

# **RIVERSIDE HIGH SCHOOL PORTFOLIO**

***“To Instruct, To Inspire, To Prepare”***

**“Reaching Higher Standards”**

**1998 Palmetto’s Finest High School  
Home of the Warriors  
2001 School of Promise**

**Darah J. Huffman, Principal**

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

**Plan: 2018-19 through 2022-23**

**Update: March 15, 2022**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Riverside High School

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

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

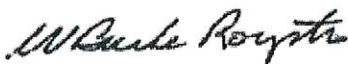
### Required Signature Page

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

Ms. Darah J. Huffman		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

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

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Carolyn Brightharp		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Sylvia S. Hodge		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

**SCHOOL ADDRESS:** 794 Hammett Bridge Road Greer, SC 29650

**SCHOOL TELEPHONE:** (864) 355-7800

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

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Ms. Darah Huffman
2. Teacher	Mrs. Mary Margaret Delap
3. Parent/Guardian	Mrs. Shehzeen Muqri
4. Community Member	Mrs. Julie Pringle
5. Paraprofessional	Mrs. Dell Aycock
6. School Improvement Council Member	Dr. Carolyn Brightharp
7. Read to Succeed Reading Coach	N/A
8. School Read to Succeed Literacy Leadership Team Lead	Dr. Sylvia S. Hodge
9. School Read to Succeed Literacy Leadership Team Member	Ms. Karen Erickson

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**

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
Teacher—English	Karen Erickson
Teacher—Math	Holly Cameron
Teacher—Social Studies	Julie Faulk
Teacher—Science	Karen Becker
Teacher—World Languages	Kapp Abbott
Parent—PTA	Stephanie Wright
Parent—SIC	Cathy Thatcher
Administrator	Darah Huffman
Media Specialist	Anna Webb

## ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

#### **N/A Academic Assistance, PreK–3**

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

#### **✓ 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).

#### **✓ 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.

#### **✓ 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*.

#### **✓ Technology**

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

#### **N/A Innovation**

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

✓ **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.

N/A **Half-Day Child Development**

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

N/A **Developmentally Appropriate Curriculum for PreK–3**

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

N/A **Parenting and Family Literacy**

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

N/A **Recruitment**

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

✓ **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.

# **Riverside High School Portfolio**

## **Table of Contents**

<b>Introduction.....</b>	<b>Pages 7 - 10</b>
<b>Executive Summary.....</b>	<b>Pages 11 – 16</b>
<b>School Profile.....</b>	<b>Pages 17 - 26</b>
<b>Mission, Vision, Beliefs.....</b>	<b>Pages 27 - 29</b>
<b>Data Analysis.....</b>	<b>Pages 30 – 39</b>
<b>Action Plan.....</b>	<b>Pages 40 – 93</b>

# **Riverside High School**

***“To Instruct, To Inspire, To Prepare”***

**“Reaching Higher Standards”**

## **Introduction**

**Portfolio Committees  
Team Members and Roles**

# Introduction

The Strategic Planning Committee, composed of six team members including the Principal and the Instructional Coach, has led the faculty through the School Portfolio and the self-assessment process for Riverside High School. Each team member guided a committee of seventeen faculty members through the various sections of the School Portfolio. Each committee updated a section of the portfolio to reflect the most recent test data, student honors, professional development, and Riverside's strategies for the 2019-2023 Action Plan. After the evidence was collected, the committee chairs collaborated with their members to make sure all areas of the standard were included in the narrative. When all the narratives had been reviewed, each committee shared the findings with the entire faculty, Student Government, the School Improvement Council, and the PTSA Board.



## **Strategic Planning Teams for School Portfolio**

RHS Accreditation Strategic Planning Action Teams (2018-2019 through 2022-2023 Cycle)

These met to discuss and affirm the school's portfolio and to develop the school's action plan, during early February through mid-April.

**EXECUTIVE SUMMARY (student achievement, teacher and administrator quality, school climate, significant challenges from past 3 years, significant awards, results, or accomplishments from the past 3 years)**

Mary Margaret Delap, Chair

Members: Karen Anderson, Bill Baker, Rachelle Bianchi, Karla Cannon, Nate Crain, David Dejesa, Bethany Enjaian, Tia Foster, Carrie Fussell, Bridget Hall, Katrina Hester, Linda Kirkland, Rick Martin, Kim Pauls. Amy Pruitt. Shari Schroeder, Jenny Taylor

**SCHOOL PROFILE (school community, school personnel data, student population data, major academic and behavioral features/programs/initiatives)**

Susan Candee, Chair

Members: Cindy Armstrong, Brent Boling, Holly Cameron, Carolee Dover, Mary Anna Elsey, Kelly Hagerman, Brian Herbert, Jessica McCraw, Marley McDonough, Jackie McKeithan, Donna Meng, Sam Oates, David Rhodes, Robin Tarpinian, Terri Wheat, Sherry Williams

**VISION, MISSION, BELIEFS (review and affirm/edit)**

Karen Becker, Chair

Members: Amanda Abrams, Kelly Ackerman, Tim Anderton, Kathy Bell, Julie Faulk, Donna Fowler, Kelsey Johnson, John Linn, Mary Grace Pineda, Dee Polly, Donna Roberts, Esser Sitton, Phil Smith, Kayla Truax, Amanda Wald, Bryan Woody, Cheryl Youmans

**DATA ANALYSIS AND NEEDS ASSESSMENT (SDE School Report Card—ACT 16-17, WorkKeys 16-17, EOCEP, Four-Year Cohort Graduation Rate, Five-Year Cohort Graduation Rate, AP Report from College Board, SAT College Bound Senior Report from College Board)**

Kapp Abbott, Chair

Members: Allen Arnold, Vickie Bartlett, Lindsey Beam, Robin Chandler, Andrea Crain, Eric Cummings, Heather Greene, Aaron Linder, Meredith McGee, Lisa Nickles, Janessa Orrs, Travis Pitman, April Raymond, Becky Rogers, Anne Snow, Julie Teague, Karen Vaughan

## **LEADERSHIP**

Riverside High School shares the decision-making process in the following ways:

### **Administrative Leadership Team**

2021 - 2022

- Darah Huffman, Principal
- Angela Abercrombie, Assistant Principal
- Jonathan Duty, Assistant Principal
- Sundra Latson, Assistant Principal
- Erica Scott, Assistant Principal
- Jonathan Sierputowski, Administrator
- Michael Pettit, Athletic Director
- Sylvia Hodge, Instructional Coach
- Katie Smith, Instructional Coach
- Meagan Scott, Director of School Counseling

### **Department Chairs**

2021 - 2022

#### **MATH**

Holly Cameron

#### **ENGLISH**

Mary Margaret Delap

#### **SPECIAL EDUCATION**

Carrie Fussell

#### **SOCIAL STUDIES**

Susan Candee

#### **FINE ARTS**

Donna Fowler

#### **P.E.**

Sam Oates

#### **LANGUAGES**

Kapp Abbott

#### **C.T.E.**

Julie Teague

#### **SCIENCE**

Karen Becker

#### **SCHOOL COUNSELING**

Meagan Scott

# **Riverside High School**

***“To Instruct, To Inspire, To Prepare”***

**“Reaching Higher Standards”**

## **Portfolio**

## **Executive Summary**

## **Needs Assessment**

## **Challenges**

## **Awards**

# Executive Summary

## Student Achievement Needs Assessment:

At Riverside, student academic achievement is a priority. We continually analyze assessment results and work to address the academic needs of our students by implementing new programs and strategies.

