

Mauldin High School

School Portfolio

2018-2023



John Michael Peake, Principal

701 E. Butler Road

Mauldin, SC 29662

www.greenville.k12.sc.us/mauldinh

Greenville County Schools

Dr. W. Burke Royster, Superintendent

Scope of Action Plan: 2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE**SCHOOL NAME:** Mauldin High School**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023** (*five years*)**SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023** (*one year*)**Required Signature Page**

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

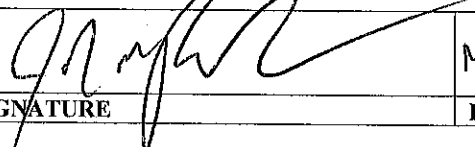
Assurances for the School Renewal Plans

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

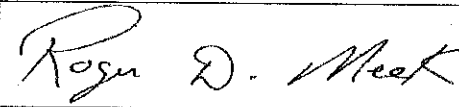
SUPERINTENDENT

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

PRINCIPAL

Mike Peake		March 28, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Nichole Colby		3/28/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Ashley Tingom		3/28/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 701 E. Butler Road Mauldin, SC 29662

SCHOOL TELEPHONE: (864) 355-6500

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

Stakeholder Involvement

Position	Name
Principal	John Michael Peake
Teacher	Sara Long
Parent/Guardian	Lee Katherine Herczogh
Community Member	Taft Matney
Paraprofessional	Mary Belvin
School Improvement Council Chair	Nichole Colby
Read to Succeed Reading Coach	Pam Powell
Read to Succeed Literary Team Lead	Ashley Tingom
Read to Succeed Literacy Team Member	Jamie McCay

Other Stakeholders

Position	Name
AP	Alex Cummings
AP	Christie Justice
AP	Adam Massey
AP	Tammy McClain
AP	Stephen Bradford
AA	Matthew Large
Science Chair	Raj Deshpande
English Chair	Ashley Tingom
CTE Chair	Misty Abercrombie
Math Chair	Jennifer Wilson
World Language Chair	Shanna Yown
SS Chair	Greg Snoch
Fine Arts Chair	Anne Crowe
Special Ed Chair	Amy DiPalma
PE Chair	Kady Cellamare

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)]

 x **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.

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

- x** **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

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

- x** **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.

- x** **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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Introduction

Mauldin High School’s school portfolio documents the changes and progress our school has made while working to continuously advance student achievement. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a “living document” about Mauldin High School. It describes who we are, our vision for the school, goals, plans, progress, and achievement in the context of client demographics & needs, and the school community. The portfolio also describes how we build and use our overall school plan for advancing student learning.

A team of staff members was involved in developing the narrative for our portfolio based on input from the whole staff and other Mauldin High School stakeholders. Our team consists of staff administration, teachers and support staff. Additionally, the staff is broken down into committees to study the needs and assessments for the various areas.

Committee Team Members

Purpose and Direction	Lori Robbins Stephen Bradford
Read to Succeed	Ashley Tingom Jamie McCay Pam Powell
Teaching and Assessing for Learning	Raj Deshpande Ashley Tingom Shanna Yown Amy DiPalma Wes Dodgens Shelly Sands
Continuous Improvement	Mike Peake Adam Massey Tammy McClain Taft Matney Nichole Colby Lee Katherine Herczogh

Executive Summary

Student Achievement

Demographically, we are a suburban high school (grades 9-12) with 59.8% white, 20.8% African American, 10.7% Hispanic, 8.7% other ethnicity. The majority of our students perform at or above the national average on standardized tests: approximately 32% of students receive free or reduced lunch.

Focus Student Achievement Goal:

- Mauldin High School will increase success rate in each of the 12 Measurable Categories including; (EOC, Grad Rate, SAT, ACT, Advanced Placement, WIN, Graduation Plus) comparing 2017 scores to 2018 scores in pursuit of having the highest student academic performance scores in Greenville County.

Teacher and Administrator Quality

Mauldin High School currently has 135 teachers on staff. One hundred percent of our teaching faculty is highly qualified. Approximately 9% of teachers are National Board Certified Teachers, 70% have master's degrees or higher, 42% are Gifted/Talented endorsed, and 38% have their AP endorsement. Evaluation of teachers is done with a competency based evaluation instrument and student surveys of teacher competency are linked to their yearly job performance evaluation.

