides additional instruction time for students at-risk in English and math. Peer tutoring, extended day instruction, and the willingness of individual teachers to work with students on an as-needed basis insure that each individual has optimal opportunities for academic success.

Practice EOC tests were conducted to target at-risk students. This process identified students and provided data for modified instruction in English and math classes and high stakes courses such as Biology and US History. In addition students were targeted for extra help in HSAP Math and English classes. The results hopefully will lead to gains in the first-time HSAP pass rate and an overall gain on End-of-Course tests in the same period of time.

Ninth grade at-risk students and EOC students receive additional remediation through the USA TestPrep program, an online researched based program.

The Career Development Facilitator (CDF) to the staff enables students to develop Individual Graduation Plans based on their specific academic needs and career choices. The CDF and counselors met with students and parents for the purpose of academic planning during the spring registration process.

Student computers are available for use in the Media Center, a Writing Lab, the Foreign Language Lab, four business classrooms, an engineering lab and six portable wireless labs. In addition an iPad mobile cart was added in 2012-2013. Two additional computer labs were installed in April of 2012 to accommodate the growing finance and marketing portion of the



magnet program. Chromebook carts have been added to enhance a personalized learning environment for all students.

Project Lead the Way (PLTW), implemented in 2006, continues to expand its offerings. In February 2009 the Greenville High program earned national certification. Students who successfully complete the year-long course (Principles of Engineering and/or Introduction to Engineering Design) and pass a national exam are eligible for college credit. In May 2009, forty Greenville High students earned college credit at Clemson University and the University of South Carolina. Based on the success of PLTW courses, a second-tier course, Digital Electronics (DE) was added for the 2010-2011 school year.

In August 2009 Greenville High officially became the Academy of Law, Finance, and Business. Extensive planning involving the faculty and staff, students, and the community during 2008-2009 led to the development of an enriched magnet program grounded in hands-on experiences, rigorous classroom instruction, and innovative teaching strategies. This program has grown from 125 magnet students in 2009 to 397 magnet students in 2018-2019. Greenville High has the highest number of magnet students at the high school level in the district with this total of 397. The first Mock Trial team participated in competition in 2010 and has continued to compete annually. Other accomplishments include:

- The Class of 2021 was awarded over \$11.6 million for scholarships.
- Consistently Named to America's Most Challenging High School – Washington Post
- Consistently Ranked in South Carolina on US News – One of America's Best High Schools – US News
- Largest High School Magnet Program in Greenville County
- Variety of AP and Honors offerings
- Nationally certified Project Lead the Way computer science program
- Graduation Rate consistently above state average
- EOC scores are consistently above state average
- GHS had 35 AP Scholars with Distinction, 25 AP Scholars with Honor, and 74 AP Scholars
- Magnet focus courses of Law, Finance and Business with 84 Magnet Distinction Awards – 6-12 hours of Dual Credit available in focus areas
- 33 college credits offered
- Partnerships with Greenville Tech, University of South Carolina, SC Governor's School and Presbyterian College to offer the most dual credit courses in the district
- Fully integrated partnerships with GE, McMillian Pazdan Smith, and Greenville Federal Credit Union
- 40 competitive athletic teams with overall athletic GPA 4.131
- Advanced technology to enhance a personalized learning environment
- 27 students named as Palmetto Fellow Scholarship Recipients
- The Branch at Greenville High is a student-run credit union inside the school – partnered with Greenville Federal Credit Union, 1<sup>st</sup> of its kind in South Carolina

- Established small learning community using an inclusive Freshman Academy model – Freshman Academy small learning community
- 3 4A State Championships in Speech and Debate

Although Greenville High School is successful in many areas of student achievement, we face the challenge of meeting the needs of a diverse student body. Our student population for 2020-2021 is 44% Caucasian, 27% African American, and 27% Hispanic and 2% other. Due to the demographics of our attendance area, we know that a good portion of our students enter school with skill levels below high school expectations. We continue to challenge ourselves to accelerate student performance and raise the expectations for rigor and success in all academic areas. Key areas identified for improvement include:

- Declining on-time graduation rates
- Failing to meet ESEA in Math and English Language Arts, particularly the subgroups of African American males, special education students and individuals eligible for free and reduced lunch
- Struggling readers in all grade levels and across all academic abilities.

Based on meetings with stakeholders, the following performance goals have been identified:

#### **Goal Area: Student Achievement**

- Increase the percentage of students who graduate on-time in four year.
- Increase the pass rate on End of Course tests.

#### **Goal Area: Teacher/Administrative Quality**

- Increase the number of teachers using data to drive classroom instruction.
- Increase the number of teachers using literacy and technology strategies in daily classroom instruction.

#### **Goal Area: School Climate**

- Decrease the number of referrals for tardies.
- Decrease the number of referrals for disrespect and disruptive behavior.

Some of our accomplishments include:

#### **2012-2013**

- Continuation of Magnet focus courses in Law, Finance, and Business with 81 Magnet Distinction Awards
- Continuation of Early College/Dual Credit with Greenville Technical School classes
- Benchmark testing with data for instructional decision-making in 9<sup>th</sup> and 10<sup>th</sup> grade core courses and all EOC classes
- Continuation of USA TestPrep math and English intervention program in the Freshman Academy, EOC and HSAP classes
- Freshman Academy common planning with teachers' opportunities for continued collaboration, resulting in the continued decrease of 9th grade failures

- Named as Top 1500 School by *Newsweek*
- 12 AP and 34 Honors classes
- Nationally certified and award-winning Project Lead the Way program and Robotics Team
- 17 students named as Palmetto Fellow Scholarship recipients for 2012-2013
- 7 South Carolina Academic Achievement Honors Awards recipients for 2012-2013
- Team and individual awards for State, Upper State, and Regional Champions in various sports including golf, football, basketball, baseball, swimming, and track
- 40 competitive athletic teams with overall 2013 athletic GPA 3.69
- Annual Business and Law Weeks with community speakers

#### 2013-2014

- Palmetto Gold Award in Student Achievement for 2013-2014
- Achieved “Excellent” on Report Card
- Increased Early College and AP enrollment
- 40 competitive athletic teams with overall 2013 athletic GPA 3.72
- Greenville Senior High Academy is ranked 9th within South Carolina on US News/World Report
- Ranked in Top 200 magnet schools in U.S.
- Robotics Team 2014 State Champions
- 17 South Carolina Academic Achievement Honors Awards recipients for 2013-2014
- Continuation of USA TestPrep Math and English intervention program in the Freshman Academy, and EOC
- Benchmark testing with data for instructional decision-making in 9<sup>th</sup> and 10<sup>th</sup> grade core courses and all EOC classes
- Freshman Academy common planning with teachers’ opportunities for continued collaboration, resulting in the continued decrease of 9th grade failures
- 11 AP and 34 Honors classes
- Nationally certified and award-winning Project Lead the Way program
- 19 students named as Palmetto Fellow Scholarship recipients for 2013-2014
- Team and individual awards for State, Upper State, and Regional Champions in various sports including golf, football, basketball, baseball, swimming, and track
- Annual Business and Law Weeks with community speakers
- Continuation of Magnet focus courses in Law, Finance, and Business with 81 Magnet Distinction Awards
- Continuation of Early College/Dual Credit with Greenville Technical School classes
- New for 2014-15, Accelerate Program for Engineering in partnership with the SC Governor’s School, dual credit opportunities for qualifying students

#### 2014-2015

- America’s Most Challenging High School – *Washington Post*
- Greenville Senior High Academy is ranked within South Carolina on US News/World Report
- Ranked in Top 200 magnet schools in U.S.

