



Hillcrest High School

School Portfolio

2018/19 through 2022/2023
2021-2022 Update

Dr. Patrick Jarrett

Principal

Dr. W. Burke Royster

Superintendent

Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Hillcrest 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

Patrick Jarrett		2.14.22
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Sam Jones		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jennifer McGraw		2/14/2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3665 South Industrial Drive, Simpsonville SC 29681

SCHOOL TELEPHONE: (864) 355-3500

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

Stakeholder Involvement for School Renewal

Position Name

1. Principal	Dr. Patrick Jarrett
2. Teacher	Erica Acker
3. Parent/Guardian	Mandy Watts
4. Community Member	Maria Bently
5. Paraprofessional	Keith Humphrey
6. School Improvement Council Member	Leigh Ann Terry
7. Read to Succeed Reading Coach	n/a
8. School Read To Succeed Literacy Leadership Team Lead	Jennifer McGraw
9. School Read To Succeed Literacy Leadership Team Member	Kristin Hallman

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**

School Read to Succeed Literacy Team Members

Assistant Principal	Alex Kameen
Teacher	Jennifer Southers
Teacher	Christie Anderson
Teacher	Michael Burton
Teacher	Kristin Hallman
Teacher	Anna Cuyar
Teacher	Ann Bamonti

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

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

 Academic Assistance, PreK–3

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

 x **Academic Assistance, Grades 4–12**

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

 x **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education and will make special efforts to meet with parents at convenient times, provide parents with their child’s individual test results, interpretation of the results, and information on the district’s curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal’s and superintendent’s evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

 x **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

 x **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

 Innovation

The district funds innovative activities to improve student learning and accelerate the performance of all students.

 x **Collaboration**

The district (regardless of the grades served) collaborates with health and human services

agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

Developmental Screening

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

Developmentally Appropriate Curriculum for PreK–3

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

x Parenting and Family Literacy

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

x Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

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

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SCHOOL GOALS 2018-19 to 2022-23

Student Achievement Goal

Increase rigor and academic challenge and in turn, raise the test performance of each student in order to meet the state and federal accountability objectives

Teacher and Administrator Quality Goal

Ensure quality personnel in all positions

School Climate Goal

Provide a school environment supportive of learning

MISSION STATEMENT

The mission of Hillcrest High School is to educate all students to become positive, productive citizens equipped to meet the challenges of today's global society.

SCHOOL MOTTO

Honor · Truth · Loyalty

VISION

- Involve students in curricular and extracurricular activities that enhance social, physical, emotional, and intellectual well-being.
- Provide a wide variety of academically challenging experiences for all students
- Cultivate values of honesty, diligence, achievement, pride and highlight the importance of family and the significance of community service.
 - Promote partnerships and community involvement with our school.
- Analyze relevant data concerning school processes and progress to make collective decisions for school improvement

TAG LINE

Today's Learners; Tomorrow's Leaders

Introduction

Hillcrest High School's Portfolio documents the achievements and areas of growth for our school. The school community works together to continuously review school-wide data and adjust accordingly. Data is gathered from the State, the District, and our own self-reflections as a school. Hillcrest High School continues to strive toward meeting and exceeding the goals set for student achievement, teacher and administrator quality, and school climate. Presentations for the purpose of information and discussion of school data are held annually for the faculty and administration, the School Improvement Council, and district personnel.

The School Portfolio Committee met initially to determine a pathway for strategic planning. Members provided feedback, acknowledged strengths and weaknesses, and worked to formulate a plan of action for the school.

Executive Summary

Student Achievement

Each school year, two goals are selected from Hillcrest High School's Action Plan goals for special emphasis over that school year. Progress toward all Action Plan goals is continuously monitored and a strong effort for continuous improvement in all goal areas is made. For the 2021-2022 school year, the administrative goals are to raise the graduation rate for students from 83.4% to at least 87% and to raise the rate of CCR completion from 68% to at least 72%. The work to achieve these goals is a collaborative effort within the school community.

Teacher and Administrator Quality

Hillcrest High School's faculty demographics have remained fairly constant over the past few years. 66% of the faculty is female. Hillcrest High School currently has 18% minority certified staff members which is disproportional to the minority student population. Twenty-six teachers hold one or more Advance Placement certifications and thirty teachers are endorsed to teach gifted and talented students. All teachers are teaching within their areas of certification and all of our teaching staff is highly qualified. Currently seven faculty members hold National Board Certification. Increasing the population of highly-qualified staff with a diverse background will continue to be a focus as we move to hire for open positions.

School Climate

Hillcrest High School has been a source of pride for the Simpsonville-Fountain Inn Community for almost six decades. It is located off of Interstate 385 South and can be viewed from the interstate. The school is one of the two largest high schools in the Greenville County School District and also the state. The student enrollment of approximately 2228 students in grades 9 through 12 is highly diversified economically, culturally, ethnically, and racially. About 23% of our student body is African American, 56% is Caucasian, 14% is Hispanic and 7% are of other ethnicity. As the poverty index increases, we continue to work on opportunities for teacher growth in how to support students in poverty in both the classrooms and the school community.

Challenges and Achievements

Hillcrest High School is proud of the accomplishments of its students and of the programs it has to offer. The agricultural program is one of the largest and most successful in the state. The business department is viewed as a model for other schools throughout South Carolina, as well as being the largest in Greenville County. We have one of the most highly decorated choral departments in the state, as well as an outstanding band program. Visual art students continue to win awards and participate in the local Artisphere. Hillcrest High School has been a Palmetto Gold award recipient for outstanding achievement by our teachers and students in 2006-2009, 2011, 2013, 2014 and 2015.

Hillcrest High Schools offers a variety of opportunities for student involvement. We field a complete selection of sports teams which expanded several years ago to include swimming and lacrosse. Our athletic accomplishments are numerous with our Wrestling, Track, Football, Boys' Basketball and Girls' Volleyball teams recently being ranked among the top in the state.

The physical facility at Hillcrest was completed in 1992. This makes it the oldest school in the district that has not had a major renovation to the original building. A new classroom wing with eight classrooms and two biology labs was added to Hillcrest High School and occupied for the first time at the beginning of the 2005-06 school year. A new multi-purpose gymnasium, renovated locker rooms and PE offices were completed in the spring of 2012. The agricultural department maintains two outdoor courtyards within the school facility to provide the school community a place to be in touch with nature. A greenhouse was constructed several years ago and it provides plants and trees for sale to both the school and community. Improvements have been made to the outdoor athletic facility, including a new baseball field, competition level track, and concession stands in 2009.

The local community strongly supports Hillcrest High School. Both athletic and academic booster clubs are strong and actively involved in providing support in the form of time and money for our students. The school has a strong career education program which the community supports through student employment and job shadowing opportunities. Hillcrest High School is a large comprehensive public high school, however, it maintains a hometown school atmosphere. Many parents and community members are Hillcrest High School graduates and continue to support the school long after graduation. Two of the school's current administrators are graduates of Hillcrest High School, as well as numerous faculty members. Hillcrest High School is dedicated to providing a safe, positive learning environment which brings together the resources of the staff, family and community to create the best future possible for our students.