- End of Course passage rates demonstrated that Riverside students passed EOCs at a higher rate in every course than other schools in the district. *For 2019-2020 EOC Scores are not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*
- PSAT average scores have increased from 153 to 172 in the past five years.
- Riverside students score above the state and national averages on the ACT and SAT.
- Riverside offers twenty-three AP courses. The overall pass rate for Riverside students exceeds both state and national averages.
- Riverside students have been quite successful on Career Readiness testing, beginning with Work Keys. In 2015, 93.4% of our students received an ACT National Career Readiness Certificate; in 2016 – 95.9%, and in 2017 - 93.8%. In 2018 the state adopted the WIN test, and 91.4 % of our students received WIN Career Readiness Certificates, with 88.9% meeting the requirements for certificates in Soft Skills. In 2019 93.9% of our students received WIN Career Readiness Certificates. *For 2019-2020 WIN Scores are not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*
- The graduation rate remained steady at 91.5% for the Classes of 2017 and 2018, and 90.5% for the Class of 2019, and increased to 93.03% for the Class of 2020. The graduation rate for the Class of 2021 was 90.4%.

## **Executive Summary**

### **Teacher and Administrator Quality Needs Assessment:**

- 100 percent of teachers are certified by South Carolina
- 81.5 percent of teachers on continuing contract
- 71.7 percent of teachers have advanced degrees
- 93.7 teacher attendance rate
- 92.2 percent of teachers returned from previous year
- \$57,821 average teacher salary
- 0.0 percentage of teacher vacancies for more than 9 weeks

# Executive Summary

## School Climate Needs Assessment:

School climate at Riverside High School is generally positive, based on the results of school surveys. Our attendance rates and the number of discipline referrals are indicative of a safe and healthy school. In addition, we have a high level of parental involvement, with a few identified areas in need of further improvement.

- Attendance rates at our school are high. Specifically, at the 100-day reporting, our attendance was 96.27%.
- The attendance rate was lowest for ninth grade students.
- Tardies comprise the highest percentage of discipline referrals.
- PowerSchool and GCSource provide accurate information concerning attendance, disciplinary records, and grades to parents, teachers, and students.
- Survey results over the past five years indicated that teachers, students, and parents are generally satisfied with the school climate. The lowest indicator was for parent satisfaction with School Home Relations, which was at 72%. For 2019-2020 *survey results are not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*

## Executive Summary

### Challenges from 2017-2018 through 2021-2022:

- Having enough computers available for student use (our school became a one-to-one school in 2019-2020).
- Meeting the needs of an increasingly diverse student body.
- Reviewing, developing, and implementing a Crisis Management Plan which assures safety for all students and staff in a fairly new building with three floors.
- Transitioning into a new SCHSL athletics region where we will likely, due to geography and lack of rivalries, lose revenue in ticket sales.
- Increasingly offering classes and instruction that are challenging, appropriate, and student-centered.
- Providing equal access for all RHS students to the academic curriculum, which has prompted RHS to move to an 8:45 a.m. start time, beginning in the fall of 2020, as well as a transition from traditional to block schedule, beginning in the fall of 2021.
- Fostering professional development related to new programs, software, websites, etc., while also implementing technology in the classroom to enhance student learning and prepare students for employment.
- For 2019-2020, the *state-wide school closures on March 17, 2020 - COVID-19 pandemic accounted for the major challenges for RHS.*
- RHS has increased credit and content recovery offerings, along with an expansive tutoring program, Academic Time, which meets four days per week from 4:00 to 6:00 pm with certified teachers in core subject areas.

## Executive Summary

### Significant Awards from 2018-2019 through 2021-2022:

- Top SAT (1155) in GCS, ranked #4 in SC
- Top ACT (23.9) in GCS
- 11 SC AAAA Champions in Speech and Debate 11<sup>th</sup> consecutive title, 2022
- SC Palmetto Gold Award winner (2001-2020)
- 14 SC AAAA Athletic State Champions (2013-2018)
- 197 National Merit Scholars (1984 -2020)
- Top AP Passage Rate (79%) in GCS
- Top CTE Certifications (345) in GCS for 2020
- RHS Ranked #15 in SC and #1972 in the Nation by *US News and World Report*
- 22 2019-2020 National Forensics National Qualifiers
- Award Winning Youth in Government Program
- \$16 Million for Class Of 2020 Scholarships
- Class of 2020: 44 Palmetto Fellows
- Class of 2020: 315 Life Scholarships
- 641 Student Athletes with 3.0 or above
- 4.11 GPA average for 2019-2020 student athletes
- 2019, 2020 SC PTA High School Principal of the Year
- \$523,000.00 Amount of money raised by Student Council for charity
- 40 athletic teams on varsity, JV, or C-team
- 8 state championships in boys and girls swimming, girls cross country, and boys cross country
- Award Winning SC AAAA Marching Band
- Award Winning Orchestra (13 All-State Orchestra Participants, 31 Region Two Orchestra Participants)—2019-2020
- Health Science Partnership with USC Medical School at Greenville Health System
- RHS ranked the #15 Best High School in South Carolina and #1972 in the Nation by US News and World Report, 2020



# **Riverside High School**

***“To Instruct, To Inspire, To Prepare”***

**“Reaching Higher Standards”**

## **Portfolio**

### **School Profile**

# School Profile

## School Community:

### School History:

- Founded in 1973
- New development, along with community involvement is improving local services and courses offered

### Facilities:

- School was founded in 1973, moved into new building in 2006 (Energy Efficient / Green School)
- All academic classrooms are equipped with Promethean Boards
- The Media Center and a computer lab handle classes up to 30 students each and in 2019-2020 all students received Chromebooks
- Auditorium seats 660; cafeteria seats 600 and was recently decorated with school paraphernalia
- Athletics boast 1 full-size gym, 1 smaller auxiliary gym, lighted football stadium seats 3500; lighted baseball, softball, and tennis courts; new rubberized track; and a new weight room has recently been completed.