- Robotics Team 2014 & 2015 State Champions
- 13 AP and 34 Honors classes
- Nationally certified and award-winning Project Lead the Way program
- Business, Law, and Finance community speakers
- Continuation of Magnet focus courses in Law, Finance, and Business with 70 Magnet Distinction Awards
- Continuation of Early College/Dual Credit with Greenville Technical School classes
- New for 2014-15, Accelerate Program for Engineering in partnership with the SC Governor's School. Dual credit opportunities for qualifying students
- Dual Credit Partnerships with Greenville Tech, University of South Carolina, SC Governor's School and Presbyterian College
- Tripled number of students who qualified for AP Distinction.
- 19 students named as Palmetto Fellow Scholarship recipients for 2014-2015
- Active Student Council – raised more than \$206,000 for Spirit Week
- Student-run Ground Floor Coffee Shop
- Outstanding Large Delegation Award of MUNCH XV
- Fully integrated partnerships with Street Law Inc., GE, McMillian Pazdan Smith, and Greenville Federal Credit Union
- 40 competitive athletic teams with overall athletic GPA 3.68
- Advanced technology to enhance a personalized learning environment for all students

## 2015-2016

- Increased Early College and AP enrollment
- America's Most Challenging High School – *Washington Post*
- Named Best High Schools – *Niche Report*
- 40 competitive athletic teams with overall 2016 athletic GPA 4.03
- Greenville Senior High Academy is ranked within South Carolina on US News/World Report
  - Ranked in Top 200 magnet schools in U.S.
- Robotics Team 3-Time State Champions
- Continuation of USA TestPrep Math and English intervention program in the Freshman Academy, and EOC
- Benchmark testing with data for instructional decision-making in 9<sup>th</sup> and 10<sup>th</sup> grade core courses and all EOC classes
- Freshman Academy common planning with teachers' opportunities for continued collaboration, resulting in the continued decrease of 9th grade failures
- 13 AP and 34 Honors classes
- Nationally certified and award-winning Project Lead the Way program
- 19 students named as Palmetto Fellow Scholarship recipients for 2014-2015
- Team and individual awards for State, Upper State, and Regional Champions in various sports including golf, football, basketball, baseball, swimming, and track

- Business, Law, and Finance community speakers
- Continuation of Magnet focus courses in Law, Finance, and Business with 70 Magnet Distinction Awards
- Continuation of Early College/Dual Credit with Greenville Technical School classes
- Accelerate Program for Engineering in partnership with the SC Governor's School. Dual credit opportunities for qualifying students
- Early College/Dual Credit with University of South Carolina
- Fully integrated partnerships with Street Law Inc., GE, McMillian Pazdan Smith and Greenville Federal Credit Union
- 2 National Merritt Scholarship Semi-Finalist

### 2016-2017

- Increased Early College and AP enrollment
- America's Most Challenging High School – *Washington Post*
- Named Best High Schools – *Niche Report*
- 40 competitive athletic teams with overall 2017 athletic GPA 4.09
- Greenville Senior High Academy is ranked within South Carolina on US News/World Report
  - Ranked in Top 200 magnet schools in U.S.
- Continuation of USA TestPrep Math and English intervention program in the Freshman Academy, and EOC
- Benchmark testing with data for instructional decision-making in 9<sup>th</sup> and 10<sup>th</sup> grade core courses and all EOC classes
- Freshman Academy common planning with teachers' opportunities for continued collaboration, resulting in the continued decrease of 9th grade failures
- 14 AP and 34 Honors classes
- Nationally certified and award-winning Project Lead the Way program
- 22 students named as Palmetto Fellow Scholarship recipients for 2016-2017
- Team and individual awards for State, Upper State, and Regional Champions in various sports including golf, football, basketball, baseball, swimming, and track
- Business, Law, and Finance community speakers
- Continuation of Magnet focus courses in Law, Finance, and Business with 82 Magnet Distinction Awards
- Continuation of Early College/Dual Credit with Greenville Technical School classes
- Accelerate Program for Engineering in partnership with the SC Governor's School. Dual credit opportunities for qualifying students
- Early College/Dual Credit with University of South Carolina
- Fully integrated partnerships with Street Law Inc., GE, McMillian Pazdan Smith and Greenville Federal Credit Union
- 2 National Merritt Scholarship Semi-Finalist

### 2017-2018

- Consistently Named to America's Most Challenging High School – *Washington Post*

- Consistently Ranked in South Carolina on US News – One of America’s Best High Schools – US News
- Consistently Ranked in Top 200 Magnet schools – US News
- Largest Magnet Program in Greenville County
- Variety of AP and Honors offerings
- Nationally certified and award-winning Project Lead the Way program – One of first to offer Project Lead the Way Computer Science program
- Magnet focus courses of Law, Finance and Business with 98 Magnet Distinction Awards – 6-12 hours of Dual Credit available in each focus area
- 39 college credits offered
- Partnerships with Greenville Tech, University of South Carolina, SC Governor’s School and Presbyterian College to offer the most dual credit courses in the district
- Fully integrated partnerships with Street Law Inc., GE, McMillian Pazdan Smith, and Greenville Federal Credit Union
- 40 competitive athletic teams with overall athletic GPA 4.131
- Advanced technology to enhance a personalized learning environment
- 2 National Merritt Scholarship Semi-Finalist
- 26 students named as Palmetto Fellow Scholarship Recipients
- The Branch at Greenville High is a student-run credit union inside the school – partnered with Greenville Federal Credit Union, 1<sup>st</sup> of its kind in South Carolina
- Established small learning community using an inclusive Freshman Academy model – Freshman Academy small learning community

### 2018-2019

- Consistently Named to America’s Most Challenging High School – Washington Post
- Consistently Ranked in South Carolina on US News – One of America’s Best High Schools – US News
- Largest High School Magnet Program in Greenville County
- Variety of AP and Honors offerings
- Nationally certified Project Lead the Way computer science program
- AP Computer Science: Female Diversity Award 2019
- Graduation Rate consistently above state average
- EOC scores are consistently above state average
- GHS had 44 AP Scholars with Distinction, 14 AP Scholars with Honor, and 76 AP Scholars including 3 National AP Scholars
- Magnet focus courses of Law, Finance and Business with 84 Magnet Distinction Awards – 6-12 hours of Dual Credit available in focus areas
- 39 college credits offered
- Partnerships with Greenville Tech, University of South Carolina, SC Governor’s School and Presbyterian College to offer the most dual credit courses in the district
- Fully integrated partnerships with GE, McMillian Pazdan Smith, and Greenville Federal Credit Union
- 40 competitive athletic teams with overall athletic GPA 4.131

- Advanced technology to enhance a personalized learning environment
- 3 National Merit Scholarship Finalists
- 25 students named as Palmetto Fellow Scholarship Recipients
- The Branch at Greenville High is a student-run credit union inside the school – partnered with Greenville Federal Credit Union, 1<sup>st</sup> of its kind in South Carolina
- Established small learning community using an inclusive Freshman Academy model – Freshman Academy small learning community
- 2 4A State Championships in Speech and Debate

### 2019-2020

- 36 South Carolina Academic Achievement Honors Awards
- 34 South Carolina Palmetto Fellows Scholarships
- 226 Eligible for South Carolina Life Scholarships
- 98 GHS Magnet Distinction Awards
- \$14,669,976 Million for Class of 2020 Scholarships
- 35 AP Scholars with Distinction
- 23 AP Scholars with Honor
- 112 AP Scholars including 2 National AP Scholars
- 2019-2020 Athletic GPA 4.15
- 12 Senior Athletes sign college scholarships
- 43 All Region Athletes (fall and winter only)
- 5 Region Championships, 2 Upper State Championship (fall and winter only)
- International Thespian Society: 1 International Thespian, 6 National Thespian, 4 Honor Thespian; 19 President's List Scholars, 5 Vice President's List Scholars, 5 Scholars
- 9 Students selected to All County and 3 Students selected to Region/All State Band
- Palmetto Gold and Silver Awards Program GOLD Winner
- Named Top 200 in Magnet Schools by U.S. News and World Report
- 6 National AP Scholars
- Competed in SCBDA Marching Band Championship for 9th Year
- 15 All County, 17 All Region and 3 All State Orchestra Students
- Named Best High Schools – Niche Report
- Named America's Most Challenging High School – Washington Post
- Ranked Within SC on US News World Report

### 2020-2021

- 36 South Carolina Academic Achievement Honors Awards
- 34 South Carolina Palmetto Fellows Scholarships
- 226 Eligible for South Carolina Life Scholarships
- 98 GHS Magnet Distinction Awards
- \$14,669,976 Million for Class of 2020 Scholarships
- 35 AP Scholars with Distinction
- 23 AP Scholars with Honor

- 112 AP Scholars including 2 National AP Scholars
- 2019-2020 Athletic GPA 4.15
- 12 Senior Athletes sign college scholarships
- 43 All Region Athletes (fall and winter only)
- 5 Region Championships, 2 Upper State Championship (fall and winter only)
- International Thespian Society: 1 International Thespian, 6 National Thespian, 4 Honor Thespian; 19 President's List Scholars, 5 Vice President's List Scholars, 5 Scholars
- 9 Students selected to All County and 3 Students selected to Region/All State Band
- Palmetto Gold and Silver Awards Program GOLD Winner
- Named Top 200 in Magnet Schools by U.S. News and World Report
- 6 National AP Scholars
- Competed in SCBDA Marching Band Championship for 9th Year
- 15 All County, 17 All Region and 3 All State Orchestra Students
- Named Best High Schools – Niche Report
- Named America's Most Challenging High School – Washington Post
- Ranked Within SC on US News World Report



## SCHOOL PROFILE

Greenville High School is an inner city school located a few blocks away from the downtown areas of the city of Greenville. Founded in 1776 as a trading center, Greenville was chartered as a city in 1869 and grew to become a leading textile and manufacturing area. Far-sighted leadership kept the city of Greenville viable by recruiting industry and corporate headquarters when retail businesses relocated in the 1950's and 1960's. Today, the city of Greenville is the center of business, entertainment, and culture in the county. A strong revitalization effort of the downtown area is in progress and making great strides.