One of the challenges Hillcrest High School has experienced is our steady increase in our poverty rate. Currently, our poverty index is 52.3% up from 46.46% last year. Due to the large geographic area the school draws students from, the size of the school, and the transient nature of a segment of the student population, we continue to have challenges that we face on an ongoing basis, but as a school, we are working towards data driven interventions and supports.

Hillcrest High School continues to take steps to improve student achievement. These measures include better monitoring of student records and the impact of student matriculation on the graduation rate, as well as being proactive in identifying our students who are at-risk. The administrative team places emphasis on common planning, common assessments and student centered lessons to improve EOC passage rates. The number of students taking the SAT has remained fairly stable the past several years. The number of students taking the ACT has continued to rise over the years and as a state mandated test for the past two years, each student in their third year of high school will take WIN.

Hillcrest High School underwent a district technology refresh in 2018 to update the faculty's technology equipment. Hillcrest High School strives to provide the latest in technology advancements with the financial resources we have available. Each student is issued an individual device and they are routinely used by teachers to incorporate technology into classroom instruction. All regular sized classrooms and the media center currently have Promethean Boards. All teachers at Hillcrest High School utilize Google Classroom for

participation in professional development and classroom instruction. Teachers are also using the Google Suite and Google Apps for Education to enhance the learning of our students.

School Profile

Hillcrest High School offers a wide spectrum of classes and programs that enable students to advance their education and become productive citizens. A strong emphasis in giving back to the community is created through Spirit Week's fundraising for a local charity, the annual canned food drive, plant sales and landscape projects both within Hillcrest High School and at other local schools, and participation in local charity events as they arise. Collaborative projects and use of current technology allow our students to prepare for their future whether their immediate plans upon graduation are college, technical college, military service, or the workforce.

There have been many reasons for celebrating during the past few school years:

- The student body consistently raise money during Spirit Week for a local charity
- Our percussion group named Best Percussion Section at Gaffney Band Contest (2019)
- Several students selected to the South Carolina Region One Band and the Greenville All County Band
- The Marching Band received Excellent Rating at the South Carolina 5A State Marching Contest
- State Champions Wrestling 2019-20, 2018-19, 2020-21
- In the 2018-19 school year, Hillcrest had 16 students sign National Letters of Intent to play sports at the college level.

Hillcrest High School has made several modifications in instruction over the past several years to improve student achievement. As a result, our End of Course test results have improved over the years. As a school we are dedicated to improving student achievement. Therefore, our administrative team, as well as teachers, continue to analyze school data to identify our school's weaknesses and we work tirelessly to continue to improve in all areas. The school community has taken the following steps to continue to improve student achievement:

- Facilitate District Benchmark Testing to track student mastery levels
- Secure web based End of Course test practice to track student mastery levels
- Provide training and support in using test practice
- Provide on-line credit recovery
- Encourage teacher collaboration through PLCs with common planning, pacing, assessments, and data analysis
- Employ highly qualified teachers

At Hillcrest High School, school safety is a priority and safety drills are conducted regularly according to district and state guidelines. Key card access monitors are used to control access

to the building. All visitors check in through the front office before proceeding elsewhere in the building. Hillcrest High School continues to follow the GCSD's lead in promoting the "Ignore the Door" and "Stop the Prop" campaigns in which students are taught to never open or prop an exterior door for anyone. Hillcrest High School provides many opportunities for parents to participate in school events and stay current with their student's progress through:

- District, school and teacher websites
- School and teacher e-mail
- School information app
- Financial Aid and Scholarship Information Webpage
- School Marquee
- Parent portal access
- Phone messenger and e-mail messenger
- Quarterly progress reports and report cards
- IGP meetings and the IGP Parent Workshop Meeting
- PTA Newsletter
- School Athletic Website
- School concerts, athletic events, and open houses
- 8th Grade Parent Awareness Night for rising 9th grade students
- Curriculum Night for rising 9th grade students
- Orientation for freshman and their parents
- Senior Night for seniors and their parents
- Greenhouse Spring plant and Holiday plant sales

This year, the schedule has shifted from seven periods a day to a block 4 period a day schedule. Teachers are assigned duties to help ensure the safety of students on campus. Duties include, but are not limited to hall duty, common area duty, parking lot duty, bus duty, or cafeteria supervision.

School Personnel for 2021-2022

Teachers	
CTE (Agriculture, Business FCS)	13
English	16
Fine Arts	6.5
Foreign Language	8
Math	15
Physical Education	6
Science	13
Driver's Education Teacher	1
Social Studies	18
Special Education	12
English as a Second Lang.	2
Administration	
Principal	1
Assistant Principals	5
Administrative Assistant	2
Instructional Coach	1
Athletic Director	1
Support Staff	
Secretary	1
Office Clerks	2
Bookkeeper	1
Guidance Counselors	10
Guidance Clerks	2
In School Suspension	1
Hall Monitor	2
Resource Officers	2
Media Specialists	1
Technology Integration Specialist	1
Nurses	2
Attendance Clerks	3
Special Education Aides	6
Cafeteria Manager	1
Cafeteria Staff	16
Plant Engineer	1
Full Time Substitute	1
Maintenance Staff	10
Graduation Interventionist	1

Independent Learning Lab monitors	4
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Faculty Demographics

Certification Status	Initial Certificates	Teachers Currently in ADEPT
Number of Teachers	7	6
Percentage	5%	5%

Certification and Endorsement Areas	National Board	Advanced Placement	Gifted and Talented
Faculty and Staff	7	26	30
Percentage	6%	21%	25%

Faculty Ethnicity

African American	5.79%
Asian	<1%
Caucasian (Non-Hispanic)	89.26%
Hispanic	1%
Latino	2%
Other	<1%

Faculty Gender

Male	34%
Female	66%

It is noted that the faculty ethnicity is disproportional to the student population and the ethnicity of the surrounding area. However, Hillcrest High School continues to place an emphasis on hiring more teachers with diverse backgrounds.

Student Demographics

Hillcrest High School is one of the two largest schools in the Greenville County School District.

Year	2021-2022	2020-2021	2019-2020	2018-19	2017-18	2016-17	2015-16	2014-15
Total Population	2086	2313	2135	2191	2163	2138	2131	2104
African-American	486 23.3%	509 22%	489 23%	530 24%	520 24%	502 23%	473 22%	466 22%
Caucasian (Non- Hispanic)	1, 168 56%	1367 59%	1269 59%	1325 60%	1325 61%	1323 62%	1350 63%	1349 64%
Hispanic	283 13.6%	283 16%	245 11%	205 10%	198 9%	189 9%	186 9%	192 9%
Other	118 5%	154 6%	127 6%	131 6%	125 6%	125 6%	122 6%	97 5%
Females	996 48.13	1143 49%	1016 48%	1013 46%	1039 48%	1044 49%	1041 49%	1003 48%
Males	1075 51.87%	1170 51%	1119 52%	1178 54%	11124 52%	1094 51%	1090 51%	1101 52%

Free and Reduced Lunch

Year	2021-2022	2020-2021	2019-2020	2018-2019	2017-18	2016-17	2015-16	2014-15
Total Population	2086	2313	2135	2191	2163	2138	2131	2104
Free Lunch	642	630 27.4%	602 28%	597 27%	693 29%	587 27%	605 28%	633 30%
Reduced Lunch	102	87 3.78%	142 7%	134 6%	163 8%	119 6%	128 6%	152 7%
Total %	36%	31%	35%	33%	37%	33%	34%	37%

Limited English Proficiency

2021-2022	2020-21	2019-2020	2018-19	2017-18	2016-17	2015-16	2014-15
139 6.6%	251 11%	160 7%	201 9%	156 7%	160 7%	129 5%	106 5%

Students with Limited English Proficiency receive instruction from our ESOL teacher either in a

classroom setting, inclusion class or through itinerant individualized instruction.