### Leadership

- Current administration: Principal – Ms. Darah Huffman; four Assistant Principals – Mrs. Angela Abercrombie, Mr. Jonathan Duty, Mrs. Sundra Latson, Mrs. Erica Scott; Administrator – Mr. Jon Sierputowski; Instructional Coaches – Dr. Sylvia Hodge, Mrs. Katie Smith; Athletic Director – Mr. Michael Pettit
- Ms. Huffman is in her fourth year as principal of Riverside High School, and she is in her nineteenth year as an educator in South Carolina
- Administrative jobs are divided among the administrative team
- Multiple levels of leadership teams
  - Weekly administrative sessions (Principal, Assistant Principals, Administrative Assistant, Instructional Coaches, and Director of School Counseling)
  - Monthly Department Chair meetings (one teacher designated to represent each department), Faculty Council monthly meetings for instructional planning
  - PLC meetings - Weekly
  - Vertical teaming with PLC's, grade levels, and feeder middle schools
  - School Improvement Council
  - PTA Board

#### Parental Involvement:

- Student body of 1804 from two primary feeder schools (Riverside Middle and Northwood Middle)
- Industry: 701 business establishments in the area - largest sectors are wholesale trade (100 businesses) and retail trade (134); largest employer in the area is BMW; over 95% of the community members work in the private sector
- Speech, band, and athletics have booster clubs to provide support for their organizations:
  - Speech Booster Club provided 1,500 volunteer hours by thirty active parents
  - Band Booster Club involved eighty parents volunteering twenty hours per week for a total of 40,900 volunteer hours
  - 697 Athletic Booster Club volunteers provided 10,455 volunteer hours
  - Mothers in Touch includes 48 volunteers for a total of 5,184 hours
  - The Parent Teacher Student Association has also provided numerous volunteer hours (school store, selling spirit wear, tutoring, etc.)
  - The SIC Committee has contributed twenty-five parent volunteers for a total of 250 hours
- Volunteer time is somewhere in the range of 200,000 to 220,000 hours of volunteer service when including hours that are completed after school hours for athletic, speech, a band competitions and events.

#### School Improvement Council (SIC):

- SIC provides leadership and support for the development of the School Improvement Plan through the School Portfolio
- SIC works closely with teachers, parents, students, community members, and the administrative team to support the effective implementation of the strategies for the improvement
- SIC implemented and improved the Flex/Reading Period, the Teacher Mentor Program, the Advisor/Advisee Program, and seminars on drugs and alcohol, along with bullying and cyber bullying.
- SIC has invited legislators to discuss bills pending in our state and has addressed legislative issues, No Child Left Behind mandates, and tax reform for education
- SIC has discussed and studied current and relevant No Child Left Behind versus South Carolina Waiver, the changes with ESSA, and the impact of changing demographics on our school
- SIC evaluates and assesses the School Report Card Survey results every year at one of its monthly meetings in November or January
- SIC planned and implemented Career Day in January, 2020 and is planning career activities for RHS students in April, 2022

## **School Profile**

### **School Personnel:**

The Riverside faculty remains stable, with a low turnover rate

- 100 percent of teachers are certified by South Carolina
- 84.6 percent of teachers on continuing contract
- 71.7 percent of teachers have advanced degrees
- 93.7 teacher attendance rate
- 92.2 percent of teachers returned from previous year
- \$57,821 average teacher salary
- 0.0 percentage of teacher vacancies for more than 9 weeks

## School Profile

### Student Population:

- The total enrollment has increased by approximately 300 students over the past five years.
- The percent of students with disabilities is currently 9.4, down from 9.6%
- The attendance rate for the past five years has hovered over an impressive 96-97%.
- There has been no significant fluctuation in graduation rates over the study period – hovering between 90-94%.
- The number of students participating in athletics has steadily increased over the past five years
- The number of special education students has remained somewhat steady over the past five years.
- The retention rate has remained steady over the past five years at less than 2%.
- The number of successful scores on Advanced Placement exams has increased over the past five years.
- The number of students deemed College and Career Ready has increased over the past five years.

### Current Demographics:

Ethnic profile by number and percentage as of March 2022.

<b>Race</b>	<b>#</b>	<b>% of Total</b>
Black or African American	163	9.4%
American Indian or Alaskan Native	15	0.9%
Asian	162	9.3%
White	1110	63.9%
Hispanic/Latino	198	11.4%
Two or More Races	88	5.1%
<b>Total</b>	<b>1737</b>	<b>100%</b>

Includes only currently enrolled in person students.

# School Profile

## School's Major Academic and Behavioral Features:

### Academic Accomplishments

Riverside is proud of its history of academic accomplishments and to continue to support and encourage students to reach its higher expectations and standards in all areas.

Riverside students are accomplished in National and State tests along with our academic extracurricular.

Recently, South Carolina has required that students in their third-year are offered the ACT instead of the High School Assessment Program. Riverside students had top scores for Greenville County Schools of 23.9 in 2021, 22.3 in 2020, 22.8 in 2019, and 22.1 in 2018. This does not include the writing portion. *The state-wide school closures on March 17, 2020 - COVID-19 pandemic eliminated the possibility of administering the WIN Career Readiness test.*

Riverside also had the top SAT scores in the district with 1155 in 2019, 1120 in 2020, and 1148 in 2021. Students who take the PSAT their junior year are also entered into the National Merit Scholarship Program, and Riverside has had 197 National Merit Scholars from 1984-2020.

Riverside offers three different academic levels for most subject areas. As a whole, the school has also added several different Advanced Placement (AP) courses and now offers 22 different courses. In 2018-2019, RHS offered 18 AP courses to 419 students with a pass rate of 75.7%. RHS offered 20 courses in 2019-2020 to 487 students with a pass rate of 79.6%, and 22 courses to 473 students in 2020-2021 with a pass rate of 75%. RHS began the AP Capstone program during 2020-2021.

Riverside has also experienced growth in our Dual Enrollment offerings over the past several years. In 2018-2019, RHS offered 23 DE and AP courses with 850 enrollments; in 2019-2020, 25 DE and AP courses were offered with 1094 enrollments, and in 2020-2021, 31 DE and AP courses have been offered with 1238 enrollments.