Mauldin High School currently has seven administrators. On average, the administrative staff has over six years of school administrative experience in addition to an average of over 10 years teaching experience. Evaluation of the administrative staff is completed via a competency-based evaluation instrument and administrator performance surveys are linked to their yearly performance evaluation.

School Climate

We are committed to maintaining a safe, responsible, and respectful school environment. The nurturing of appropriate professional relationships between all stakeholders is a priority. Organizational structure is a key focus area that is oriented toward tasks and achievements through clearly articulated work expectations and performance standards. Parent, student, and teacher surveys are linked to the school climate evaluation.

Our school makes every effort to involve all parents and families, as well as members of the community, in the planning and implementation of school programs and activities. We also benefit from partnerships with local businesses, corporations, and individuals who support the many educational and extracurricular endeavors with funding and volunteers.

Significant Challenges

- Involving all stakeholders in the decision making process.
- Promoting continuous improvement in an already high performing school.
- Meeting the needs of all students to ensure college and career readiness.

Accomplishments

- Graduation rate consistently above 90%.
- Ranked tenth best HS in state and top 1500 nationally by Newsweek Magazine.
- Highest AP enrollment in Greenville County.
- 45+ Palmetto Fellows Scholarships.
- 280+ Life Scholarships.
- Multiple teaching fellows recipients annually.
- \$20+ million in scholarships earned annually.
- 50+ Region Athletic Championships from 2009-Present.
- 220+ Athletic LOI signed since 2009.
- State Tennis Champions 2010-2012.
- Boys XC Champions in 2013.
- Football North/South Reps in 2013-2017, 2019-2020.
- Coach inducted into the SC XC Hall of Fame.
- Coach inducted into the SC Strength and Conditioning Coaches Hall of Fame.
- 150+ Athletes honored as all state since 2010.
- 36 Total State Championships, 51 Upper State Titles, 171 Region Championships.

School Profile

Mauldin High School is located in Mauldin, South Carolina. Situated in the foothills of the Blue Ridge Mountains in Upstate South Carolina, we are located in one of the fastest growing areas of the state. Built in 1973 and renovated in 2002, our campus is home to a wide variety of successful instructional, athletic, extracurricular, and lifelong learning programs. Despite the size of our student body, presently 2,350 in number, our school provides a welcoming and nurturing environment.

Our physical plant has over 350,000 square feet located on 46.22 acres. The atrium is an airy two-story space that functions as an attractive meeting space as well as the school cafeteria. Maverick Pride, showcases filled with trophies, and Awards of Excellence are inviting fixtures in this area. Each classroom is furnished with attractive, comfortable, and functional student and teacher desks. A bright, glassed-in breezeway connects the original building to the new multi-story addition. Painted by a generous community member during the 2006 summer break, an arresting mural now adorns the hall leading from the atrium to the side exit and in the cafeteria. We are fortunate to have a practice gym and a 2000-seat competition gym, as well as a 4000-seat stadium. Baseball and softball fields and four tennis courts complete our sports complex. Fine arts groups perform in a 650-seat auditorium. Chorus and band rooms are equipped with individual practice rooms and space for whole group performances. The studio art classroom is equipped with both an art patio for outdoor work and a 15-station dark room for developing film.

Our school makes every effort to involve all parents and families, as well as members of the community, in the planning and implementation of school programs and activities. We benefit from extensive partnerships with local businesses, corporations, and individuals who support many educational and extracurricular endeavors with funding and volunteers. Local partnerships with the school include Ingles, Charter Communications; Bi-Lo; Mauldin Police and Fire Department; and Urban League just to name a few. Our School Improvement Council meets the 2nd Thursday of each month and includes parents, teachers, administrators, local business partners and students. On any given day we have 10-15 volunteers working throughout the school. PTSA has a database of over 200 volunteers who work in 20 different categories.

School Personnel

The school's Administrative Team collaborates with faculty to provide instructional leadership for the school. Mauldin High School currently has eight administrators. Each administrator monitors the progress of their respective instructional department(s) and the curriculum resource teacher provides instructional leadership and professional development for the faculty. On average, the administrative staff has over 8 years of school administrative experience in addition to an average of over 10 years teaching experience. Several administrators hold dual administrative certifications and advanced teaching certifications. Evaluation of the administrative staff is done with a competency based evaluation instrument and administrator performance surveys are linked to their yearly performance evaluation.