Special Education Demographics

Year	2021-2022	2020-2021	2019-2020	2018-19	2017-18	2016-17	2015-16	2014-15
Autism	30	33	34	25	20	15	19	19
Multiple Disability	9	45	25	9	8	12	9	7
Emotionally Disabled (ED)	8	7	5	5	1	7	7	16
Other Health Impairment (OHI)	53	59	51	41	23	40	19	27
Specific Learning Disability (LD)	152	158	167	179	185	196	140	127
Intellectual Disability	2	12	14	15	27			
Hearing Impairment	0	2	1	1	1			
Visual Impairment	4	3	4	1	1			
Speech	1	4						
Traumatic Brain Injury	1	1	2	1				
Total Students w/ Disabilities	247 11.8%	280 12%	278 13%	365 17%	266 12%	272 13%	249 12%	216 10%
504 Plans	147	123	100	88				

Department and Focus Area Reports

Administration

This is Dr. Patrick Jarrett's first year here at Hillcrest High School. The Administrative team responsibilities are as follows:

Alpha Student Case Load	Counselor	Administrator
A-B	Decoteau	Clinger
C-D	Wadding	Reese
E-G	Feemster	Kameen
H-K	Smith	Ashworth
L-M	Blair	Doolittle
N-R	Dambman	Freeman
S-T	Jones	Terry
U-Z	Earle	Kameen
Director	Misanko	Jarrett

The Hillcrest High School Administrative Team continues to collaborate, embrace new technology, and to give immediate feedback and support to teachers. As instructional leaders, administrators review student data and test scores and assist teachers in writing student learning objectives. They also work with teachers to determine which students need additional support, to make teachers aware of student's strengths and weaknesses and to better equip teachers to meet individual student needs.

Teachers were given opportunities to participate in many professional development opportunities and to join in professional learning communities. More PLCs were formed, teachers began getting involved in coaching cycles, and participating in data aggregation to determine and better meet the individual needs of specific students. The administration continued to implement methods to improve the graduation rate. Senior students were given the attendance and academic expectations at the beginning of the year and at every progress report. Individual intervention conferences were held with each senior who was failing a class, and opportunities were given for students to take online credit recovery classes.

English

The English Department offers a full complement of the required English courses at the college preparatory, honors, and Advanced Placement levels. Elective courses in the department include Creative Writing, Speech & Debate, Teacher Cadet and Yearbook.

Facilitating district Mastery Connect Benchmarks and utilizing the USA Test Prep interactive website, freshman English 1 and English 2 teachers are focused on helping their students acquire the necessary skills to meet the new challenges that the standards require in reading, writing, speaking, listening, and critical thinking to prepare them for the English 2 End of Course exam.

In English 4 classes, students participated in the Junior Achievement program. Guest speakers from the Art Institute and various area college admission coaches, as well as representatives from each of the armed services came to speak during a Career Research unit.

Mathematics

Hillcrest High offers a variety of mathematics courses beginning with Algebra 1 through Calculus. It offers Dual Credit Statistics as well as Dual Credit Calculus I and II. Classes are offered at the college preparatory and honors levels. Beyond the standard Algebra 1, Geometry, Algebra 2 and Pre-Calculus classes, the Math Department also offers College Prep Probability and Statistics, and Algebra 3.

Technology usage pervades all math classrooms. All mathematics classrooms are equipped with Promethean ActivBoards. These digital whiteboards provide the opportunity for teachers to create student centered interactive lessons and activities. Many of the mathematics teachers also use Texas Instruments' Smartview software which is a graphing calculator emulator. Geometer's Sketchpad, Desmos and Geogebra are used for exploration and demonstration of geometry and trigonometry concepts. Several teachers are incorporating the flipped classroom concept where students view videos as their "homework" and then use class time to work practice problems with the teacher and classmates there to aid progress and understanding. Graphing calculators are used daily to explore concepts in depth. We also have TI Nspire CAS calculators as well as a TI Navigator system.

Algebra 1 teachers plan collaboratively in order to maximize EOC scores. Teachers facilitate three common benchmarks throughout the year to monitor student progress and track student progress through data analysis in their weekly common planning. Algebra 1 teachers use USA Test Prep, IXL and Mastery Connect to prepare students for the Algebra 1 End of Course Exam.

All teachers collaborate with others who teach the same courses. Common assessment is the norm in the Math Department. Many teachers incorporate projects that allow for students to demonstrate their learning in nonstandard formal assessment settings.

Statistics students participate in projects that involve collecting and analyzing data gathered from throughout the school. Our geometry teachers incorporate projects where students draw

blueprints and then construct models of three-dimensional objects, bridges, kites, and more.

Geometry students design and then build kites that are revamped and redesigned until they will actually fly incorporating many geometric concepts that have been learned in class to a real project.

Social Studies

The Hillcrest High Social Studies department offers a full contingent of classes to meet the requirements for the state diploma: Human Geography, World History, U.S. History, Government and Economics. In addition, elective courses, Law Education, Sociology, Current World Issues, and Psychology are offered. The Social Studies Department offers more Honors and Advanced Placement classes than any other department at the school including AP Human Geography, AP World History, AP U. S. History, AP Government, AP Macroeconomics, and AP Psychology. There are also Honors level courses in Human Geography, World History, US History, Government and Economics.

Over the past several years both the U. S. History and Human Geography teachers have placed a special emphasis on collaborative planning. They have created common unit concepts, common projects, common syllabus and pacing guides as well as assessments with similar concepts.

Similarly, teacher teams and team leaders are also implementing similar changes in World History, American Government, and Economics. Our goal was to ensure that the state standards for each course were being taught, pacing was age-appropriate, common concepts were taught and tested, and that teacher teams would maintain common pacing. Team leaders keep the group focused on its goals and make sure that the long-range pacing guide is being followed.

Annually, our Social Studies department presents a senior student with the Lee Bradford Social Studies Award. This student is not limited to AP scholars. It also factors in school extracurricular activities and community involvement. Our past recipients usually have taken on average 5 social studies courses during their high school experience, maintaining not only an A average but also have to be civic-minded and a quality person.

The Social Studies department boasts a strong cadre of teachers. In 2020, the department had a teacher who helped to write the Civics mapping guide for the district. The district course maps offer a guideline for pacing, common objectives and units that correspond to the new 2020 State Standards. It also offers model lessons, activities and assessments for each of these classes as well.