The class of 2020 received 16 million dollars in scholarship offers. Out of these scholarships, 44 students were awarded Palmetto Fellows Scholarships and 315 Life Scholarships.

Riverside has the strongest and largest speech and debate program in the Carolinas and has been recognized as a School of Excellence as one of the top twenty speech programs in the nation on multiple occasions. Riverside maintains the largest National Speech and Debate Association (NSDA) chapter in SC and is the largest producer of new degrees. Riverside students have advanced to semi-final and final rounds in United States Extemporaneous Speaking, Informative Speaking, Humorous Interpretation, Program Oral Interpretation, Congressional Debate, Commentary, and Expository Speaking.

Riverside has 183 members in National Honor Society and 159 members in Beta Club. An outgrowth of higher academic accomplishments has been the establishment of the National Art Honor Society, Mu Alpha Theta Math Honors Society, Tri-M Music Society, National French Honor Society, the National Spanish Honor Society, National

Chemistry Society, and the National German Society. Both sophomores and seniors in Mu Alpha Theta have taken the American Mathematical Society exam in the past several years.

Riverside also has students active in Youth in Government, where many have the opportunity to write their own bills and learn parliamentary procedure. Students are able to go to a state competition each November, and in 2016 and 2017, Riverside sent a delegation of around 100 students. From these 100 students, two teams of five qualified for Nationals that took place during the summer. For the 2017 Nationals, one team placed 13th out of 54 teams. For 2020-2021, the *COVID-19 pandemic accounted eliminated the possibility to participate in Youth in Government.*

Riverside High School has been designated a SC Palmetto Gold Award winner from 2001-2020.

### **Career Education**

In 2019-2020, 44 students attended J. Harley Bonds Career Center, in 2020-2021, 55 RHS students are attending Bonds, and that number rose to 90 students in 2021-2022. J. Harley Bonds Career Center offers students the opportunity to pursue a technical career interest while earning high school credits. There is also a possibility of dual college credits. Students can earn licenses or national certification in their area of interest. Programs include Agricultural Science, Automotive Technology, Building Construction, Computer Science, Culinary Arts, Health Science, and Welding. Our students are also welcome to attend other career centers for classes not offered at Bonds. In the past we have had students attend other career centers for a Child Care program and Aircraft Maintenance.

All of our counselors are certified in career development. We are hosting a manufacturing event this week for students to gain information on the growing manufacturing industry in the upstate. Students participate in career exploration and attend Career Day events. Each student meets with a guidance counselor to discuss career plans and the educational path needed to get to his or her goal. All students have access to the South Carolina Occupational Information System (SCOIS). Students participate in the WIN assessment and use their scores to gain employment.

Riverside has also added a Health Science curriculum, which has seen tremendous growth over the past three years. Students can become licensed Emergency Medical Technicians through this program. Students can also get CPR certification and are introduced to numerous health career options. Students participate in ambulance rides and work in the hospital system. They also have the opportunity to study Sports Medicine.

80.4% of our 2020 graduates were deemed College and Career Ready, which demonstrated the RHS focus on CCR opportunities for our students.

Riverside counselors and administrators collaborate to support student needs and encourage success through our school's OnTrack program

Riverside has two special education classes in which students work on an Occupational Credential. These classes focus on vocational training, with the goal of co-

op employment in the senior year. Students earning an Occupational Credential can choose one of three paths, or a combination of the three, towards graduation. Option one, the student can attend the career center their junior and/or senior year in any regular education program that they are interested in by completing the application process and qualifying for the program. The goal for the student is to complete the program at the career center and be employable in that field during the second half of their senior year. Students in the Occupational program are required to complete 360 of paid employment in order to graduate with an Occupational Credential. As a second option, the students in the Occupational program may also choose to work with a transition liaison during their junior year to complete their non-paid training hours. Then during their senior year the students can work with the transition liaison to obtain paid employment in order to meet the requirement of 360 hours of paid work hours in the community. As a third option, the students may work with Vocational Rehabilitation Department to complete required non-paid training hours their junior year and the 360 hours of required paid employment hours. The Moderately Mentally Handicapped (MMH) class participates in Supported Employment Training (S.E.T.) in which the students are placed on a job for training purposes without pay during their junior year. The goal is to work toward independence on a job. Then the goal for their senior year is for the student to obtain paid employment in order to successfully transition into society after high school.

### **Fine Arts**

The Fine Arts Department consists of six teachers offering instruction in Drama, Jazz Band, Marching Band, Stringed Instruments, Choral Music, Visual Arts, and Art History. Riverside sends students to the Greenville County Fine Arts Center and to the Governor's School for the Arts. Approximately 40% of the student body is enrolled annually in a fine arts course.

Riverside has the largest chapter of the National Art Honor Society, boasting 244 members. NAHS members are actively involved in community service projects that support various needs in our community, such as the Greenville Children's Hospital. The visual arts program has been cited by the President's Council for the Arts. A large number of students take Advanced Placement classes in art, including both AP Art History and AP Art Studio. The visual art students annually participate and earn recognition in various competitive art shows within Riverside High, as well as community art shows, such as Artisphere and the annual Fourth Congressional District Show.

The Riverside Music Department has a Tri-M Music Honor Society chapter. Riverside band and orchestra consistently win All-Academic, All-County, All-Region, and All-State honors. The choral students also compete for positions in the All-State choir as individuals. As a group, the choir's other accolades include competing and earning superiors at the State Choral Festival, now called the State Choral Assessment, and participating annually in the District Honor Choir. The music department has performed throughout the country including New York City, Chicago, Orlando, Los Angeles, and Miami. They have returned to Chicago a second time and in March they will be back in NYC. The Drama Department presents musical theater, holding auditions that are open to the entire student body. Recent productions include *An Unexpected Murder*, *The Green Scarf society*, and *The Adventurers Trilogy*, which are all written by local playwrights in



our community. Other performances include *How to Succeed in Business without Really Trying*, *Grease*, *Once Upon a Mattress*, *The Wizard of Oz*, and *Hello, Dolly*. The Music Department is consistently recognized by the media, local service organizations, St. Francis Hospital, and the Greenville Children's Hospital. Riverside graduates distinguish themselves throughout the country.