Principal
AP
AP
AP

Mike Peake
Alex Cummings
Christie Justice
Adam Massey

AP
AP
AA

Tammy McClain
Stephen Bradford
Matthew Large

Personnel Data

Mauldin High School currently has 135 teachers, one media specialist, 10 guidance counselors, one Curriculum Resource teacher, one social worker and 7 administrators comprise the faculty at Mauldin High School.

70% percent of teachers have a Masters degree or higher. 9% of teachers are National Board Certified Teachers. 100% of teachers are highly qualified. 42% of teachers are endorsed to teach Gifted/Talented and 38% have their AP endorsement. 4% have a Doctorate degree. The teacher attendance rate is approximately 92%.

Student Population

Mauldin High School student enrollment is 2295. The current student population consists of 1374 Caucasians, 479 African-Americans, 246 Hispanics, and 196 of other ethnicities. 49% percent of our student population is female and 51% percent are male.

The number of students receiving ESOL services is 58 (2.5%). Number of students that qualify for free/reduced lunch is approximately 735. The percentage of students receiving special education services is approximately 12%. The number of students served by the gifted and talented program is approximately 30%. The number of students enrolled in at least one advanced placement course is greater than 25%.

Student Attendance and Retention

The attendance rate for Mauldin High School students is above 96% percent. Our school retention for 20-21 rate was approximately 2.6%.

Academic Programs, Features, and Initiatives

The core curriculum consists of college prep, honors, Advanced Placement and dual enrollment. Our decisions about the courses offered are data driven and research based, and guided by the tenets of the Profile of the South Carolina Graduate. Data analysis allows school personnel to determine weaknesses and gaps in the instructional process. Therefore, data analysis is conducted annually of disaggregated data from standardized tests such as the End of Course Exams, Advanced Placement, SAT, ACT, etc.

Our instructional leadership team leads a faculty committed to using best practices and instructional techniques that place students at the center of learning. Intelligent integration of technology enhances the learning environment. Teachers also plan and incorporate critical thinking into daily classroom activities. The academic environment of our school encourages teachers to explore classroom strategies beyond traditional instruction.

Within academic departments, teachers determine the skills and content needed for successful completion of coursework and prepare students for the next level of study. Vertical alignment with middle schools and higher education helps in providing a seamless curriculum.

Our school offers Project Lead the Way (PLTW) courses and curriculum, the nation's leading provider of science, technology, engineering, and math (STEM) programs. We offer a robust and expanding dual enrollment program. The expansion involves offering college courses taught by Mauldin HS Faculty starting in 2018-2019. Over 200 students qualified to take 13 different courses for college credit on the MHS campus.

Mission, Vision, Beliefs

Mission Statement

The administration, faculty, and staff of Mauldin High School, in conjunction with the students, their families, and the community, shall provide every student the opportunity, challenge, and support to realize his or her educational potential and the ability to assume a productive role in a democratic society.

Shared Vision

The vision centers on four core areas: curriculum, instruction, assessment, and the learning environment.

The curriculum focuses on rigorous and seamless integration, meeting state and national standards of excellence. Teachers are involved in interdisciplinary collaboration, as well as the integration of technology and creative arts throughout the curriculum. There is also a multicultural emphasis encompassing character education.

Instruction involves students actively participating and taking responsibility for their own learning. Teachers collaborate in sharing strategies and ideas to improve instruction. Students and teachers have the opportunity to incorporate technology in all areas of instruction. High expectations are evident for all students and teachers in a rigorous instructional program. Current research information shared by teachers in discussion groups are reflected in the implementation of new and effective strategies.

Continual assessment of the school environment involves self-evaluation of the school's programs, action plan goals, and instruction. Students are encouraged to achieve at high rates in the most rigorous courses appropriate. Real life applications enable students to see the connections between what they are learning in the classroom and its relevance to their future. A variety of assessment tools are used including student self-assessment. Current school data and research are used to aid students and faculty engaged in reflective assessment practices.

The learning environment is positive and student-centered, with all the stake holders working toward common goals. There is open, ongoing communication emphasizing support and value of each member. The school community exhibits excellent citizenship with emphasis on positive work ethic, acceptance of cultural diversity and service to the community. There are a variety of resources available to meet the social, emotional, academic, and physical needs of the students.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Through an examination of written beliefs already in place and individual and small group brainstorming, we developed the following core beliefs about instruction, curriculum, assessment, and the school's environment that we believe will increase our students' learning.