Science

Students must complete three units of science to meet the graduation requirement. Students may take college preparatory, honors or advanced placement courses to meet this requirement. Biology, chemistry and physics labs provide students with hands-on learning. Course offerings include Biology, Chemistry, Physics, Anatomy and Physiology, Marine Science,

Earth Science, Environmental studies, and AP courses in Environmental Science, Biology, Physics, and Chemistry. Several teachers use an iPad or Chromebook to enhance instruction and students have Chromebooks issued to them for use in all of their classes. Science teachers use integrated technology to better assess and engage students in content. The individualized learning with one to one devices allows students to use their own device on a daily basis in the classroom.

Teachers use Google Classroom along with the Google Suite to better reach 21st century learners. A commitment to student achievement both in and out of the classroom is the true strength of the Hillcrest High School faculty. An active Science Club participates in state level competitions and attends many local science events in the area that promote STEM and STEAM initiatives.

Biology classes offer extra tutoring and study sessions with USA Test Prep and Mastery Connect benchmarking to monitor student achievement and in preparation for the End-of-Course Exam. Biology teachers collaborate on a weekly basis to monitor student progress, analyze data and common plan in preparation for the End-of-Course Exam. Biology classes also use a digital tech book to engage and motivate students and teachers have access to Discovery Ed resources as part of this tech book adoption.

World Languages

Hillcrest High School offers two world languages – Spanish and French. Our Spanish course offerings include Spanish I CP, Spanish II CP, Spanish 2 Honors, Spanish III CP, Spanish III Honors, Spanish IV Honors, Spanish V H, and AP Spanish Language and Culture. Course offerings in French include French I CP, French II CP, French 2 Honors, French III CP, French III Honors, and French IV Honors.

Students in all world language courses at Hillcrest High School communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines, and develop insight into the nature of language and culture. Prioritization is on developing student proficiency in language development through a series of "Can-do" statements of learning, with evidence of proficiency attained, as the students' progress through the different levels of proficiency development. Our students interact in the target language using the three modes of communication: interpersonal, interpretive, and presentational. Hillcrest High School students have consistently been successful in their world language courses. Hillcrest High School students who take three or more years of foreign language study receive course credit generally of three to twelve credits at the college/university level for their high school coursework.

World Language teachers utilize available resources, including laptops, 1:1 Chromebooks, the Promethean Board, etc., and applications such as Google apps, Quizlet, Conjuguemos, etc., to incorporate authentic materials and experiences in the classroom and enhance student success. Mr. Matthew Cole represents our department on our school's Digital Learning Community Leadership Team.

Students at Hillcrest High School have made many connections with the local and extended community throughout the years. Mrs. Cuyar's Spanish 4 Honors students taught Spanish to students at Plain Elementary School in our HHS Spanish in the Community project. Spanish-English storybooks were created by Mrs. Cuyar's students and personally delivered by Hillcrest High School students and community members to needy children in countries where Spanish is spoken. Hillcrest High School graduates and community members have spoken to our students throughout the years about the relevance of proficiency development in another language. At Hillcrest High School, Spanish 3 Honors, Spanish 4 students, and Spanish Honor Society students have taught Spanish to the Special Education students on our campus since 2018.

The Spanish Honor Society is an honor society for high school students enrolled in Spanish or Portuguese, sponsored by the American Association of Teachers of Spanish and Portuguese (AATSP). At present, there are over 2,900 national and international chapters of the Spanish Honor Society. One hundred and thirty-two current and former students are in Hillcrest High School's Chapter of the Spanish Honor Society, La Sociedad Honoraria Hispánica, Capítulo Jaime Escalante. The Hillcrest High School Chapter of the Spanish Honor Society was established in 2012. Mrs. Anna Cuyar, chapter founder and sponsor, has been the State Director for South Carolina of the Spanish Honor Society since 2013.

The French Honor Society is an honor society for high school students sponsored by the American Association of Teachers of French. Mrs. Mandy Yilmaz established the Hillcrest High School chapter of the French Honor Society, the Société Honoraire de Français, in 2018-2019. Twenty-five current and former students are members of the French Honor Society. Mrs. Marie Girault established the Hillcrest High School International Club in 2018-2019. Mrs. Girault has also been the sponsor of the HHS Robotics Team since 2019.

Agricultural Sciences

The Agricultural Science Department offers courses in animal care, wildlife management, outdoor recreation, horticulture, greenhouse management, landscape technology and agricultural business management. Completer certificates are offered to students who finish a minimum of four classes within a pathway in the department. The department works closely with outside organizations such as the Future Farmers of America, National and State Young Farmer & Agri- Business Association, animal rescue groups and the South Carolina Department of Natural Resources. The horticulture program maintains two greenhouses on campus and provides funding for their programs through their annual Fall Plant Sale, Poinsettia Sale and Spring Plant Sale. The horticulture program also works with other schools and civic organizations in the area on projects such as school gardens, greenhouse tours, and community improvement projects. The department also maintains an equipment barn and cares for two courtyards within the school and an outdoor classroom that are available for teachers to use as alternate locations for class.

Health Science

Health Science courses are designed to foster student interest in pursuing a future in the healthcare industry. It includes exploring aspects of health care including, but not limited to, learning about body systems, medical terminology, medical math, safety in health care,

healthcare facilities and systems, personal health, health careers, team work, and professionalism.

The Health Science department includes teachers bringing extensive experience in the medical field as a registered nurse and a pharmacist to the classroom. Courses offered include Health Science 1, 2, 3 and Medical Terminology CP & Dual Credit. The Medical Terminology Dual Credit class is offered through ECPI. The course adds 1.0 point to the student's GPA, and, upon successful completion, students earn college credit for the medical terminology course.

All Hillcrest High School students interested in health care have an opportunity to be involved with HOSA, a student led organization. Students participate in community service projects as well as two conferences per year. Twenty-four HOSA students represented Hillcrest at the state leadership conference in competitive events in March 2019. Three students placed in the top three for their event and qualified for national competition. Four students placed in the top five. A first for HHS, six students were accepted in the Greenville Health Systems/Prisma MedEx program for Summer 2019.

Students who complete at least three Health Science programs will receive a completer certificate and at least one G+ certification.

Business

The Hillcrest High School Business Department has six full-time business teachers instructing approximately 700 students each day. Through guidelines set by the South Carolina State Department of Education, Hillcrest High School offers completer certificates in Business Finance, General Management, and Web Page Design and Development. In order to receive a certificate, students must earn a total of three business units made up of two required courses and one business elective in each certificate area. The students have a total of nine business courses to pick from which include: Accounting 1, Business Finance, Business Law, Entrepreneurship, Foundations of Animation, Fundamentals of Computing, Personal Finance, and Web Page Design 1 and 2. A number of Hillcrest High School students earn a state certificate by the end of their senior year and some even earn certificates in more than one area of business. All of the Business Department teachers have a Master's Degree, and all of the business teachers take classes and/or professional development workshops to stay current on technology and software as these factors are constantly changing in the business world.