### **Athletics**

Each year Riverside fields 42 athletic teams at the varsity, junior varsity, and 'C'/'D' team levels. These teams include football (4), volleyball (2), girls' cross country (2), boys' cross country (2), girls' tennis (2), boys' tennis (1), girls' basketball (2), boys' basketball (3), wrestling (2), baseball (2), softball (1), boys' golf (2), girls' golf (1), boys' track (2), girls' track (2), boys' soccer (2), girls' soccer (2), swimming (2), lacrosse (4), and cheer (2). Parents of athletes and Athletic Booster Club members are very active supporters who staff a souvenir stand, work in the press box, provide pre-game meals to our teams, and sell athletic equipment and apparel during lunch shifts. They also work concession stands at athletic events. During the 2019-2020 school year, 641 student athletes maintained a GPA of 3.0 or above, and the GPA average for RHS athletes was an impressive 4.11.

### **Student Leadership**

Riverside maintains the tradition as one of the most active student councils in the Southeast. Although the South Carolina Association of Student Councils held its first convention in 1948, and Riverside only opened in 1973, it has hosted more state conventions (which means more state presidents) than any other school. We have sent delegates to the National Association of Student Councils Conference, held key state offices including president, and hosted the state convention in the 2008-2009 and 2015-2016 school years. In the 2009-2010, 2012-2013, 2013-2014, 2015-2016, 2017-2018 school years, Riverside hosted the SCASC District Rally. In 2017, over 800 students attended the Rally hosted at Riverside. The RHS Student Council sponsors Spirit Week each year, raising money for charities.

### **Service Learning**

Riverside has offered numerous opportunities for student service outside student council. We continue to offer a Service Learning Class where students work with local elementary schools and middle schools to tutor and mentor younger students. These students also volunteer within Riverside to help Special Education classes as well as work in the community at places such as Center Quest, Oakleaf Village, Greer Community Ministries, National Health Care, among others. Service Learning students work in teams to volunteer over 6000 volunteer service hours yearly.

### **Teacher Cadets**

Teacher Cadets is a dual credit course where students may receive three hours college credit from North Greenville University and an extra quality point in GPA. In this course, the students examine all aspects of the educational process at the elementary, middle, and high school levels. The Teacher Cadets assist teachers at Buena Vista Elementary in all phases of their work. This course is open to juniors and seniors.

**Psychology**

As part of the psychology course (all levels), students take field trips to Washington Center (for the mentally handicapped population aged 5-21) to prepare to mentor and coach a special needs child in the Greenville area Special Olympics. Prior to these trips, all psychology students participate in a district-wide competitive fundraiser to benefit the Special Olympics. Each year, psychology students adopt Washington Center students for Special Olympics, held in April. They plan this day through lessons, fundraising, field trips, and research.

# **Riverside High School**

***“To Instruct, To Inspire, To Prepare”***

**“Reaching Higher Standards”**

**Mission,**

**Vision,**

**Beliefs**

# **Mission, Vision, Beliefs**

## **The Riverside Community Believes:**

1. Learning is an active, life-long process and the primary priority at our school.
2. Every student is important.
3. All students can learn.
4. All students should be challenged and encouraged to reach their potential in all areas.
5. All students should have the opportunity to learn in an environment where they and the staff are physically safe, and their dignity and mutual respect are maintained.
6. All students should have equal access to the total school program.
7. All students are encouraged to respect and understand the various cultures that comprise the community of learners at Riverside.
8. Educational experiences should enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
9. Curriculum and instruction should incorporate a variety of learning activities which accommodate the differences in students' learning styles.
10. Education is a shared responsibility nurtured by home, school, and the community.

## **Motto:**

*To instruct, prepare, and inspire students for success in future endeavors.*

## **Mission Statement:**

*The mission of Riverside High School is to prepare students to become confident, competent, ethical individuals and responsible citizens by creating a positive and nurturing school environment where staff, students, parents, and the community work together to promote lifelong learning and to provide opportunities for students to reach their maximum potential.*

## **Vision Statement:**

Through a plan for the continuous improvement of the school, with directed focus on students through effective teaching and leadership, Riverside seeks:

1. To use shared decision making by gathering data and information for determining an effective educational direction for Riverside High School.
2. To increase the level of student performance by using various teaching strategies and methods.
3. To communicate and integrate the identified student learning standards in all levels of school instruction.

4. To encourage core values such as honesty and integrity in our students.
5. To continue a shared approach of leadership responsibilities through shared and supportive decision making.
6. To involve parents, teachers, students, and businesses in a coordinated effort to support the school's mission.

# **Riverside High School**

***“To Instruct, To Inspire, To Prepare”***

**“Reaching Higher Standards”**

## **Data Analysis And Needs Assessment**

# Data Analysis and Needs Assessment

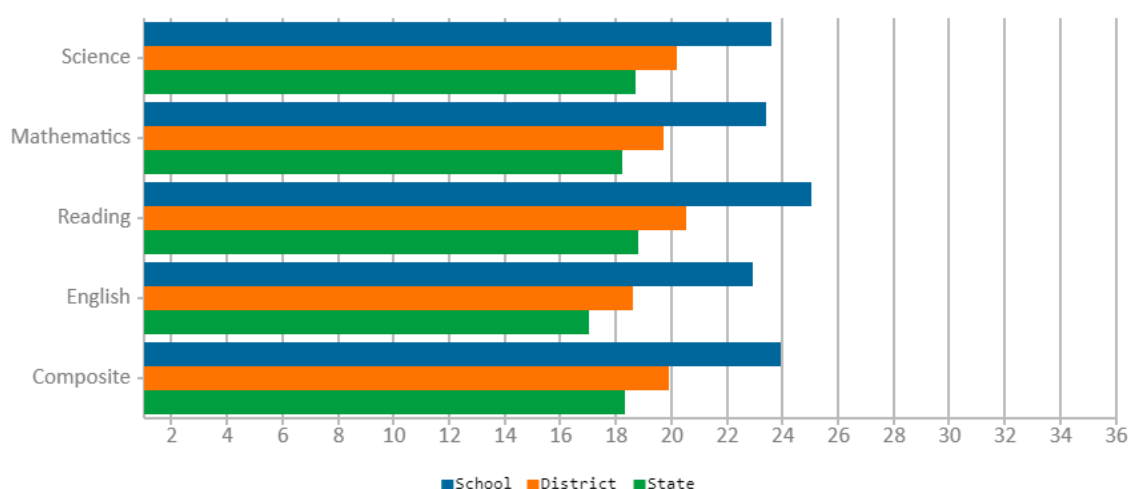
## Student Achievement Needs Assessment

### [RHS School Report Card 2020-2021](#)

#### ACT (2020-2021):

State Testing – Average Score—Composite, English, Mathematics, Reading and Science:

**Average ACT Score Achieved by Students During the 2020-2021 School Year**



#### Percent of Students Meeting ACT College-Ready Benchmarks

**Percent of Students Meeting ACT College-Ready Benchmarks**

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
77.50	58.20	68.70	54.40	44.50