Located in a picturesque setting near downtown, Greenville High School Academy of Law, Finance, and Business is rich in tradition. The Wall of Fame exhibits many plaques recognizing distinguished graduates dating back over a century. Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners. Academically grounded and motivated for success, today's graduates are well prepared to enter the workforce or to attend the finest colleges and universities across the nation. Pride in the community and in its heritage permeates the school.

The school is composed of a heterogeneous group of students who function well together. The socioeconomic status within the attendance area varies from the most poverty stricken to the most affluent. While some students enter the halls with a strong academic background, others enroll with a skill level below high school expectations. The unique combination of these varied backgrounds provides a setting where students can develop skills for life as well as find a more complete perspective of the makeup of their society. Most importantly, students will experience academic opportunities with technological and curricular support for all programs.

Students who enroll in Greenville High School become ingrained in the continual building of character that has been the tradition for generations. The opportunity to be involved in a traditional high school with the many outlets for school and community involvement is an asset for our students. This will continue as it is a vital part of the educational process. Graduates will not only have an academic or career focus, but they will also have developed these character building skills to use throughout life.

The Greenville High community is proud of our history-rich campus and facilities. Our main building was first used in 1938. It has been modified and renovated over the past seven decades, but has still retained that Greenville High School spirit of quality academic endeavor that has marked out graduates from that time on. Greenville High School underwent an extensive renovation in 2006. We now have 81 state-of-the-art classrooms, a new classroom wing, and a new gym.

Greenville High School launched a new Magnet Academy of Law, Finance, and Business in 2009-2010. This unique specialized program (an extension of Greenville High's core academic program), with its learning-based activities, develops students' understanding of a wide variety of topics and issues. Highlights of the program include a rigorous and relevant curriculum, opportunities for job shadowing and real world experiences such as Mock Trial, Forensics and Virtual Enterprise.

**LAW:** Students who are interested in pursuing a career in the legal profession or in law enforcement will be engaged in stimulating challenging instruction that introduces them to topics in law, criminal justice, and public policy.

**FINANCE:** Students, who are interested in serving our community or managing their own personal finances, will be introduced to such topics as banking, securities, and financial planning. This will prepare them to compete in a changing specialized profession that is driving our global society.

**BUSINESS:** Students who are interested in understanding the sound decisions that must be made in the global context of business and its impact on society will be offered courses that apply to real world situations.

Jason Warren, principal leads an Administrative Team of four assistant principals, one instructional coach (IC) and one half-time career development facilitator (CDF). In addition to the Administrative Team, leadership structures include the School Leadership Team composed of the principal, the IC, and department chairs from all content areas, guidance and the media center and the School Improvement Council (SIC).

Greenville High has a staff of 89 educators. Fifty-nine are female; 30 are male. Three teachers are National Board Certified. In 2020-21 there were 11 new teachers to GHS.

The staff includes five full-time counselors, one media specialist, and one technology integration specialist. The school district funds an Instructional Coach and a 0.5 Career Development Facilitator. The current staff includes both veteran teachers and those new to the teaching profession. Three are recognized as National Board Certified Teachers. The percent of teachers returning from the previous year was 81.92%. Part of the turnover is due to retirement and teacher relocation, the administration intends to do all that it can to support and encourage teachers to return.

The non-instructional staff members are an integral part of our team and are encouraged to attend school meetings and functions. Their work is critical to the safety and quality of our instructional program. Clerical personnel are district trained. Our data clerk is district trained, as are our nurse, who is fully licensed. Our resource officer is a Police Academy graduate. Also, on the staff are five special education aides, a plant manager, thirteen custodial workers, one NJROTC instructor, and a food service staff of eleven. Non-instructional personnel serve on our

School Improvement Council. They also meet with the faculty and the administrative team to express concerns, share insights, and help make decisions in areas in which they have expertise.

Table 1: School Enrollment by Grade Level

GRADE LEVEL	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
9 <sup>TH</sup> GRADE	413	433	473	412	503
10 <sup>TH</sup> GRADE	373	367	406	418	400
11 <sup>TH</sup> GRADE	321	312	323	354	345
12 <sup>TH</sup> GRADE	318	315	330	320	373
TOTALS	1425	1427	1532	1504	1621

Table 2: School Enrollment by Ethnicity (Percentages)

ETHNICITY	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
CAUCASIAN	42.52%	42.0%	43.0%	43.8%	44.4%
AFRICAN AMERICAN	30.7%	28.9%	26.7%	24.3%	23.4%
HISPANIC	21.7%	24.7%	25.9%	27.3%	28.1%
OTHER	4.4%	4.4%	4.4%	4.6%	4.1%

Table 4: School Enrollment by Special Education (Percentages)

YEAR	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
SPECIAL EDUCATION %	11.1%	9.9%	9.3%	9.9%	9.3%

This group continues to challenge the faculty and staff in terms of student achievement. Students with special needs are visible and included in all school activities and events. Because Greenville High is the inner-city hub for special education services and because of the excellent reputation of our program, many students are bussed to the school from outside of the attendance area. There are 7 special education teachers, three aides, and two itinerant specialists (vision and speech).

It is obvious from the above data that Greenville High School is an increasingly diverse population, reflecting its surrounding community. As we welcome the new to our community, we recognize many families who are second, third or even fourth generations at this school. We applaud this blend of old and new as we strive to meet the needs of each student.

## MISSION, VISION AND BELIEFS

### Mission Statement

Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners.

### Our Beliefs

All individuals can learn.

Education is a lifelong process.

Each student is a valued individual, with unique intellectual, physical, social, and emotional needs.

Quality teaching requires both love of students and content matter.

Clear goals and high expectations for student achievement according to state and Common Core standards should guide the development of the curriculum and the design of instructional strategies and learning activities.

All individuals have the right to be treated equally with dignity and respect.

All individuals have the right to a physically and emotionally safe learning environment.

Parents and guardians should be responsible and accountable for actively supporting the learning process.

Education is a total community effort involving home, school, and business.

### Our Vision

- Students will actively engage in learning.
- Students will develop a lifelong love of learning.
- Students, faculty, and parents (or guardians) will share a sense of unity and mutual respect.
- Students will meet all educational expectations.
- Students, faculty, and parents (or guardians) will together develop and nurture extracurricular interests and involvement.
- Students, teachers, parents (or guardians), and community will contribute to create an atmosphere of quality learning and to instill a lifelong desire for learning.

### Our Expectations

- Teachers will incorporate a variety of strategies and resources to insure a relevant, challenging, and engaging learning environment.
- Teachers will promote meaningful learning opportunities both in and beyond the classroom.
- Teachers will plan instructional activities based on best practices that are informative and inspiring.