Fine Arts

The Hillcrest High School Band Program continues to place students in the All County and Region 1 band and the All State Band. The Hillcrest High School Chorus Program placed a number of students in the South Carolina All State Chorus this year and consistently receive Superior ratings at the South Carolina Choral festival. The Hillcrest High School Strings Program features three classes of various abilities. The program sends students to Region II and All State Orchestra each year and has received good, excellent and superior ratings at the South Carolina Concert Performance Assessment. The Hillcrest High School Drama Program produces two plays each year and is a growing section on the fine arts program. This program allows students to explore their creativity in acting, stage production and stage management.

Physical Education

The Physical Education Department continues to strive to offer a wide variety of activities with an emphasis on meeting and maintaining the South Carolina State Standards for Physical Fitness. We also endeavor to enhance the student's social skills, their team building skills and most importantly for each student to have fun!

We are proud to continue our Unified PE course which provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities, using the power of Special Olympics. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, and supports the development of leadership skills and the empowerment of ALL students to foster an inclusive class and school-wide environment. In addition, students in Unified Physical Education courses may have the opportunity to participate in competitions with other schools or attend Special Olympics events.

English Speakers of Other Languages

The ESOL program at Hillcrest High School continues to grow each year with the English language learner's numbers increasing each year. Services include consultation with classroom teachers, providing accommodation and modification plans, assisting students in the classroom (inclusion) as well as actual courses offered as an elective for credit.

ESOL elective courses are designed to give Limited English Proficient students instruction in the English language. These elective courses address state standards for developing English proficiency by stressing vocabulary, oral language, reading, and writing skills. Students' ESOL classes are leveled according to their English language proficiency and the curriculum to help meet a variety of competency levels of students. Students are placed in a class according to their latest English proficiency assessment.

Special Education

Educational Support Department

The Educational Support Department provides academic support for students with disabilities who are working on a state high school diploma. Some students need daily support for academics, organization, and/or behavioral support. Others only need support weekly. Our goal is to assist our students in meeting their educational needs as identified in their IEP. Hillcrest High School has 8 teachers instructing in the Educational Support Department.

Self-Contained Department

The Self-Contained Department consists of 3 programs: Occupational Diploma, High School Credential, and Intellectual Disabilities-Moderate. All 3 programs work together to plan events and form partnerships within the program and school. They also run a business titled Rambunctious Designs, where they design, create, and sell t-shirts, bags, mugs, embroidery, and buttons, both school-related and custom orders. Hillcrest is proud to be a Unified

Champion school. Hillcrest High School has 3 self-contained teachers and 3 paraprofessional aides who instruct students in the Occupational Diploma program and the Credential program.

Occupational Diploma Program

The Occupational Diploma program is a district-sponsored credential that provides students with disabilities a curriculum with a focus on vocational and academic pursuits along with work experiences. This program provides skills training, job readiness, and employability skills. The Occupational Diploma Program is an alternative curriculum that features functional academics that are aligned with state and federal academic standards. The IEP team determines the appropriateness of the Occupational Diploma program based on the individual needs of the student.

The Occupational Diploma program is comprised of 3 required components:

1. *Academic Coursework* (core classes are taught in special education classes and electives are taught in regular education classes)
2. *Job Training / Employment*: students must participate in 360 hours of documented employment and / or complete a Career and Technology Education (CATE) course.
3. *Portfolio and Presentation*: students can also apply to 2-year programs at the local career center.

Transition Services focus on academic and functional achievements to facilitate moving from school to post school life. The program gives realistic vocational training and employment opportunities to students, preparing them for work and independent living. A transition specialist works with students in 11th and 12th grade. The transition specialist communicates with businesses to develop partnerships and employment opportunities for students.

South Carolina High School Credential Program

Beginning with the 2018-2019 school year freshmen, self-contained students have the opportunity to participate in earning the uniform state-recognized SC High School Credential. This Credential is aligned with the State's Profile of the South Carolina Graduate and to a newly created course of study for these students with disabilities whose Individualized Education Program (IEP) team determines this course of study is appropriate.

The purpose of the SC High School Credential is to provide equitable job-readiness opportunities for these students throughout the state, ensure they have evidence of employability skills, and honor the work they have undertaken in our public schools.

To earn a South Carolina High School Credential, students are required to:

1. Earn 24 units of credit that include coursework aligned with the South Carolina College-and-Career-Ready Standards.
2. Obtain work readiness assessment results that demonstrate the student is ready for competitive employment.
3. Complete a career portfolio that includes a multi-media presentation.
4. Complete at least 360 hours of work-based learning/training.

Intellectual Disabilities-Moderate Program

The ID-Mod program provides students with moderate intellectual disabilities a curriculum that focuses on vocational and social skills, academics, and work experiences. This program serves

students who are working towards certificates of attendance. The self-contained students participate in community-based instruction, where they are able to practice social, functional, and behavioral skills as well as career exploration in the community. In the classroom, the academic curriculum concentrates on life and functional skills.

Beginning in the 2018-2019 school year, Hillcrest High School developed a Unified PE course. Students in all self-contained programs can take this course for their PE credit. Students in the general education curriculum can apply to work in the class as a peer mentor. These students learn about health and safety issues, as well as practice and prepare for the Special Olympics, held annually through Furman University. Hillcrest High School has 1 ID-Mod teacher and 1 paraprofessional aide instructing students in the ID-Mod program.

School Counseling

The mission of Hillcrest High School's Counseling department is to provide a comprehensive program that assists all students in building their academic talents, preparing for their future careers, and achieving social responsibility. School counselors advocate, collaborate, and facilitate individual and systemic change to ensure all students have the knowledge and skills necessary to achieve academic success and personal growth. In collaboration with the faculty, parents or guardians, and the community, Hillcrest counselors assist students in finding their full potential while achieving their personal and academic ambitions.

The framework of the Hillcrest High School Comprehensive School Counseling Program is based on four components:

- Define (Student and Professional Standards)
- Deliver (Direct and Indirect Student Services)
- Assess (Program and School Counselor Assessment and Appraisal)
- Manage (Program Focus and Planning)

The Hillcrest High School Counseling Department also provides many support areas:

- Student Enrollment
- Course Scheduling - changes and reviews
- Progress Reports and Report Cards
- Student Record files for current and former students
- College Research
- Career Goals and Career Cluster Exploration
- Naviance and Test Prep
- NCAA and NAIA Student Athlete Support
- Financial Aid Information
- Information regarding the Military/Armed Services
- Alternative Educational Options
- Career Exploration and Development

Our School Counseling Department works with students and parents to ensure students' needs are met and that students are on track for graduation. Counselors meet annually with students

to develop and review each student's Individual Graduation Plan. Through interest assessments, job shadowing, work-site visits, and career speakers, students evaluate their career interests. Counselors provide various opportunities for students to explore their interests and develop their goals. Each student meets with their school counselor to determine which classes best suit the student's needs and goals. Students have ample opportunity to investigate their interests through many outstanding classes at Hillcrest High.