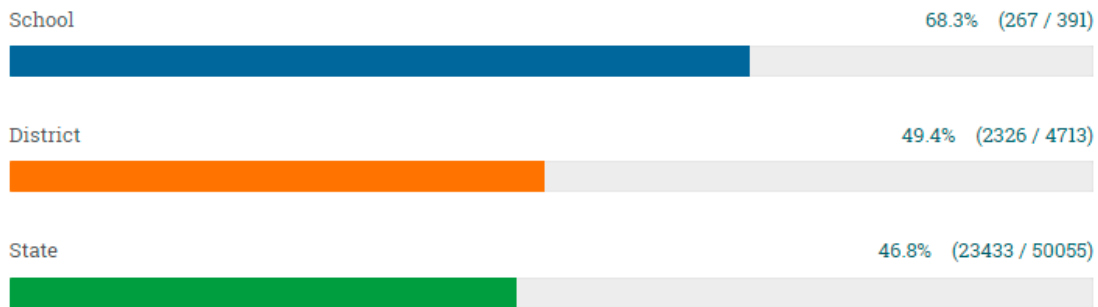
ACT<sup>®</sup> benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The ACT is a registered trademark of ACT, Inc.

## End-of-Course Assessment Results in English 1 and Algebra 1

### English - Scoring C or Higher



### Algebra - Scoring C or Higher



## END OF COURSE Analysis:

All students at Riverside High School that are enrolled in a course requiring an EOC test are required to take that test at the end of the course. Results for middle school students that take an EOC test are not included in these data tables even though these middle school students are future Riverside High School students and will not repeat the course.

### *English 1 and English 2 EOC*

The passage rate for the English 1 EOC in 2015-2016 was 89.7% and for 2016-2017 84.5%, for 2017-2018 was 90%, and for 2019-2020 was 86%. Most students who took this test were freshmen. *English 1 EOC scores for 2020 are not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.* The English 2 EOC requirement began in 2021, and 83.2% of RHS students scored a C or higher.

### *Algebra 1 EOC*

The passage rate for 2015-2016 was 91.8% and 89.6% for 2016-2017. The passage rate for 2017-2018 was 79% and for 2018-2019 was 69%. Most students who took this test were freshmen. *Algebra 1 EOC scores for 2020 are not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.* 68.3% of RHS Algebra 1 students scored a C or higher on the EOC in 2021.



### *Biology EOC*

The passage rate for 2015-2016 was 89.8%, was 87.9% for 2016-2017, 83% for 2017-2018, and was 85% for 2018-2019. Most students who took this test were freshmen. *Biology EOC scores for 2020 are not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.* 75.1% of RHS Biology students scored a C or higher on the EOC in 2021.

### *US History EOC*

The passage rate for 2015-2016 was 91%, was 86.4% for 2016-17, 90% for 2017-2018, and was 85% for 2018-2019. Most students who took this test were juniors. *US History EOC scores for 2020 are not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.* 63.8% of RHS US History students scored a C or higher on the EOC in 2021.

## **GRADUATION RATE Analysis:**

Graduation rates reflect only students who obtained a diploma within four years after beginning ninth grade. Not included are students who began at RHS in grade 9 and later transferred to another high school to pursue a state diploma. These students are documented by a "request for records" from the next high school. Unfortunately, some students are included in the aggregate that are not served by Riverside and some who are not on a diploma track. Examples include students who cannot be tracked after leaving RHS (for example, students who transfer and their destination school does not request a transcript), students who pursue a GED, and special education students who receive an Occupational Diploma or a District Certificate. This second set of students remains in the Riverside composite and lowers our graduation rate even though they are not being served in a diploma track at Riverside.

### **Four Year Cohort Graduation Rate**

<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
91.5%	90.5%	93.0%	90.4%

# AP Score Reports for Educators

## Current Year Score Summary - 2021

Riverside High School (410951)

Data Updated: September 7, 2021 Report Run: March 8, 2022

Download Report

Total AP Students in Your School: 459

Totals for this view Number of AP Students Tooltip	1	2	3	4	5	Total Exams
Number of Exams	43	160	214	236	158	811
Percentage of Total Exams	5%	20%	26%	29%	19%	100%
Number of AP Students	38	139	177	172	105	
Subject Totals	1	2	3	4	5	Total Exams
2-D Art and Design		1	3	3		7
Art History	2	8	6	4	2	22
Biology	2	34	35	30	4	105
Calculus AB	1	7	9	13	22	52
Calculus BC			2	5	20	27
Chemistry		3	13	11	5	32
Computer Science A	4	4	7	4	8	27
Computer Science Principles	6	24	47	25	15	117
Drawing		1	1	3	1	6
English Language and Composition		7	8	27	8	50
English Literature and Composition		2	2	6	6	16

Totals for this view Number of AP Students Tooltip	1	2	3	4	5	Total Exams
Environmental Science	4	14	12	21	1	52
European History		6	4	2	2	14
Human Geography	1	2	9	11	8	31
Macroeconomics	3			1	2	6
Music Theory	1	2	3		1	7
Physics 1	4	20	4	1	1	30
Physics C: Mechanics	7	6	4	6	1	24
Psychology	1	3		3	5	12
Seminar			6	4	4	14
Statistics	6	4	20	28	20	78
United States Government and Politics			1	1		2
United States History	1	6	2	5	6	20
World History: Modern		6	16	22	16	60

## SAT College Bound Senior Report Class of 2021:

### 2021 GCS High School Performance

School Name	Test Takers	Evidence Based Reading and Writing	Math	Total
Riverside High	284	576	572	1148
Greenville County Schools	2,386	538	521	1059
Nation	1,251,753	524	514	1038
South Carolina	22,562	524	504	1028

### SAT Graduating Class 2021

- SAT results are based upon the most recent test scores for students that indicated they would be graduating seniors in the 2020-2021 school year.

### The SAT—From SCDE 2021 School Report Card

The SAT is a standardized test often used in the college admissions process. Its' aim is to assess the student's readiness for college. The current test consists of two 800-point sections testing Evidence-Based Reading and Writing (ERW) and Mathematics. The highest composite score on the SAT is 1600. Most students take the test, which is offered several times per year, during their junior or senior year of high school. The district and state averages are included for comparison. State averages for SAT data are based on regular public schools and do not include private schools in the state.

	Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
<b>Our School</b>	70.6	576	572	1148
<b>Our District</b>	51.4	538	521	1059
<b>Statewide</b>	46.4	524	504	1028

*The highest composite score on the SAT is 1600. For each of the two sections of the test, the highest score is 800.*

*Note: The new SAT data (as of 2017) cannot be compared to that of previous years because the redesigned SAT is a different assessment using a different scale.*

# Teacher and Administrator Quality Needs Assessment

## Analysis:

The professional staff has grown from 106 to 117 members from 2016-2021.

Staff changes include resignations and retirements, as well as added positions due to growth in our student population.

2016-2017	106 (CR-97/Guid – 6/MC – 1/IC – 1/AD – 1) Plus 4 Assistant Principals
2017-2018	104 (CR-95 /Guid – 6/MC – 1/IC – 1/AD – 1) Plus 4 Assistant Principals
2018-2019	104.5 (CR-95 /Guid – 6.5/MC – 1/IC – 1/AD – 1) Plus 4 Assistant Principals, 1 Admin Assistant
2019-2020	115 (CR-100.5 /Guid – 6.5/MC – 1/IC – 1/AD – 1) Plus 4 Assistant Principals, 1 Administrator
2020-2021	117 (CR-102 /Guid – 7/MC – 1/IC – 1/AD – 1) Plus 4 Assistant Principals, 1 Administrator



## **Riverside High School Professional Development Plan, 2021-2022**

### **School-wide**

- August 11th - ACE Training
- September 22nd & 29th - UDL Training 4:00 - 5:30
- 1st Thursday of the month - Conference Period
  - September--ReThink Ed Training (Peasley)
  - October--Coaching Cycles
  - November--What Does Effective Feedback Look Like?
  - December--Block Teaching Reflections
  - February--Grading Exercise
  - March--De-Escalation (SPED)
  - April--Faculty Input/PD Planning for 2022-2023

### **Departmental**

- ICs will meet with department chairs quarterly to celebrate successes and to assess the needs of individual departments and how to best support them in those areas.
- EOC Data/MasteryConnect Meeting - EOC teachers will meet and discuss data from EOC and/or MasteryConnect
  - [MasteryConnect Information Sheet](#)
- Professional Learning Communities (PLCs) meet twice a month.
- Monthly Faculty Council Meetings

### **Individual**

- Coaching Cycles – throughout the year
- EdWeb.net
  - Online professional development tailored to the needs of the individual teacher.
  - Teachers will email certificates of completion to Dr. Hodge to receive PD credit

### **New Teachers/New to the Building (Mentoring)**

All sessions are required.

- August - New Teacher Meeting
- September - ICs visit classrooms of all teachers new to the building
- November - Digital Meeting
- December - Reflection of 1st semester activity during conference period
- January - No Meeting - Have a great start to the second semester!
- February - ICs visit classrooms of all teachers new to the building
- March - Individual meetings with each new to the building teacher
- April - Preparing for PAS-T
- May - Congrats, you survived!!!! No Meeting!

## **School Climate Needs Assessment**

### **2021 Riverside High School Report Card**

**Link: [RHS School Report Card 2020-2021](#)**

In reviewing data related to school report card surveys, student attendance, discipline data and parent involvement, overall RHS has a positive school climate. A few areas need improvement: 9<sup>th</sup> grade attendance rate and a further reduction in disciplinary referrals. The majority of students, teachers and parents are satisfied with the school environment.

**2018-2019 SDE School Report Card and Cognition Survey Results:**

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students*</u>	<u>Parents*</u>
Number of surveys returned	96	217	255
Percent satisfied with learning environment	96.8%	81.6%	87.4%
Percent satisfied with social and physical environment	99.0%	90.7%	84.4%
Percent satisfied with school-home relations	94.8%	87.6%	72.0%

\*Only students at the highest school grade and their parents were included

**2019-2021 Survey data was not available due to widespread school closures related to the COVID-19 pandemic.**

# **Riverside High School**

***“To Instruct, To Inspire, To Prepare”***

**“Reaching Higher Standards”**

## **Action Plan**



**Impact of COVID-19:**

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

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

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

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

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

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

**PERFORMANCE GOAL 1:** The percentage of HS students scoring A, B, and C on the English II EOCEP will increase from 88.9 % in 2020-21 to 90.9 % 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	72.8 % of HS students scoring A, B, and C on English I EOCEP (2016-17)	School Projected	74.8	76.8	78.8	80.8	82.8
		School Actual 77.4	71.9	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	88.9 % of HS students scoring A, B, and C on English II EOCEP (2020-21)	School Projected				89.9	90.9

		<b>School Actual</b>			<b>88.9</b>		
<b>English I</b> EOCEP SC SDE Website	49% of HS students scoring A, B, and C on <b>English I</b> EOCEP (2016-17)	<b>District Projected *HS only*</b>	<b>60</b>	<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>
		<b>District Actual</b> 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>
<b>English II</b> EOCEP SC SDE Website	71% of HS students scoring A, B, and C on <b>English II</b> EOCEP (2020-21)	<b>District Projected *HS only*</b>				<b>72</b>	<b>73</b>
		<b>District Actual</b>			71		

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

<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will provide instruction and remediation for all EOC students which is aligned with appropriate ELA standards.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Tutoring sessions yearlong for all students	Continuous	Admin and 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 2 teachers participate in a PLC that meets bi-weekly for data driven, standards based instructional planning	Bi-Monthly	EOC Teachers	\$0	NA	Meeting Minutes
4. Schedule common planning period for English 2 teachers for data drive, standards based instructional planning.	Daily	Admin and Teachers	\$0	NA	Master Schedule and Weekly 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 2:** The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from 66.4 % in 2016-17 to 76.4 % in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase by 2 % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	66.4 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	68.4	70.4	72.4	74.4	76.4
		School Actual 48	42.9	waiver	22.4		
Algebra I EOCEP SC SDE Website	36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	District Projected	39	42	45	48	51
		District Actual 33	46	waiver	24		

<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will provide instruction and remediation for all EOC students which is aligned with appropriate Algebra standards.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Tutoring sessions year-long for all students	Continuous	Admin and Teachers	\$0	NA	Attendance Logs of Sessions
2. Algebra 1 district benchmark and data analysis by Algebra 1 teachers	Quarterly	EOC Teachers	\$0	NA	Benchmark Data and PLC Notes
3. All Algebra 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	\$0	NA	Meeting Minutes
4. Schedule common planning period for Algebra 1 teachers for data driven, standards based instructional planning	Daily	Admin and Teachers	\$0	NA	Master Schedule and Weekly Plans