**Curriculum** will be:

*rigorous and meaningful.  
designed to meet the needs of each individual. standards-based.  
reflective of high expectations.  
driven by what is best for every student.*

**Instruction** will be:

*structured with both student and teacher-centered practices. well planned by highly  
qualified teachers.  
based on best practices.  
engaging to motivate students.*

**Assessment** will be:

*varied and appropriate to the content and grade level. reflective of different learning  
styles.  
ongoing.  
linked to standards.  
formative and summative.  
based on mastery of skills and concepts.*

The **learning environment** will be:

*safe, inviting and nurturing.  
consistent and fair.  
clean and comfortable.*

## DATA ANALYSIS AND NEEDS ASSESSMENT

### District Expectations

Greenville County Schools' expectations for student learning are outlined in the district's Strategic Education Plan for 2013-2018. ***Charting a Steady Course for Excellence in Education*** clearly reflects the measures outlined in federal and state plans. The goals identified for Greenville County Schools are:

1. Raise the academic challenge and performance of each student.
2. Ensure quality personnel in all positions.
3. Provide a school environment supportive of learning.
4. Effectively manage and further develop necessary financial resources.
5. Improve public understanding and support of public schools.

The School Board identified Goal 1 as the primary goal with Goals 2-5 as support goals. All five goals are fully developed in the district's Strategic Education Plan. That plan, available at the district web site, contains objectives, strategies and resources for effectively achieving each goal. Goals 1, 2, and 3 relate directly to Greenville High's Action Plan.

### Local Expectations at Greenville High School

A study of expectations at Greenville High School begins by referencing the school mission statement: Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners.

Our school in many ways is not one school but two. One group consists of the higher-level classes--honors and AP classes which represent 40 percent of our population. A diverse and adequate number of AP courses are offered at the school. The other includes the vast majority of grade repeaters, Exit Exam failures, and the high dropout rate. The Action Plan developed for 2018-2023 attempts to meet the needs of both groups in an effort to increase rigor, promote critical thinking, and increase student performance for all students.

## STUDENT ACHIEVEMENT

### Student Achievement

Data from the most recent School Report Card (2014) indicated Greenville Senior High School is effective in some areas and is still working to improve in others. Our overall ratings have been good, as shown in the chart below. We are very proud to reclaim the level of “Excellent” in 2013.

Table 1: School Report Card Ratings 2012-2021

YEAR	SCHOOL REPORT CARD RATING	FEDERAL ESEA WAVIER
2012	Good	78.8% (C)
2013	Excellent	58.6% (F)
2014	Excellent	87.4% (B)
2015	NA	NA
2016	NA	NA
2017	NA	NA
2018	Average (58)	NA
2019	Average (58)	NA
2020	Not Rated in 2020 due to COVID-19 and a required waiver	
2021	Not Rated in 2021 due to COVID-19 and a required waiver	

Greenville Senior High’s graduation rate has increased since 2012. In 2010 the on-time graduation rate was 70.8% and decreased in 2012 to 69.8%. Graduation rate has become a major focus for the school and any program we consider.

Table 2: Greenville Senior High School’s Graduation Rate

YEAR	GRADUATION RATE
2012	69.8%
2013	81.5%
2014	82.8%
2015	87.3%
2016	91.2%
2017	89.6%
2018	82.3%
2019	83.4%
2020	89.2%
2021	80.4%

End-of-Course tests, one of the indicators on the School Report Card, continue to be an area of emphasis. Greenville Senior High is attributed to an ongoing school wide initiative using data with classroom instruction aimed at specific skills areas, the use of online test prep programs

(USA Test Prep), and study sessions prior to exam days. In addition, teachers in the English, Math, Science and Social Studies Freshmen Academy departments meet during the summer and continue to meet throughout the school year. Periodically throughout the school year, the district's learning consultant for that content area meets to discuss Common Core expectations and strategies with the team. In addition, the purpose of these planning sessions is to continue the development of instructional strategies (best practices) aimed at increasing EOC scores. Closer scrutiny of EOC scores indicate that the subgroups who are identified as at-risk are the same subgroups who fail to score at 70% or better on EOC: African-Americans, Hispanics, subsidized lunch students and students with disabilities.

Table 3: Greenville Senior High School EOC Test Results

EOC	2017 Pass Rate	2018 Pass Rate	2019 Pass Rate	2020 Pass Rate	2021 Pass Rate
Algebra 1	73%	63.4%	72%	Not administered in 2020 due to COVID-19 and a required waiver.	61.9%
Biology 1	79%	73.9%	76%		59.1%
English 11					86.9%
US History	73%	72.5%	72%		65%

SAT and ACT are two college entrance tests available to students interested in attending a four-year college or university. Therefore, success on these tests translates into improved opportunities for Greenville High students after high school. Continued efforts towards appropriate test selection and better preparation for these tests have led to steady numbers in average composite scores over the past five years.

Table 4: Greenville Senior High School SAT Test Results by Area

YEAR	CRITICAL READING	MATH	WRITING*	COMPOSTIE SCORE*
2013	474	478	458	952
2014	491	482	465	973
2015	470	460	450	930
2016	496	484	475	980
2017	556	529	Reading	1086
2018	541	519	Reading	1059
2019	512	498	Reading	1010
2020	Not administered in 2020 due to COVID-19 and a required waiver.			
2021	526	524	537	1061

The ACT and ACT WorkKeys is the state testing program, given to grade 11 students are defined as students in the third year of high school after their initial enrollment in the ninth grade.

Table 5: Greenville Senior High School ACT Average Grade Distribution



AVERAGE SCORE	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
2013	20.5%	21.2%	21.9%	20.8%	21.2%
2014	21.4%	21.5%	22.7%	21.5%	21.9%
2015	18.1%	19.1%	19.4%	20.1%	19.3%
2016	17.7%	19.2%	19.2%	19.5%	19.1%
2017	16.8%	18.4%	18.7%	18.6%	18.3%
2018	17.6%	18.6%	19.3%	18.8%	18.7%
2019	20.0%	20.6%	21.8%	21.0%	21.0%
2020	Not administered in 2020 due to COVID-19 and a required waiver.				
2021	21.7%	22.2%	22.9%	22.9%	22.5%

Table 6: Greenville Senior High School WorkKeys – National Career Readiness Certificate

Percentage of Students	BRONZE	SILVER	GOLD	PLATINUM	TOTAL
2015	21.9%	40.0%	28.8%	0.6%	91.3%
2016	21.9%	46.5%	19.4%	4.2%	92.0%
2017	20.1%	47.7%	15.8%	.3	83.9%
2018	19.7%	53.8%	7.4%	3.1%	84%
2019	15.3%	49.7%	15.6%	4.4%	85%
2020	Not administered in 2020 due to COVID-19 and a required waiver.				
2021	16.2%	54.5%	15.9%	1.5%	88%

Table 7: Greenville Senior High School WorkKeys – Applied Mathematics

Percentage of Students	LESS 3	3	4	5	6	7
2015	5.9%	20.6%	17.5%	24.7%	20.3%	10.9%
2016	10.6%	14.5%	17.1%	28.1%	23.9%	5.8%
2017	9.4%	17.9%	19.5%	28.6%	16.7%	7.9%
2018	7.7%	16.0%	15.1%	22.8%	33.8%	4.6%
2019	6.9%	15.3%	15.0%	22.8%	29.1%	10.9%
2020	Not administered in 2020 due to COVID-19 and a required waiver.					
2021	7.8%	17.2%	19.7%	19.2%	25.0%	11.1%

Table 8: Greenville Senior High School WorkKeys – Locating Information

Percentage of Students	LESS 3	3	4	5	6	7
2015	3.8%	10.0%	53.4%	32.2%	0.6%	NA
2016	7.1%	15.2%	52.6%	25.2%	0	NA
2017	12.8%	14.3%	55.3%	17.3%	.3%	NA
2018	5.8%	19.7%	61.8%	7.1%	5.5%	NA
2019	6.9%	10.9%	61.6%	13.4%	7.2%	NA
2020	Not administered in 2020 due to COVID-19 and a required waiver.					
2021	4.5%	18.4%	60.3%	15.1%	1.7%	NA

Table 9: Greenville Senior High School WorkKeys – Reading for Information

Percentage of Students	LESS 3	3	4	5	6	7
2015	3.1%	3.1%	28.8%	35.6%	22.8%	6.6%
2016	4.5%	3.5%	21.9%	46.5%	19.4%	4.2%
2017	4.6%	6.1%	25.2%	38.9%	20.7%	4.6%
2018	10.2%	4.6%	41.2%	29.5%	9.5%	4.9%
2019	10.9%	4.7%	33.1%	31.6%	13.4%	6.3%
2020	Not administered in 2020 due to COVID-19 and a required waiver.					
2021	8.2%	1.8%	38.7%	33.1%	15.2%	2.9%

Student achievement in Advanced Placement courses (AP) provides an indication of course rigor and student ability to meet such rigorous expectations. Performance in AP classes indicates readiness for post-secondary work. The percent of students scoring three or higher on AP exams remains steady. A major concern continues to be the small number of minority students enrolled in AP courses. Efforts have been made to address this trend. Beginning in 9th grade, teachers will work more closely with counselors and the career development specialist in an effort to align student achievement with academic goal setting. This includes insuring that all students experience academic rigor from the onset of their high school careers through 12th grade.