Student Council

Hillcrest High School's Student Council provides opportunities for students to seek experiences to exercise goodwill, service to community and school, and leadership. During the 2020 Spirit Week, with the guidance of the Student Council and partnerships with local businesses, our student body raised \$101,230.92 in support of a local charity. The Student Council also serves the students and faculty of Hillcrest High in many supportive ways to boost school spirit and RAM pride throughout the school year.

Technology

Hillcrest High School is in its fifth year of Personalized Learning where each student is given a Chromebook to use at home and school. Hillcrest has the ability of wireless and wired internet access throughout the building; however, most rely on wireless access. There are three business labs with thirty student stations. All full-sized classrooms have a Promethean Board, including the Media Center. The Media Center has two carts of 35 Nooks. Hillcrest has a Technology Integration Specialist who facilitates the Personal Learning Devices being issued to students and provides a Chromebook Support Room for student technology needs.

The mission of the Hillcrest High School Media Center is to promote a positive reading experience, provide equal and ethical access to information, encourage critical thinking, and create lifelong readers and learners. The center is open from 7:45 to 4:00 daily, providing students' access to books, e-books, magazines, and computers. Teachers may sign up for classes on research and internet safety.

Athletics

The Hillcrest High School athletic department is a 5-A program, the largest classification in the state. With our 22 Varsity sports and 24 Sub-Varsity programs, we are one of the largest athletic departments in the state with over 750 different students from Hillcrest High School competing for our teams. For the 2019-20 school year, Hillcrest had 14 students sign National Letters of Intent to play sports at the college level. Since 2011 our sports teams have won 11 State Championships and had 18 individuals who were recognized as the Statewide Player of the Year in their respective sports.

Sports Teams Offered: Football, Basketball (Boys and Girls), Volleyball, Baseball, Softball, Cheerleading, Cross Country, Golf (Boys and Girls), Softball, Dance Team, Swim Team (Boys and Girls), Tennis (Boys and Girls), Wrestling, Soccer (Boys and Girls), Lacrosse (Boys and Girls), and Track and Field (Boys and Girls).

School Improvement Committee Report to the Community

Hillcrest is a school that is proud to have the ability to boast many student and faculty accomplishments. Our teachers are highly qualified in their subject areas, hold masters degrees, and hold Advanced Placement, Gifted and Talented, and National Board certifications. On the 2019 School Report Card, Hillcrest earned a "Good" Rating, supporting the increase in EOC scores and quality of teachers we employ.

As a community school, we strive to offer many opportunities for involvement among our students. We are able to provide a vast array of clubs, athletics, extracurricular activities and opportunities for our Rams to shine. While we offer a unique mix of programs, we are also continuing to compete and participate at the highest level in all that we do.

- Our Robotics Team competed in the state-wide competition this year
- Speech and Debate continuously has district, state and national winners
- Hillcrest's Fine Arts Department student won the Best in Show at the Annual Upstate High School Art Exhibition
- Hillcrest had students selected for Greenville All County Band and South Carolina Region 1 Honors band
- Hillcrest also has one of the top athletic programs in the state with 22 varsity and 24 sub varsity teams that are consistently some of the top athletic teams in our state
 - HHS had 18 student-athletes sign National Letters of Intent to play at sports at the college level during the 20-21 school year
 - The football and girls cross country teams both finished in the top 12 in the 5A class in their sports in the fall
 - The wrestling team won their third straight 5A State Championship, and 5th overall since 2011 in the state's largest class
 - Our softball program is ranked #2 in the state in 5A looking to win their 5th state championship in school history
 - Girls track program is ranked #1 in the state and looking to build off their 2019 state championship win

In addition, Hillcrest recognizes the value of giving back to our community. Last year the Hillcrest student body in partnership with the community raised over \$102,000 in one week in support of the Battle Buddies, a service dog provider for veterans. We were unable to sponsor a spirit week this year due to Covid-19 but look forward to the possibility of hosting one in future

years. The Greenhouse Industries program at Hillcrest sponsors plant sales throughout the year, offering student-grown plants and flowers to the public. The program has earned almost \$50,000 since its inception and is recognized by the state as an exemplary program. The local community strongly supports Hillcrest High School in these endeavors.

Our School Counseling Department works with students and parents to ensure students' needs are met and that students are on track for graduation. Counselors meet annually with students to develop and review each student's Individual Graduation Plan. Through interest assessments, job shadowing, work-site visits, and career speakers, students evaluate their career interests. The school counselors planned and implemented a successful Virtual Curriculum Night where current and future students and parents were able to participate in a breakout room experience to learn about the different courses and opportunities that Hillcrest offers. Each student meets with their school counselor to determine which classes best suit the student's needs and goals.

Both academic and athletic booster clubs have a strong presence and are actively involved in providing support in the form of time and money for our students. Our PTSA offers grant opportunities to our teachers to support classroom instruction and the School Improvement Council promotes all the positive and impactful activities our students and staff contribute to the school and community. This Council chooses a focus each year in order to provide support for our school as a whole. Last year's focus was on the ninth grade transition and how to make it better for all students as they matriculate to high school and the focus this year was looking at how we can help make Google Classrooms more streamlined for students and teachers. We also helped support the 1st annual Rams Reach Out Week where we focused on different mental health concerns facing our students.

Hillcrest is dedicated to providing a safe, positive learning environment which brings together the resources of staff, family, and our community to create the best future possible for our students.

Professional Development Plan 2020-2021

Hillcrest High School Monthly Meeting Calendar

Various Professional Development	Ongoing throughout the year
Faculty Meeting	Once a month
Faculty Council Meetings	Once a month
Department Meetings	Once a month
Adept – Formal Evaluation	Meet monthly for the first two months and then check-ins throughout the year
Aspire – Induction Teachers	Meet monthly either face to face or through check-ins

HHS PD Calendar

Date	Title of PD
August -May	Weekly Lunch N' Learns on Various Topics
August-May	Social Emotional Professional Development- All teachers once a month
August, November, February	PD around Learning Targets
September, November, February	PD around Engagement
October, December	PD around Feedback
September-December	<i>Better Than Carrots or Sticks</i> Book Study
February-April	<i>UDL Now!</i> Book Study
November, January	UDL PD (Parts 1 and 2)

October, March	ACES Training
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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 71 % in 2020-21 to 72 % in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English I EOCEP SC SDE Website	57 % of HS students scoring A, B, and C on English I EOCEP (2016-17)	School Projected	59	61	63	65	67
		School Actual 63	53	waiver	Accountability has transitioned from English I to English II	Accountability has transitioned from English I to English II	Accountability has transitioned from English I to English II
English II EOCEP SC SDE Website	71 % of HS students scoring A, B, and C on English II EOCEP (2020-21)	School Projected				72	73

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

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

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

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 2: The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from <u>34</u> % in 2016-17 to <u>44</u> % in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase by <u>2</u> % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	34 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	36	38	40	42	44
		School Actual 33	34	<i>waiver</i>	22		
Algebra I EOCEP SC SDE Website	36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	District Projected	39	42	45	48	51
		District Actual 33	46	<i>waiver</i>	24		

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

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 3: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from <u>61</u> % in 2016-17 to <u>71</u> % in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase by <u>2</u> % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Biology EOCEP SC SDE Website	61 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	School Projected	63	65	67	69	71
		School Actual 51	48	waiver	46		
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) 64	District Projected	67	70	73	76	79
		District Actual 53	50	waiver	41		

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

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 57% in 2016-17 to 67% 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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
US History and the Constitution EOCEP SC SDE Website	57% of HS students scoring A, B, and C on US History EOCEP (2016-17)	School Projected	59	61	63	65	67
		School Actual 51	56	<i>waiver</i>			
US History and the Constitution EOCEP SC SDE Website	58 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	District Projected	61	64	67	70	73
		District Actual 60	58	<i>waiver</i>	43		

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

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 17.7 in 2016-17 to 29.7 in 2022-23.