We believe...

- All students can learn and achieve success in a rigorous curriculum.
- Students learn and demonstrate their knowledge and skills in different ways when provided a variety of effective instructional approaches and assessments to support their learning.
- Students must be provided with a challenging and diverse curriculum.
- Each student is a valued individual with unique physical, social, emotional, cultural, and intellectual needs.
- Exceptional students require special services, resources, and support services.
- Students develop an appreciation of different people and cultures through an awareness and understanding of cultural diversity.
- Students, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- School and community commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.
- Students are equally responsible for maximizing their educational opportunities.

ACTION PLAN

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 1 The percentage of HS students scoring A, B, and C on the English I EOCEP will increase from **53%** in 2016-17 to **83%** 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 I EOCEP will increase by 3 % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English I EOCEP SC SDE Website	53% of HS students scoring A, B, and C on English I EOCEP (2016-17)	School Projected	71	74	77	80	83
		School Actual 68.6	60.2	Wavier	N/A	N/A	N/A
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*	52	55	58	61	64
		District Actual 58		Wavier	50	N/A	N/A

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing comprehension and analysis of texts. Increase rigor and expectations in instruction and assessment while enhancing intervention supports.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Effectively use of formative and summative assessments to inform	2018-2023	All teachers	None	None	Daily reading comprehension; Teacher made assessments; SLO Data

instruction at a rigorous level					
Saturday review sessions in preparation for the EOC	2018-2023	EOC teachers	None	None	Evidence of learning targets tied to standards
Language Live! and Read 180	2018-2023	Regular Ed English teacher and Special Education teacher (to be determined)	None	None	Evidence of learning targets tied to standards; program-specific benchmarks

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

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

PERFORMANCE GOAL: 2 The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from **39 %** in 2016-17 to **66 %** in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	39 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	54	57	60	63	66
		School Actual 46	31	Waiver	67		
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		Waiver	67		

ACTION PLAN FOR STRATEGY #1: Increase rigor and expectations in instruction and assessment while enhancing intervention supports.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Plan and effect the use of Higher DOK levels in Warm-ups and Assessments	All year	Algebra 1 teachers	None	None	Mastery Connect, EOC, weekly Planners and observations
Incorporate Spiral Reviews	Done quarterly all year long	Algebra 1 teachers	None	None	Mastery Connect, EOC, Weekly Planners and Observations
Emphasize content vocabulary in daily instruction	All year	Algebra 1 teachers	None	None	Assessments and Observations

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

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

PERFORMANCE GOAL: 3 The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from **70 %** in 2016-17 to **82%** in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Biology EOCEP SC SDE Website	70 % of HS students scoring A, B, and C on Biology EOCEP	School Projected	70	73	76	79	82

	(2016-17)						
		School Actual 69.1	67.8	Waiver	70		
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		Waiver	65		

ACTION PLAN FOR STRATEGY #1: Increase rigor and expectations in instruction and assessment while enhancing intervention supports.

EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Reading/Analyses (Critical Thinking)	Weekly	All teachers	None	None	Monthly Summative Assessment
PLC reflections	Monthly	All teachers	None	None	PLC Data Analysis
EOC. Tutoring for "bubble" students	Once per semester	Volunteer teachers	\$300	Administration	Mastery Connect benchmark data and EOC data

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.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 4 The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 68% in 2016-17 to 83% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 3% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
US History and the Constitution EOCEP SC SDE Website	68 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	School Projected	70	73	77	80	83
		School Actual 67.5	64	Waiver	71		
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		Waiver	66		
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ACTION PLAN FOR STRATEGY #1: Increase rigor and expectations in instruction and assessment while enhancing intervention supports.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Effectively use formative assessments to inform instruction at a rigorous level (from district).	All year	US History Teachers	N/A	N/A	Mastery Connect benchmarks, USA Test Prep and common assessments
Devise Saturday review sessions for students whose Mastery Connect benchmark scores are near mastery.	Second semester	US History Teachers	N/A	N/A	Mastery Connect benchmarks, USA Test Prep and common assessments
Emphasize critical thinking when interpreting primary sources in 9th & 10th grade SS classes to better prepare students for these skills on EOC.	All year	9 th and 10 th grade social studies teachers	N/A	N/A	Common assessments that incorporate primary sources
Utilize school wide testing days (ACT/SAT/WIN) to reinforce skills/review EOC material.	All year	All teachers	N/A	N/A	Mastery Connect benchmarks, USA Test Prep and common assessments