Table 10: Advanced Placement – Number of Exams Given

AP COURSE	2015	2016	2017	2018	2019	2020	2021
BIOLOGY	21	47	51	104	100	125	91
CALCULUS	30	68	31	31	51	46	57
CHEMISTRY	28	23	34	27	28	44	20
COMPUTER SCIENCE					11	39	43
ENGLISH LANGUAGE	138	50	60	88	114	111	114
ENGLISH LITERATURE		187	89	115	74	107	106
ENVIRONMENTAL SCIENCE		27	61	60	61	20	42
EUROPEAN HISTORY	48	68	54	100	85	108	110
HUMAN GEOGRAPHY	133	94	152	156	157	124	118
MACROECONOMICS	22	25	31	23	1	24	14
MUSIC THEORY						12	3
PHYSICS	38	15	12	24	24	40	19
SPANISH LITERATURE						32	14
STATISTICS	66	63	41	29	42	70	21
US GOVERNMENT & POLITICS	27	25	28	29	29	49	30
US HISTORY	81	82	46	86	137	134	123
# OF EXAM GIVEN	632	774	696	872	914	1085	929

Professional Development 2020-2021

Background/rationale:

In Results Now, Mike Schmoker argues persuasively that “unprecedented improvements” can occur in teaching and learning when leadership can be redefined on the basis of teams of teachers, administrators, support personnel and community members coming together to form professional learning communities (PLCs). The focus of learning communities is a desire to continuously seek and share learning in the form of current research and best practices which can then be acted upon in the school environment. The goal of PLCs is to enhance effectiveness as professionals so that students benefit. This arrangement has also been termed communities of continuous inquiry and improvement. Lucianne Carmichael stated, "Teachers are the first learners." Through their participation in a professional learning community, teachers become more effective, and student outcomes increase - a goal upon which we can all agree." (Carmichael, L. 1982, October. Leaders as learners: A possible dream. Educational Leadership, 40(1), 58-59.)

PLCs are characterized as follows:

*supportive and shared leadership,  
collective creativity,  
shared values and vision,  
supportive conditions, and  
shared personal practice.*

The Greenville High faculty and administration adopted school-wide goals and objectives during the 2009 – 2010 and has continued this initiative through the current school year. The over-arching goal is for all students to graduate in four years. This is supported by the following objectives: increase pass rate on EOCE (Algebra 1, English 1, US History, Biology); increase rigor and relevance in all courses by providing focused professional development.

Initiatives focused on achieving these objectives for 2018-2019 include:

*EOC Initiative  
Authentic literacy across the curriculum  
Increased use of effective technology strategies*

The current model for professional development offers teachers a variety of sessions through the district and school setting. Professional development at the school level is presented in a wide variety of formats, such as before school, after school, during planning periods and virtually. Thus far, experiences have been limited to developing technology proficiency, while preparing for the 1:1 incentive. Greenville High will focus each month on a new Google Apps for Education tool. To implement new practices and to provide sustaining support or allowing for reflective practices, professional development sessions have provided teachers with active and engaging strategies that will promote effective teaching.

Additionally, days designated by GCSD for Professional Development are scheduled into the calendar early in the year. These days occur at the onset of the school year when teachers are busy getting their classrooms ready for students, at the end of grading periods or the last few days of school when teachers are finalizing grades, cleaning rooms and mentally checking out for

the summer. We have moved to the next level—to make professional development more readily accessible, more relevant to practice and more embedded into the craft of teaching. We are closing the gap between what we know and what we do in each and every classroom at Greenville High. As Mike Schmoker states, “Any faculty could improve performance tomorrow if they never attended another professional development.” The key is small professional learning communities—core departments, the Freshman Academy team, the department chairs, the leadership team, the SIC— focused on continuous improvement in instructional practices which impact student achievement.

GHS PLCs will:

- analyze and disaggregate data,
- research and discuss strategies for improving student achievement by focusing on reading, writing and vocabulary development in content areas,
- develop and critically review common assessments,
- develop and reflect upon best practices for engaging students
- develop instructional strategies geared toward Common Core standards.

Our guiding principles within each PLC will be as follows:

- We accept learning as the fundamental purpose of our school and we are willing to examine all of our teaching practices in terms of their impact on learning.
- We are committed to working together to achieve our goal.
- We will assess our effectiveness bases on results rather than intentions.

Three critical questions serve as the foundation for our planning:

- What do we expect students to learn?
- How will we know students have learned?
- How will we respond when students have difficulty learning?

Implementation Plan 2021-2022:

Our goal: All students will graduate in four years.

Action Steps:

- Increase student performance in English Language Arts (EOCE, grade level coursework, literacy skills);
- Increase student performance in Mathematics (EOCE, grade level coursework, literacy in math skills);
- Develop a Code of Conduct which promotes lifelong learning and values diversity.

Focal areas:

- Continuous professional development focused on best practices including:
- literacy across the curriculum (critical reading, discussion, writing),
- critical thinking and problem solving,
- assessment based on standards.

## Timeline for 2021-2022

### August 2020

- Department Days focused on identifying power standards, developing curriculum maps, course matrices and common syllabi, and initiating development of common assessments for core courses
- New Teacher Orientation
- PowerTeacher Training
- Rubicon Curriculum and Unit Plan Training
- Personalized Learning – Google Apps for Education

### First Semester/September 2021

- Freshman Academy PLC identifies students at-risk and strategies to address their needs.
- English PLC and math PLC identify students at-risk and strategies to address their needs.
- Department PLCs identify students at-risk and strategies to address their needs.
- Freshman Academy, English and Math PLCs analyze data for 9th grade during common planning; adjust instruction based on assessed needs
- English and Math PLCs analyze HSAP data for 10th grade and repeat test-takers during common planning; adjust instruction based on assessed needs
- Science and Social Studies meet monthly to review goals
- Training: PowerTeacher, PAS-T Evaluation Process, PAS-T Goal Setting Conferences, Teacher Web Pages, Rubicon Curriculum Training
- Personalized Learning – Google Apps for Education

### October 2021

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- All departments analyze first nine weeks grades and adjust instruction accordingly
- Teachers examined student achievement data such as benchmark scores and current grade distributions to adjust instructional strategies
- Technology Training through monthly professional development
- School Professional Development: Common Core Literacy Design Collaborative Template Tasks – Scaffolding Writing
- School Professional Development – Learning Focus Best Practices
- District Common Core Implementation Secondary meetings
- District Common Core Implementation Secondary meetings
- Personalized Learning – Google Apps for Education

### November 2021

- Freshman Academy PLC continues strategies to address student needs.

- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- Technology Training through monthly professional development
- Training: PowerTeacher, PAS-T Evaluation Process, PAS-T Goal Setting
- School Professional Development – Common Core LDC Module Writing
- District Common Core Implementation Secondary Meetings
- Personalized Learning – Google Apps for Education

#### December 2021

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- Technology Training through monthly professional development District
- Common Core Implementation Secondary Meetings
- Personalized Learning – Google Apps for Education

#### January 2022

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- All departments analyze first semester grades and adjust instruction accordingly.
- Department chairs meet to review progress, adjust and revise goals as needed for second semester
- CRT meets with administration to review and revise PD Plan for 2nd Semester.
- Technology Training –during monthly professional development
- District Common Core Implementation Secondary Meetings
- Personalized Learning – Google Apps for Education

#### Second Semester/February 2022

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs...
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction All departments review and revise plans for HSAP, EOC, AP prep
- Technology Training during monthly professional development
- District Common Core Implementation Secondary Meetings
- Personalized Learning – Google Apps for Education

#### March 2022

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- All departments analyze third nine weeks grades and adjust instruction accordingly
- District Common Core Implementation Secondary Meetings
- Common Core Assessment Research and Writing Strategies
- Personalized Learning – Google Apps for Education

#### April 2022

- Freshman Academy PLC continues strategies to address student needs
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- District Common Core Implementation Secondary Meetings
- Technology Training through monthly professional meeting
- Personalized Learning – Google Apps for Education

#### May 2022

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- All departments analyze second semester grades and adjust instruction accordingly.
- Personalized Learning – Google Apps for Education

Greenville Senior High Academy of Law, Finance and Business  
School Portfolio

## PROFESSIONAL DEVELOPMENT

### ADVANCED ACCREDITATION STANDARD 3: TEACHING AND LEARNING

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

### ADVANCED ACCREDITATION STANDARD 4: DOCUMENTING AND USING RESULTS

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement effort.