PERFORMANCE GOAL 6: Increase the average SAT Composite Score for the graduating class from 1033 in 2016-17 to 1058 in 2022-23.

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

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

ACT Graduating Class Data

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	(2016-17) 17.7	School Projected	20.1	22.5	24.9	27.3	29.7
		School Actual 17.9	18.5	18.5	18.8		
SC SDE Website	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual 18.7	20.0	19.8	19.9		

SAT Graduating Class Data

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) 1033	School Projected	1038	1043	1048	1053	1058
		School Actual 1040	998	992	1028		
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. ACT/SAT Test Practice	Continuous	Counseling	0	N/A	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 <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 7: Students will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment from 2018-19 through 2022-23.
INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard as measured by the WIN Ready 2 Work Career Readiness Assessment.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	School Projected	84.0	85.0	86.0	87.0	88.0
		School Actual 83	92	waiver	91.7		
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	District Projected	94.0	95.0	96.0	97.0	98.0
		District Actual 93.7	94.0	waiver	90.3		
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	School Projected	92	93	94	95	96

		School Actual	92	<i>Waiver</i>	93.9		
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	District Projected	95.0	96.0	97.0	98.0	99.0
		District Actual 94.7	93.8	waiver	94.7		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected	84	85	86	87	88
		School Actual 83	86.1	<i>waiver</i>	87.8		
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	<i>waiver</i>	89.5		
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	School Projected	62	63	64	65	66

		School Actual 61	60.7	<i>waiver</i>	62.9		
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	<i>waiver</i>	67.1		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 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. ACT/SAT Test Practice	Continuous	Counselors	0	NA	Reports

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 8: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.							
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DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EOCEP English 1 SC SDE Website	56% A, B, C (2016-17)	School Projected Hispanic	58	60	62	64	66
EOCEP English 1 SC SDE Website		School Actual Hispanic 53	42	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected Hispanic	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual Hispanic 53	51	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	42% A, B, C (2016-17)	School Projected AA	44	46	48	50	52
EOCEP English 1 SC SDE Website		School Actual AA 52	31	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	District Projected AA	41	44	47	50	53
EOCEP English 1 SC SDE Website		District Actual AA 50	40	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>

EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	School Projected SWD	15	17	19	21	23
EOCEP English 1 SC SDE Website		School Actual SWD 18	21	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	District Projected SWD	17	20	23	26	29
EOCEP English 1 SC SDE Website		District Actual SWD 20	18	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	44% A, B, C (2016-17)	School Projected LEP	46	48	50	52	54
EOCEP English 1 SC SDE Website		School Actual LEP 52	33	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	District Projected LEP	40	43	46	49	52
EOCEP English 1 SC SDE Website		District Actual LEP 48	34	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	49% A, B, C (2016-17)	School Projected PIP	51	53	55	57	59

EOCEP English I SC SDE Website		School Actual PIP 58	42	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English I SC SDE Website	45% A, B, C (2016-17)	District Projected PIP	48	51	54	57	60
EOCEP English I SC SDE Website		District Actual PIP 56	50	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English II SC SDE Website	63% A, B, C (2020-21)	School Projected Hispanic				64	65
EOCEP English II SC SDE Website		School Actual Hispanic			63		
EOCEP English II SC SDE Website	60% A, B, C 2020-21)	District Projected Hispanic				61	62
EOCEP English II SC SDE Website		District Actual Hispanic			60		
EOCEP English II SC SDE Website	62% A, B, C (2020-21)	School Projected AA				63	64
EOCEP English II SC SDE Website		School Actual AA			62		
EOCEP English II SC SDE Website	54% A, B, C (2020-21)	District Projected AA				55	56

EOCEP English II SC SDE Website		District Actual AA			54		
EOCEP English II SC SDE Website	29% A, B, C (2020-21)	School Projected SWD				30	31
EOCEP English II SC SDE Website		School Actual SWD			29		
EOCEP English II SC SDE Website	26% A, B, C (2020-21)	District Projected SWD				27	28
EOCEP English II SC SDE Website		District Actual SWD			26		
EOCEP English II SC SDE Website	50% A, B, C (2020-21)	School Projected LEP				51	52
EOCEP English II SC SDE Website		School Actual LEP			50		
EOCEP English II SC SDE Website	37% A, B, C (2020-21)	District Projected LEP				38	39
EOCEP English II SC SDE Website		District Actual LEP			37		
EOCEP English II SC SDE Website	63% A, B, C (2020-21)	School Projected PIP				64	65

EOCEP English II SC SDE Website		School Actual PIP			63		
EOCEP English II SC SDE Website	60% A, B, C (2020-21)	District Projected PIP				61	62
EOCEP English II SC SDE Website		District Actual PIP			60		
EOCEP Algebra 1 SC SDE Website	26% A, B, C (2016-17)	School Projected Hispanic	28	30	32	34	36
EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 28	35	<i>waiver</i>	21		
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	District Projected Hispanic	40	43	46	49	52
EOCEP Algebra 1 SC SDE Website		District Actual Hispanic 33	35	<i>waiver</i>	31		
EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	School Projected AA	27	29	31	33	35
EOCEP Algebra 1 SC SDE Website		School Actual AA 17	17	<i>waiver</i>	15		
EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	District Projected AA	30	33	36	39	42

EOCEP Algebra 1 SC SDE Website		District Actual AA 24	21	<i>waiver</i>	15		
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	School Projected SWD	7	9	11	13	15
EOCEP Algebra 1 SC SDE Website		School Actual SWD 1	7	<i>waiver</i>	5		
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	District Projected SWD	13	16	19	22	25
EOCEP Algebra 1 SC SDE Website		District Actual SWD 6	7	<i>waiver</i>	7		
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	School Projected LEP	39	42	45	48	51
EOCEP Algebra 1 SC SDE Website		School Actual LEP 34	23	<i>waiver</i>	10		
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	District Projected LEP	39	42	45	48	51
EOCEP Algebra 1 SC SDE Website		District Actual LEP 34	23	<i>waiver</i>	17		
EOCEP Algebra 1 SC SDE Website	25% A, B, C (2016-17)	School Projected PIP	27	29	31	33	35