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

<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 5 Increase the average ACT Composite Score for the graduating class from 20.1 in 2016-17 to 22.8 in 2022-23.
PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from 1091 in 2016-17 to 1141 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) 20.1	School Projected	21	22	22.2	22.4	22.8
		School Actual 19.9	20.8	20	23.6		
SC SDE Website	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual 18.7		19.8			

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) 1091	School Projected	1101	1111	1121	1131	1141
		School Actual 1108	1056	1055	1059		
SC SDE Website	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual 1089		1038			

ACTION PLAN FOR STRATEGY #1: Increase opportunities for students to engage in preparation for the SAT/ACT.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
School counselors provide students and parents resources from Naviance.	2018-2023	Guidance Dept.	None	None	Increased usage as indicated by yearly reports from Naviance
Professional development to teachers and school counselors to increase understanding of the	2018-2023	District Academic Specialists	None	None	Evidence of Professional Development offerings to teachers across all

SAT/ACT content, format, and rigor level.					impacted areas of the SAT/ACT
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Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

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

PERFORMANCE GOAL: 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	98	99	100	100	100
		School Actual 97	95%	Waiver			
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		Waiver			
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	School Projected	98	99	100	100	100
		School Actual 97.9	95%	Waiver			
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	District Projected		Waiver			
		District Actual 94.7	95.0	96.0	97.0	98.0	99.0
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected	95	95	95	95	95
		School Actual 93.2	91%	Waiver			
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	District Projected		Waiver			

		District Actual 89.3	90.0	91.0	92.0	93.0	94.0
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	School Projected	75	76	77	78	79
		School Actual 74.5	72	Waiver			
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		Waiver			

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	School Projected Hispanic	43	48	53	58	63

EOCEP English 1 SC SDE Website		School Actual Hispanic 52.3	69	Waiver	NA	NA	NA
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		Wavier	NA	NA	NA
EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	School Projected AA	43	48	53	58	63
EOCEP English 1 SC SDE Website		School Actual AA 48	67	Waiver	NA	NA	NA
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		Wavier	NA	NA	NA
EOCEP English 1 SC SDE Website	15% A, B, C (2016-17)	School Projected SWD	22	29	36	45	52
EOCEP English 1 SC SDE Website		School Actual SWD 32.1	57	Waiver	NA	NA	NA
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		Waiver	NA	NA	NA
EOCEP English 1 SC SDE Website	35% A, B, C (2016-17)	School Projected LEP	40	45	50	55	60
EOCEP English 1 SC SDE Website		School Actual LEP 43.3	65	Waiver	NA	NA	NA
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		Waiver	NA	NA	NA
EOCEP English 1 SC SDE Website	39% A, B, C (2016-17)	School Projected SIP	44	49	54	59	64
EOCEP English 1 SC SDE Website		School Actual SIP 57.7	68	Waiver	NA	NA	NA
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected SIP	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual SIP 56		Waiver	NA	NA	NA
EOCEP Algebra 1 SC SDE Website	24% A, B, C (2016-17)	School Projected Hispanic	29	34	39	44	49
EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 34	63	Waiver	77%		

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		Waiver	64%		
EOCEP Algebra 1 SC SDE Website	21% A, B, C (2016-17)	School Projected AA	27	33	39	44	49
EOCEP Algebra 1 SC SDE Website		School Actual AA 21.2	59	Waiver	58		
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		Waiver	14%		
EOCEP Algebra 1 SC SDE Website	15% A, B, C (2016-17)	School Projected SWD	20	25	11%	35	40
EOCEP Algebra 1 SC SDE Website		School Actual SWD 5.1	55	Waiver	56%		
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		Waiver			

EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	School Projected LEP	31	35	39	43	47
EOCEP Algebra 1 SC SDE Website		School Actual LEP 41.1	61	Waiver	N/A		
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	District Projected LEP	39	42	45	48	51
EOCEP Algebra 1 SC SDE Website		District Actual LEP 34		Waiver	N/A		
EOCEP Algebra 1 SC SDE Website	23% A, B, C (2016-17)	School Projected SIP	29	35	41	47	53
EOCEP Algebra 1 SC SDE Website		School Actual SIP 30.8	61	Waiver	64%		
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	District Projected SIP	34	37	40	43	47
EOCEP Algebra 1 SC SDE Website		District Actual SIP 29		Waiver			
EOCEP Biology SC SDE Website	50% A, B, C (2016-17)	School Projected Hispanic	56	59	62	65	68
EOCEP Biology SC SDE Website		School Actual Hispanic 57.2		Waiver	65%		
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	67	Waiver	42		
EOCEP Biology SC SDE Website	45% A, B, C (2016-17)	School Projected AA	50	55	60	65	68
EOCEP Biology SC SDE Website		School Actual AA 42.5x	67	Waiver	56		
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		Waiver	17		
EOCEP Biology SC SDE Website	20% A, B, C (2016-17)	School Projected SWD	25	30	35	40	45
EOCEP Biology SC SDE Website		School Actual SWD 18.6	57	Waiver	56		
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		Waiver	17		
EOCEP Biology SC SDE Website	41% A, B, C (2016-17)	School Projected LEP	45	49	53	57	61

EOCEP Biology SC SDE Website		School Actual LEP 51.3	69	Waiver	56%		
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		Waiver	24%		
EOCEP Biology SC SDE Website	50% A, B, C (2016-17)	School Projected SIP	55	60	65	70	75
EOCEP Biology SC SDE Website		School Actual SIP 50.7	70	Waiver	60%		
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	District Projected SIP	51	54	57	60	63
EOCEP Biology SC SDE Website		District Actual SIP 35		Waiver	30		
EOCEP US History and the Constitution SC SDE Website	57% A, B, C (2016-17)	School Projected Hispanic	60	63	66	69	72
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 57	69	Waiver	65		
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		School Actual		Waiver	33		

Constitution SC SDE Website		Hispanic 43					
EOCEP US History and the Constitution SC SDE Website	46% A, B, C (2016-17)	School Projected AA	51	56	61	66	72
EOCEP US History and the Constitution SC SDE Website		School Actual AA 44.7	68	Waiver	61		
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		Waiver			
EOCEP US History and the Constitution SC SDE Website	36% A, B, C (2016-17)	School Projected SWD	40	44	48	52	56
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 23.9	61	Waiver	35		
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	71	Waiver			
EOCEP US History and the Constitution SC SDE Website	55% A, B, C (2016-17)	School Projected LEP	59	63	67	71	75

EOCEP US History and the Constitution SC SDE Website		School Actual LEP 48.6	69	Waiver	55		
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		Waiver			
EOCEP US History and the Constitution SC SDE Website	47% A, B, C (2016-17)	School Projected SIP	51	54	59	63	67
EOCEP US History and the Constitution SC SDE Website		School Actual SIP 48.8		Waiver	65		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected SIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual SIP 44		Waiver	38		
ACT Graduating Class	18.6 x (2016-17)	School Projected Hispanic	18	19	20	21	22
ACT Graduating Class		School Actual Hispanic 18.3					
ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	18.0	19.0	20.0	21.0	22.0

ACT Graduating Class		District Actual Hispanic 17.3					
ACT Graduating Class	16.8 x (2016-17)	School Projected AA x	17	18	19	20	21
ACT Graduating Class		School Actual AA 16.4					
ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	17.0	18.0	19.0	20.0	21.0
ACT Graduating Class		District Actual AA 15.7					

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide support for implementing data driven reflective conversations to improve teaching practice (school, subject and individual data).	2018-2023	IC's, Department Heads, Admin	\$0	NA	Evidence of data driven conversations school meetings (Principal meetings, Principal/IC meetings, etc.)

Provide professional learning opportunities on instructional strategies for diverse learners	2018-2023	IC's in coordination with ELL and SPED school leaders	\$0	NA	<p>Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations</p> <p>Record of Professional Development offerings on diverse learner strategies.</p>
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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.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional
<i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 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) 94	School Projected	94	95	95+	95+	95+
		School Actual 92					
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual 84					

Employability Credentialing Rate	Data will be reported in 2020-21	School Projected			TBD	TBD	90
		School Actual					
Employability Credentialing Rate	Data will be reported in 2020-21	District Projected			TBD	TBD	90
		District Actual					