### GREENVILLE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT REQUIREMENT

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

### PROFESSIONAL DEVELOPMENT EXCHANGE DAY(S)

- Teachers may earn 1 or 2 days off for PD received during “off contract” time from the day after school’s out in 1 year until the day school’s out the next year.
- “Off contract” time includes weekend, holiday, after school, and summer hours that are outside of the teacher’s regularly scheduled working hours.
- Hours used toward a day off can’t have been used to gain in-service credit for certificate renewal, college course credit, or a stipend. They can be part of the district yearly-required 24 hours.
- 7 hours of professional development may be exchanged for one day off.
- Days off must be taken on predetermined PD exchange days on the district calendar and be approved in advance by Mr. Warren.

### STATE CERTIFICATE RENEWAL GUIDELINES

- New teachers with a SC Initial Certificate aren’t eligible to accrue renewal credit points toward certificate renewal until they have a SC Professional Certificate.
- Teachers with a SC Professional Certificate with less than a Masters degree must earn at least one 3-hour graduate level course from an accredited college or university and 60 renewal points or an additional 3-hour graduate course within a five-year validity period to renew their state Professional Certificate.
- Teachers with a SC Professional Certificate with a Masters degree or higher must earn 120 renewal credit pts, 6 college credit hours, or 60 renewal credit pts. & 3 college credit hours in a 5 year validity period to renew their certificate.



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

- Each teacher will be required to attend the session during an assigned department professional development.
- Attendance will be taken at each session and will be recorded on the Portal with recertification points.

**AFTER SCHOOL MEETINGS AND PROFESSIONAL DEVELOPMENT:** *(SCHEDULE ADAPTED AS NEEDED)*

**1<sup>st</sup> Wednesday, 4:00—5:00:** Department Head Meetings

**2<sup>nd</sup> Wednesday, 4:00—5:00:** Department Meetings

**3<sup>rd</sup> Wednesday, 4:00-5:00:** Faculty Meeting

**4<sup>th</sup> Wednesday, 4:00—5:00:** Professional Development

**FRESHMAN ACADEMY PROFESSIONAL DEVELOPMENT:**

**Bi-Weekly Thursdays, 5<sup>th</sup> Period Planning:** Freshman Academy

- Each Freshman Academy teacher will be required to attend the sessions.
- Attendance will be taken at each session and will be recorded on the Portal with recertification points.

**Greenville County School District****Professional Development Areas of Emphasis: 2021-2022**

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**ELA**

- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

**Science**

- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

**Social Studies**

- Opinion/argument writing using primary sources, secondary sources and DBQ's

- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

#### Mathematics

- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

#### World Languages

- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

Greenville Senior High Academy of Law, Finance and Business  
School Portfolio

## ACTION PLAN

### 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 74 % in 2020-21 to 75 % in 2022-23.  
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*  
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

**INTERIM PERFORMANCE GOAL:** The percentage of HS students scoring A, B, and C on the English II EOCEP will increase by 1 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English I EOCEP SC SDE Website	52% of HS students scoring A, B, and C on English I EOCEP (2016-17)	School Projected	54	56	58	60	62
		School Actual 62	56.7	waiver	Accountability has transitioned from English I to English II	Accountability has transitioned from English I to English II	Accountability has transitioned from English I to English II
English II EOCEP SC SDE Website	74% of HS students scoring A, B, and C on English I EOCEP (2020-21)	School Projected				75	76
		School Actual			74		

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 I EOCEP (2020-21)	District Projected *HS only*				72	73
		District Actual 58			71		

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring session's year-long for all students.	Continuous	EOC Teachers	0	NA	Attendance Logs of Sessions
2. English 1 district benchmark and data analysis by English 1 teachers.	Quarterly	EOC Teachers	0	NA	Benchmark Data and PLC Notes
3. All English 1 teachers participate in a PLC that meets bi-monthly for data driven,	Bi-Monthly	EOC Teachers	0	NA	Meeting Minutes

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
standards based instructional planning.					
4. Schedule common planning period for English 1 teachers for data driven, standards based instructional planning	Daily	EOC Teachers	0	NA	Weekly Plans

**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 \_\_37\_\_% in 2016-17 to \_\_47\_\_% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase by \_\_2\_\_% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	37 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	39	41	43	45	47
		School Actual 37.6	42.3	waiver	33.3		
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. Tutoring session's year-long for all students.	Continuous	EOC Teachers	0	NA	Attendance Logs of Sessions
2. Algebra 1 district benchmark and data analysis by Algebra 1 teachers.	Quarterly	EOC Teachers	0	NA	Benchmark Data and PLC Notes
3. All Algebra 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	NA	Meeting Minutes
4. Schedule common planning period for Algebra 1 teachers for data driven, standards based instructional planning	Daily	EOC Teachers	0	NA	Weekly Plans



**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 \_\_\_68\_\_\_% in 2016-17 to \_\_\_78\_\_\_% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase by \_\_\_2\_\_\_% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Biology EOCEP SC SDE Website	68 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	School Projected	70	72	74	76	78
		School Actual 53.7%	57.3	waiver	45.9		
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. Tutoring session's year-long for all students.	Continuous	EOC Teachers	0	NA	Attendance Logs of Sessions
2. Biology 1 district benchmark and data analysis by Biology 1 teachers.	Quarterly	EOC Teachers	0	NA	Benchmark Data and PLC Notes
3. All Biology 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	NA	Meeting Minutes
4. Schedule common planning period for Biology 1 teachers for data driven, standards based instructional planning	Daily	EOC Teachers	0	NA	Weekly Plans

**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 \_\_54\_\_% in 2016-17 to \_\_64\_\_% 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 \_\_2\_\_% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
US History and the Constitution EOCEP SC SDE Website	54 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	School Projected	56	58	60	62	64
		School Actual 53.2	57.9	waiver	43.68		
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. Tutoring session's year-long for all students.	Continuous	EOC Teachers	0	NA	Attendance Logs of Sessions
2. US History district benchmark and data analysis by US History teachers.	Quarterly	EOC Teachers	0	NA	Benchmark Data and PLC Notes
3. All US History teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	NA	Meeting Minutes
4. Schedule common planning period for US History teachers for data driven, standards based instructional planning	Daily	EOC Teachers	0	NA	Weekly Plans

**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 \_\_19.6\_\_ in 2016-17 to \_\_21.6\_\_ in 2022-23.

**PERFORMANCE GOAL: 6** Increase the average SAT Composite Score for the graduating class from \_\_1086\_\_ in 2016-17 to \_\_1110\_\_ in 2022-23.