EOCEP Algebra 1 SC SDE Website		School Actual PIP 24	26	<i>waiver</i>	15		
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	District Projected PIP	34	37	40	43	46
EOCEP Algebra 1 SC SDE Website		District Actual PIP 29	29	<i>waiver</i>	25		
EOCEP Biology SC SDE Website	50% A, B, C (2016-17)	School Projected Hispanic	52	54	56	58	60
EOCEP Biology SC SDE Website		School Actual Hispanic 42	49	<i>waiver</i>	30		
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	District Projected Hispanic	50	53	56	59	62
EOCEP Biology SC SDE Website		District Actual Hispanic 35	37	<i>waiver</i>	30		
EOCEP Biology SC SDE Website	50% A, B, C (2016-17)	School Projected AA	27	29	30	32	34
EOCEP Biology SC SDE Website		School Actual AA 27	27	<i>waiver</i>	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	<i>waiver</i>	18		
EOCEP Biology SC SDE Website	16% A, B, C (2016-17)	School Projected SWD	18	20	22	24	26
EOCEP Biology SC SDE Website		School Actual SWD 8	7	<i>waiver</i>	7		
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	District Projected SWD	21	24	27	30	33
EOCEP Biology SC SDE Website		District Actual SWD 11	11	<i>waiver</i>	9		
EOCEP Biology SC SDE Website	46% A, B, C (2016-17)	School Projected LEP	48	50	52	54	56
EOCEP Biology SC SDE Website		School Actual LEP 43	28	<i>waiver</i>	6		
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected LEP	43	46	49	52	55
EOCEP Biology SC SDE Website		District Actual LEP 31	25	<i>waiver</i>	14		
EOCEP Biology SC SDE Website	50% A, B, C (2016-17)	School Projected PIP	52	54	56	58	60

EOCEP Biology SC SDE Website		School Actual PIP 39	38	<i>waiver</i>	22		
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	District Projected PIP	51	54	57	60	63
EOCEP Biology SC SDE Website		District Actual PIP 35	34	<i>waiver</i>	28		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	School Projected Hispanic	48	50	52	54	56
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 38	41	<i>waiver</i>	32		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected Hispanic	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual Hispanic 43	38	<i>waiver</i>	28		
EOCEP US History and the Constitution SC SDE Website	41% A, B, C (2016-17)	School Projected AA	43	45	47	49	51
EOCEP US History and the Constitution SC SDE Website		School Actual AA 43	46	<i>waiver</i>	10		
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected AA	37	40	43	46	49

EOCEP US History and the Constitution SC SDE Website		District Actual AA 36	33	<i>waiver</i>	18		
EOCEP US History and the Constitution SC SDE Website	22% A, B, C (2016-17)	School Projected SWD	24	26	28	30	32
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 23	13	<i>waiver</i>	4		
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	District Projected SWD	27	30	33	36	39
EOCEP US History and the Constitution SC SDE Website		District Actual SWD 25	19	<i>waiver</i>	11		
EOCEP US History and the Constitution SC SDE Website	41% A, B, C (2016-17)	School Projected LEP	43	45	47	49	51
EOCEP US History and the Constitution SC SDE Website		School Actual LEP 47	38	<i>waiver</i>	21		
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected LEP	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual LEP 37	35	<i>waiver</i>	15		
EOCEP US History and the Constitution SC SDE Website	51% A, B, C (2016-17)	School Projected PIP	53	55	57	59	61

EOCEP US History and the Constitution SC SDE Website		School Actual PIP 41	43	<i>waiver</i>	23		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected PIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual PIP 44	40	<i>waiver</i>	29		
ACT Graduating Class	Composite 18 (2016-17)	School Projected Hispanic	18	19	20	21	22
ACT Graduating Class		School Actual Hispanic 16	18	<i>waiver</i>	17		
ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual Hispanic 17.3	17.8	<i>waiver</i>	17.1		
ACT Graduating Class	Composite 17 (2016-17)	School Projected AA	17	18	19	20	21
ACT Graduating Class		School Actual AA 16	15.6	<i>waiver</i>	17		
ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	21.0	22.0	22.2	22.4	22.8

ACT Graduating Class		District Actual AA 15.7	16.2	<i>waiver</i>	15.5		
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Note: Beginning in 2020-2021, English II EOCEP scores will replace English 1 EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate	(2016-17) 87	School Projected	88	89	90	91	92
		School Actual 87	85	86	83.6		
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual 84	85	86	84		
Employability Credentialing Rate	Data will be reported in 2020-21	School Projected				TBD	90

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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	School Projected	x	x46	61	76	90%
		School Actual	31	47	62.5		
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	District Projected		56%	68%	79%	90%
		District Actual	45%	54%	59%		

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collect data on students who still need G+ and meet with them to discuss options	Fall	Administrator	0	n/a	Increased number of students taking the tests seriously and therefore passing
2. Go in to Jr. classrooms to discuss importance of G+ and options	Spring	Administration and teachers	0	n/a	Increased number of students taking the tests seriously and therefore passing

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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

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

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 12: Annually increase the percentage of high school Gifted and Talented Academic (GTA) students, Gifted and Talented Artistic (GTR) students, and students who are both GTA and GTR taking AP courses.							
INTERIM PERFORMANCE GOAL: Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.							
DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	(2016-17)	School Projected	17	19	21	22	23
		School Actual 16	44	52	20		
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual 59	53	58	47		

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 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 <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							
DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected		Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity
GCS Human Resources Department		School Actual	Baseline established in 2019-2020	yes	yes	yes	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department		District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	Gender Diversity=% Ethnic Diversity = %	

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

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 1: Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							
DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

SC SDE School Report Card Survey	78.6	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students		Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	48.7		
SC SDE School Report Card Survey	96.1	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 90		Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	81.4		
SC SDE School Report Card Survey	78.8	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 64		Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	61		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 84	93	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	93		

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 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: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 2: The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.
PERFORMANCE GOAL 3: The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 1.4	School Projected	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0
		School Actual	1	.53	.26		
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0
		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) .07	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$

		School Actual .04		0	0		
GCS Expulsion Report from Kent Owens	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATI ON
1. Intervention Specialist, SRO, Guidance, Support, and Positive Behavior, Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	0	n/a	Meeting Minutes, Positive Referrals, Faculty Meetings, MTSS Reports

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 4: The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who describe their teacher as caring on the Cognia Culture and Climate Survey.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							
DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	46	48	50	52	54

		School Actual 44	55	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	54	58	62	66	70
		District Actual Secondary 52	50	52	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	0	NA	Meeting Minutes, 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

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 5: Achieve and maintain a student attendance rate of 95% or higher.							
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.							
DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 ^a day Attendance Report	(2016-17) 94	School Projected	95	95	95	95	95

		School Actual 94	97	95	86		
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	0	NA	Meeting Minutes, 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

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 6: The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							
DATA SOURCE(s):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 16	Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 16	Afraid ≤ 5 Lonely ≤ 14 Angry ≤ 15	Afraid ≤ 4 Lonely ≤ 14 Angry ≤ 15	Afraid ≤ 4 Lonely ≤ 13 Angry ≤ 14
		School Actual Afraid – 6% Lonely –29 % Angry – 11%	Afraid – 8% Lonely – 16% Angry –16 %	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	0	NA	Meeting Minutes, 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