ACTION PLAN FOR STRATEGY #1: Enhance and expand graduation and employability pathways and support for all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track to graduation at each grade level.	2018-2020	On Track Administrator	None	0	School-based EWRS teams meeting regularly to provide intervention strategies. Evidence of strategies impacting at-risk students through the monitoring of the EWRS system.
Senior Rally Program	All year	Guidance Department	N/A	0	Enrollment and Grad Rate

PERFORMANCE GOAL: 10 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements (TBD).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool, College Reports	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	90%
		School Actual				66%	
PowerSchool, College Reports	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	90%
		District Actual					

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

<i>Gifted and Talented Requires</i> <input checked="" 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 checked="" type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 11 Annually increase the percentage of 9 th graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9 th -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	81	School Projected	84	86.5	89	91.5	94
		School Actual 81				82%	
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual 80				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: Implement freshman-focused, emotional, and academic support systems to help students experience success in the 9th grade.	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	On Track Administrator and Guidance	0	0	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
Utilize MTSS interventions to support students' social and emotional growth (i.e. School Counselors, Behavior Interventionists, At-Risk Coordinator, Social Worker, Mental Health Counselor))	2018-2023	Guidance and Administrative Teams	0	0	Evidence of interventions noted by counselors and other school personnel
Provide strategic interventions in math and English to support students to perform at grade level.	2018-2023	English & Math Department Leaders and Assigned Administrator	0	0	Evidence of best practice interventions while conducting observations and Instructional Rounds
Ensure core academic freshman classes are scheduled with no more than 25 students per section.	2018-2023	Guidance and Administrative Teams	0	0	Class size reports show no core freshman classes larger than 28.

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

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

PERFORMANCE GOAL: 12 Annually increase the percentage of high school Gifted and Talented Academic (GTA) students 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) x	School Projected	66	67	68	69	70
		School Actual 67	57	57		48%	
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual 51	53	59		47%	

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

ACTION PLAN FOR STRATEGY #1: Raise expectations and implement quality core instruction and interventions to support student success.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Strengthen the 9-10 th grade core academic preparation	2018-2023	Guidance and Administrative Teams	TBD	TBD	Vertical alignment of curriculum from middle to high school including earlier

and supports to provide opportunities to succeed in college level courses.					identification of students on a pre-AP/IB track
Increase teacher, student, and parent awareness of Graduation Plus, focusing on dual credit, AP, IB, career classes, and certification through marketing and communications.	2018-2023	Guidance and Administrative Teams	NA	NA	Increase of communication to public about G+ and reporting the success of G+ (number of credits earned, number of certifications earned, etc.)

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

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

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					

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

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

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	89.5	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 93.7					
SC SDE School Report Card Survey	99.1	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100					
SC SDE School Report Card Survey	91	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 91.1					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					

		84					
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1: Proactive in ensuring school safety and enhance the lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
SROs –visible all around campus, checking entrances, exits and in halls during class changes, before and after school and lunch shifts	2018-2023	SROs	none	none	Verified and monitored by administrative team

7:30 am-4:30 pm					
School administrators are highly visible before and after school and in halls every class change.	2018-2023	Administrative Team	none	none	Verified and monitored by principal
All visitors must enter through the front office and sign in before being allowed in the main building.	2018-2023	Office Personnel	none	none	Verified and monitored by administrative team
Improve Parental Involvement in PTSA, SIC and Booster Clubs.	2018-2023	Administrative Team	none	none	PTSA/SIC/Booster Club Membership Rosters/Attendance
Doors are locked during the school day.	2018-2023	Administrative Team	none	none	<u>Doors are checked /locked daily</u> Verified and monitored by administrative team/SROs
Students must enter school from front door, student parking lot door, parent loop door and /or assigned entrances/exits only.	2018-2023	Administrative Team	none	none	Verified and monitored by administrative team/SROs

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

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

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 1.53	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 1.32		.26%			
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual 0		0			
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual .04					

ACTION PLAN FOR STRATEGY #1: Increase school and student based education about Level III infractions and the criminal and disciplinary consequences.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Review discipline code with all students during first 2 days of school in extended homerooms.	August	Teachers	none	none	Teacher's check off and report
Provide students with major and early in the year Level II infractions: established consequences and	All year	Administration	none	none	Principal reviews during weekly administrative team meeting

comprehensive support on ways to correct behaviors and of possible consequences for Level III infractions.					
Review discipline code updates with teachers during in-service days.	August in service days and during the year as needed	Administration	none	none	Verified by agenda