**INTERIM PERFORMANCE GOAL: 5)** Annually increase the average ACT Composite Score for the graduating class.

**INTERIM PERFORMANCE GOAL: 6)** Annually increase the average SAT Composite Score for the graduating class.

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	(2016-17) 19.6	School Projected	20.0	20.4	20.8	21.2	21.6
		School Actual 18.7	21.0	21.5	20.7		
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		
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## SAT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	(2016-17) 1086	School Projected	1091	1096	1101	1106	1110
		School Actual 1059	1010	1051	1061		
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. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	NA	Logs of Meetings and Student Signups for College Entrance Tests, IGP Meetings
2. Test Prep class taught by English and math teachers for college entrance tests.	Continuous	English and Math teacher	0	NA	Master Schedule
3. ACT/SAT Workbooks	Continuous	Media Specialist	\$500	Library Funding	Destiny 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:** 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):	AVERAGE BASELINE	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	93.0	94.0	95.0	96.0	97.0
		School Actual 92.3	93.1	waiver	92.2		
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	95.0	96.0	97.0	98.0	99.0
		School Actual 94.2	93.1	waiver	95.5		
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	90.0	91.0	92.0	93.0	94.0
		School Actual 89.8	92.1	waiver	91.8		
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	65.0	66.0	67.0	68.0	69.0
		School Actual 64.3	69.7	waiver	71.9		
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. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	NA	Logs of Meetings and Student Signups for College Entrance Tests, IGP Meetings

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Test Prep class taught by English and math teachers for college entrance tests.	Continuous	English and Math teacher	0	NA	Master Schedule
3. Naviance Career Readiness Training, Job Fair Expo, Career Speakers, and Job Shadowing/Internship Opportunities	Continuous	Guidance, Administration	0	NA	Attendance Logs

**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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	School Projected Hispanic	39	41	43	45	47
EOCEP English 1 SC SDE Website		School Actual Hispanic 47.5	42.5	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	42% A, B, C (2016-17)	School Projected AA	44	46	48	50	52

EOCEP English 1 SC SDE Website		School Actual AA 60.8	48.4	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	17% A, B, C (2016-17)	School Projected SWD	19	21	23	25	27
EOCEP English 1 SC SDE Website		School Actual SWD 8.1	16.3	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	33% A, B, C (2016-17)	School Projected LEP	35	37	39	41	43
EOCEP English 1 SC SDE Website		School Actual LEP 38.6	27.7	waiver	Accountability has transitioned from English I to English II	Accountability has transitioned from English I to English II	Accountability has transitioned from English I to English II

EOCEP English 1 SC SDE Website	<b>37%</b> 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	<b>40%</b> A, B, C (2016-17)	School Projected SIP	42	44	46	48	50
EOCEP English 1 SC SDE Website		School Actual SIP 55.2	45.6	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	<b>45%</b> A, B, C (2016-17)	District Projected SIP	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual SIP 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	<b>58%</b> A, B, C (2020-2021)	School Projected Hispanic				59	60
EOCEP English II SC SDE Website		School Actual Hispanic			58		
EOCEP English II SC SDE Website	<b>60%</b> A, B, C (2020-2021)	District Projected Hispanic				61	62

EOCEP English II SC SDE Website		District Actual Hispanic			60		
EOCEP English II SC SDE Website	59% A, B, C (2020-2021)	School Projected AA				60	61
EOCEP English II SC SDE Website		School Actual AA			59		
EOCEP English II SC SDE Website	54% A, B, C (2020-2021)	District Projected AA				55	56
EOCEP English II SC SDE Website		District Actual AA			54		
EOCEP English II SC SDE Website	26% A, B, C (2020-2021)	School Projected SWD				27	28
EOCEP English II SC SDE Website		School Actual SWD			26		
EOCEP English II SC SDE Website	26% A, B, C (2020-2021)	District Projected SWD				27	28
EOCEP English II SC SDE Website		District Actual SWD			26		

EOCEP English II SC SDE Website	<b>32%</b> A, B, C (2020-2021)	School Projected LEP				33	34
EOCEP English II SC SDE Website		School Actual LEP			32		
EOCEP English II SC SDE Website	<b>37%</b> A, B, C (2020-2021)	District Projected LEP				38	39
EOCEP English II SC SDE Website		District Actual LEP			37		
EOCEP English II SC SDE Website	<b>62%</b> A, B, C (2020-2021)	School Projected SIP				63	64
EOCEP English II SC SDE Website		School Actual SIP			62		
EOCEP English II SC SDE Website	<b>60%</b> A, B, C (2020-2021)	District Projected SIP				61	62
EOCEP English II SC SDE Website		District Actual SIP			60		
EOCEP Algebra 1 SC SDE Website	<b>25%</b> A, B, C (2016-17)	School Projected Hispanic	27	29	31	33	35



EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 23.4	33.3	waiver	23		
EOCEP Algebra 1 SC SDE Website	<b>37%</b> 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	<b>24%</b> A, B, C (2016-17)	School Projected AA	26	28	30	32	34
EOCEP Algebra 1 SC SDE Website		School Actual AA 29.5	30.8	waiver	19		
EOCEP Algebra 1 SC SDE Website	<b>27%</b> 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	<b>10%</b> A, B, C (2016-17)	School Projected SWD	12	14	16	18	20
EOCEP Algebra 1 SC SDE Website		School Actual SWD 0	0	waiver	3		

EOCEP Algebra 1 SC SDE Website	<b>10%</b> A, B, C (2016-17)	<b>District Projected SWD</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>25</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual SWD 6</b>	<b>7</b>	<b>waiver</b>	<b>7</b>		
EOCEP Algebra 1 SC SDE Website	<b>22%</b> A, B, C (2016-17)	<b>School Projected LEP</b>	<b>24</b>	<b>26</b>	<b>28</b>	<b>30</b>	<b>32</b>
EOCEP Algebra 1 SC SDE Website		<b>School Actual LEP 18.8</b>	<b>18.3</b>	<b>waiver</b>	<b>13</b>		
EOCEP Algebra 1 SC SDE Website	<b>36%</b> A, B, C (2016-17)	<b>District Projected LEP</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual LEP 34</b>	<b>23</b>	<b>waiver</b>	<b>17</b>		
EOCEP Algebra 1 SC SDE Website	<b>25%</b> A, B, C (2016-17)	<b>School Projected SIP</b>	<b>27</b>	<b>29</b>	<b>31</b>	<b>33</b>	<b>35</b>
EOCEP Algebra 1 SC SDE Website		<b>School Actual SIP 28</b>	<b>31.9</b>	<b>waiver</b>	<b>21</b>		
EOCEP Algebra 1 SC SDE Website	<b>31%</b> A, B, C (2016-17)	<b>District Projected SIP</b>	<b>34</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>47</b>

EOCEP Algebra 1 SC SDE Website		District Actual SIP 29	29	waiver	25		
EOCEP Biology SC SDE Website	44% A, B, C (2016-17)	School Projected Hispanic	46	48	50	52	54
EOCEP Biology SC SDE Website		School Actual Hispanic 27.6	40.5	waiver	26		
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	50% A, B, C (2016-17)	School Projected AA	X	x	x	x	x
EOCEP Biology SC SDE Website		School Actual AA 33.9	37.6	waiver	19		
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	<b>16%</b> A, B, C (2016-17)	School Projected SWD	18	20	22	24	26
EOCEP Biology SC SDE Website		School Actual SWD 0	2.8	waiver	10		
EOCEP Biology SC SDE Website	<b>18%</b> 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	<b>39%</b> A, B, C (2016-17)	School Projected LEP	41	43	45	47	49
EOCEP Biology SC SDE Website		School Actual LEP 20.3	18.5	waiver	9		
EOCEP Biology SC SDE Website	<b>40%</b> 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	<b>52%</b> A, B, C (2016-17)	School Projected SIP	54	56	58	60	62

EOCEP Biology SC SDE Website		School Actual SIP 34.2	39.8	waiver	24		
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	District Projected SIP	51	54	57	60	63
EOCEP Biology SC SDE Website		District Actual SIP 35	34	waiver	28		
EOCEP US History and the Constitution SC SDE Website	32% A, B, C (2016-17)	School Projected Hispanic	34	36	38	40	42
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 40.6	37.5	waiver	28		
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		School Actual Hispanic 43	38	waiver	28		
EOCEP US History and the Constitution SC SDE Website	37% A, B, C (2016-17)	School Projected AA	39	41	43	45	47
EOCEP US History and the Constitution SC SDE Website		School Actual AA 35.8	31.8	waiver	22		

EOCEP US History and the Constitution SC SDE Website	<b>34%</b> 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	<b>19%</b> A, B, C (2016-17)	School Projected SWD	21	23	25	27	29
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 13	6	waiver	4		
EOCEP US History and the Constitution SC SDE Website	<b>24%</b> 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	<b>23%</b> A, B, C (2016-17)	School Projected LEP	25	27	29	31	33
EOCEP US History and the Constitution SC SDE Website		School Actual LEP 31.6	29.4	waiver	10		
EOCEP US History and the Constitution SC SDE Website	<b>34%</b> 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	39% A, B, C (2016-17)	School Projected SIP	41	43	45	47	49
EOCEP US History and the Constitution SC SDE Website		School Actual SIP 37.9	35.8	waiver	25		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected SIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual SIP 44	40	waiver	29		
ACT Graduating Class	Composite 16.1 (2016-17)	School Projected Hispanic	17.0	18.0	19.0	20.0	21.0
ACT Graduating Class		School Actual Hispanic 16.9	16.2	17.7	16.8		
ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	18.0	19.0	20.0	21.0	22.0
ACT Graduating Class		District Actual Hispanic 17.3	17.8	waiver	17.1		

ACT Graduating Class	Composite <b>16.4</b> (2016-17)	School Projected AA	17.0	18.0	19.0	20.0	21.0
ACT Graduating Class		School Actual AA 16.0	17.6	16.7	15.8		
ACT Graduating Class	Composite <b>16.0</b> (2016-17)	District Projected AA	17.0	18.0	19.0	20.0	21.0
ACT Graduating Class		District Actual AA 15.7	16.2	waiver	15.5		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring session's year-long for all students.	Continuous	EOC Teachers	0	NA	Attendance Logs of Sessions
2. English 1 district benchmark and data analysis by English 1 teachers.	Quarterly	EOC Teachers	0	NA	Benchmark Data and PLC Notes
3. All English 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	NA	Meeting Minutes
4. Schedule common planning period for English 1 teachers for data driven, standards based instructional planning	Daily	EOC Teachers	0	NA	Weekly Plans



ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. EL, SpED, Intervention Specialist, Read 180, LanguageLIVE!, Content Recovery and Credit Recover Coursework	Continuous	Specified Teachers	0	NA	Benchmark Data and Pass Rate

**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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate	(2016-17) 90	School Projected	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual 82.3	83.4	89.2	80		
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 2021-22	School Projected			TBD	TBD	90
		School Actual					
Employability Credentialing Rate	Data will be reported in 2021-22	District Projected			TBD	TBD	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Continuous	Administration	0	NA	4 Year Graduation Rate, 9GR Lists
2. Credit Recovery, Content Recovery and the SDP strategically to target students that need alternative means for success.	Continuous	Administration and Teachers	0	NA	Credit Recovery, Content Recovery, SDP

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Intervention Specialist to target specific students to address environmental factors beyond the classroom affecting student performance.	Continuous	Administration and Teachers	0	NA	Interventions and Meeting Logs

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 10</b> By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements (TBD).
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
G+ Report in GCSource	Baseline will be established at the end of the 2018-19 school year	School Projected		60%	70%	80%	90%
		School Actual	46.67%	59.24%	65.3%		
G+ Report in GCSource	Baseline will be established at the end of the 2018-19 school year	District Projected		56%	68%	80%	90%
		District Actual	45%	54%	59%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Dual Credit, AP, Coursework	Continuous	Guidance	0	NA	PowerSchool Scheduling
2. Increasing vocational certificate opportunities – Magnet Program	Continuous	Guidance and Magnet Coordinator	0	NA	PowerSchool Scheduling

**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 9<sup>th</sup> graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9<sup>th</sup>-grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	82	School Projected	84	86	88	90	92
		School Actual 86	84	87	79		
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual 80	82	89	80		

\*Students who took Foundations in Algebra in 9<sup>th</sup> grade, then took Intermediate Algebra in 10<sup>th</sup> 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. Support Freshman Academy	Continuous	Administration	0	NA	Bi-Weekly FA Meetings and Common Planning
2. Credit Recovery, Content Recovery and the SDP strategically to target students that need alternative means for success.	Continuous	Administration and Teachers	0	NA	Credit Recovery, Content Recovery, SDP
3. Intervention Specialist to target specific students to address environmental factors beyond the classroom affecting student performance.	Continuous	Administration and Teachers	0	NA	Interventions and Meeting Logs



<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 12</b> Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.
<b>INTERIM PERFORMANCE GOAL:</b> Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	(2016-17) 78.39	School Projected	≥ 80	≥ 80	≥ 80	≥ 80	≥ 80
		School Actual 78	78	79	73		
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 in the GT Qualified field in PowerSchool, coded as AP in the High Achieving field in PowerSchool, and enrolled in one or more AP or IB courses for the current school year out of the total high school students that are coded A in the GT Qualified field in PowerSchool.\*

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increasing Gifted and Talented Academic Courses, including AP and Dual Credit.	Continuous	Administration and Guidance	0	NA	PowerSchool Scheduling

**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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected		Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity
		School Actual	Baseline established in 2019-2020	Gender Diversity yes/no Ethnic Diversity yes/no	Gender Diversity yes/no Ethnic Diversity yes/no	Gender Diversity yes/no Ethnic Diversity yes/no	
Employment report	Baseline will be established at the end of the 2018-19 school year	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%
		District Actual	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	Gender Diversity=% Ethnic Diversity = %	District Actual Gender Diversity = 99% Ethnic Diversity = 90%

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Shining Stars Recruitment	March	Administration	0	NA	Resumes

**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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	78.6	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 79.7	90.5	Data point not available due to state-wide school closures on March 17, 2020 – COVID 19 pandemic.	92.8		
SC SDE School Report Card Survey	96.1	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 96	98.9	Data point not available due to state-wide school closures on March 17, 2020 – COVID 19 pandemic.	97.5		

SC SDE School Report Card Survey	78.8	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 78.6	90.5	Data point not available due to state-wide school closures on March 17, 2020 – COVID 19 pandemic.	88.9		
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		
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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. Safety Drills, Safety Meetings and Constant Communication with Parents with weekly message	Continuous	Administration and Safety Team	0	NA	Meeting Minutes, Social Media, E-Mail and Phone Blasts

**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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 2.88	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 3.41	2.73	5.7	1.36%		
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	.9	.3		
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## Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) .22	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual .14	0	0	0		
GCS Expulsion Report from Kent Owens	(2016-17) 0.4	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. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	0	NA	Meeting Minutes, Freshman Academy Positive Referrals, Faculty Meetings, MTSS Reports

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	46	School Projected	48	50	52	54	56
		School Actual 49	49	47	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	52	District Projected Secondary	54	58	62	66	70
		District Actual Secondary 50	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. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	0	NA	Meeting Minutes, Freshman Academy Positive Referrals, Faculty Meetings, MTSS Reports
2. Communication	Continuous	Faculty and Staff	0	NA	Meeting Minutes, Social Media, E-Mail and Phone Blasts, GTV
3. SIC and PTA	Monthly	SIC, PTA and Faculty and Staff	0	NA	SIC and PTA Meetings

<b>Performance Goal Area:</b> <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    1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 5</b> Achieve and maintain a student attendance rate of 95% or higher.
<b>INTERIM PERFORMANCE GOAL:</b> Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 <sup>th</sup> day Attendance Report	(2016-17) 93.6	School Projected	95	95	95	95	95
		School Actual 95.10	95.12	95.48	85.03		
180 <sup>th</sup> 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. Attendance Clerk, Truancy Report, MTSS, Seat-Time Recovery and Intervention Specialist	Continuous	Administration, Attendance Clerk and Teachers	0	NA	Meeting Logs

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 12% Angry - 17%	School Projected	Afraid ≤ 7 Lonely ≤ 11 Angry ≤ 16	Afraid ≤ 7 Lonely ≤ 11 Angry ≤ 16	Afraid ≤ 6 Lonely ≤ 10 Angry ≤ 15	Afraid ≤ 6 Lonely ≤ 10 Angry ≤ 15	Afraid ≤ 5 Lonely ≤ 10 Angry ≤ 14
		School Actual Afraid – 7% Lonely – 12% Angry – 17%	Afraid ≤ 13 Lonely ≤ 21 Angry ≤ 9	Afraid ≤ 5 Lonely ≤ 12 Angry ≤ 11	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.
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 16% 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. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	0	NA	Meeting Minutes, Freshman Academy Positive Referrals, Faculty Meetings, MTSS Reports
2. Communication	Continuous	Faculty and Staff	0	NA	Meeting Minutes, Social Media, E-Mail and Phone Blasts, GTV
3. SIC and PTA	Monthly	SIC, PTA and Faculty and Staff	0	NA	SIC and PTA Meetings