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <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
<b>PERFORMANCE GOAL 3:</b> The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from <u>79.2</u> % in 2016-17 to <u>89.2</u> % in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase by 2 % annually.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Biology EOCEP SC SDE Website	79.2% of HS students scoring A, B, and C on Biology EOCEP (2016-17)	<b>School Projected</b>	<b>81.2</b>	<b>83.2</b>	<b>85.2</b>	<b>87.2</b>	<b>89.2</b>
		<b>School Actual</b> 71	68.1	<i>waiver</i>	57.7		
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) <b>64</b>	<b>District Projected</b>	<b>67</b>	<b>70</b>	<b>73</b>	<b>76</b>	<b>79</b>
		<b>District Actual</b> 53	50	<i>waiver</i>	41		

<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will provide instruction and remediation for all EOC students which is aligned with appropriate Biology standards.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Tutoring sessions year-long for all students	Continuous	Admin and Teachers	\$0	NA	Attendance Logs of Sessions
2. Biology district benchmark and data analysis by Biology teachers	Quarterly	EOC Teachers	\$0	NA	Benchmark Data and PLC Notes
3. All Biology teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	\$0	NA	Meeting Minutes
4. Schedule common planning period for Biology teachers for data driven, standards based instructional planning	Daily	Admin and Teachers	\$0	NA	Master Schedule and Weekly Plans

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <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
<b>PERFORMANCE GOAL 4:</b> The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from <u>  74.6  </u> % in 2016-17 to <u>  64  </u> % 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.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
US History and the Constitution EOCEP SC SDE Website	<b>74.6</b> % of HS students scoring A, B, and C on US History EOCEP (2016-17)	<b>School Projected</b>	<b>76.6</b>	<b>78.6</b>	<b>80.6</b>	<b>82.6</b>	<b>84.6</b>
		<b>School Actual</b> 77.4	72	<i>waiver</i>	<b>63.4</b>		
US History and the Constitution EOCEP SC SDE Website	<b>58</b> % of HS students scoring A, B, and C on US History EOCEP (2016-17)	<b>District Projected</b>	<b>61</b>	<b>64</b>	<b>67</b>	<b>70</b>	<b>73</b>
		<b>District Actual</b> 60	58	<i>waiver</i>	43		

<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will provide instruction and remediation for all EOC students which is aligned with appropriate US History standards.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Tutoring sessions year-long for all students	Continuous	Admin and Teachers	\$0	NA	Attendance Logs of Sessions
2. US History district benchmark and data analysis by US History teachers	Quarterly	EOC Teachers	\$0	NA	Benchmark Data and PLC Notes
3. All US History teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	\$0	NA	Meeting Minutes
4. Schedule common planning period for US History teachers for data driven, standards based instructional planning	Daily	Admin and Teachers	\$0	NA	Master Schedule and Weekly Plans

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

**PERFORMANCE GOAL 5:** Increase the average ACT Composite Score for the graduating class from 21.7 in 2016-17 to 25.1 in 2022-23.

**PERFORMANCE GOAL 6:** Increase the average SAT Composite Score for the graduating class from 1154 in 2016-17 to 1199 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

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE Website	(2016-17) <b>21.7</b>	<b>School Projected</b>	<b>23.3</b>	<b>24.3</b>	<b>24.5</b>	<b>24.7</b>	<b>25.1</b>
		<b>School Actual</b> 22.1	22.8	22.3	23.9		
SC SDE Website	(2016-17) 19.4	<b>District Projected</b>	<b>21.0</b>	<b>22.0</b>	<b>22.2</b>	<b>22.4</b>	<b>22.8</b>
		<b>District Actual</b> 18.7	20.0	19.8	19.9		

SAT Graduating Class Data

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE Website	(2016-17) 1154	<b>School Projected</b>	<b>1163</b>	<b>1172</b>	<b>1181</b>	<b>1190</b>	<b>1199</b>
		<b>School Actual</b> 1131	1155	1120	1148		
SC SDE Website	(2016-17) 1089	<b>District Projected</b>	<b>1098</b>	<b>1107</b>	<b>1116</b>	<b>1125</b>	<b>1134</b>
		<b>District Actual</b> 1089	1031	1038	1059		

<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will provide our students with information and resources to help them achieve success on the ACT and SAT.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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 Sign Ups for College Entrance Tests, IGP Meetings
2. School counselors will encourage students to take free college entrance exam practice tests.	Continuous	English and Math teacher	\$0	NA	Counselor records
3. ACT/SAT Workbooks	Continuous	Media Specialist	\$500	Library Funding	Destiny Records

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <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
<b>PERFORMANCE GOAL 7:</b> 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.
<b>INTERIM PERFORMANCE GOAL:</b> 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	<b>School Projected</b>	<b>93.0</b>	<b>94.0</b>	<b>95.0</b>	<b>96.0</b>	<b>97.0</b>
		<b>School Actual 97.8</b>	<b>97.6</b>	<i>waiver</i>	<b>96.9</b>		
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	<b>District Projected</b>	<b>94.0</b>	<b>95.0</b>	<b>96.0</b>	<b>97.0</b>	<b>98.0</b>
		<b>District Actual 93.7</b>	94.0	<i>waiver</i>	90.3		

SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	<b>School Projected</b> <b>92.3</b>	<b>95.0</b>	<b>96.0</b>	<b>97.0</b>	<b>98.0</b>	<b>99.0</b>
		<b>School Actual</b> 94.2	98.2	<i>waiver</i>	97.6		
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	<b>District Projected</b>	<b>95.0</b>	<b>96.0</b>	<b>97.0</b>	<b>98.0</b>	<b>99.0</b>
		<b>District Actual</b> 94.7	93.8	<i>waiver</i>	94.7		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	<b>School Projected</b>	<b>90.0</b>	<b>91.0</b>	<b>92.0</b>	<b>93.0</b>	<b>94.0</b>
		<b>School Actual</b> 97.6	96.1	<i>waiver</i>	93.9		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	<b>District Projected</b>	<b>90.0</b>	<b>91.0</b>	<b>92.0</b>	<b>93.0</b>	<b>94.0</b>
		<b>District Actual</b> 89.3	88.1	<i>waiver</i>	89.5		

SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	<b>School Projected</b>	<b>65.0</b>	<b>66.0</b>	<b>67.0</b>	<b>68.0</b>	<b>69.0</b>
		<b>School Actual</b> 81.9	94.0	<i>waiver</i>	80.4		
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	<b>District Projected</b>	<b>68.0</b>	<b>69.0</b>	<b>70.0</b>	<b>71.0</b>	<b>72.0</b>
		<b>District Actual</b> 67.1	67.4	<i>waiver</i>	67.1		



<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will provide our students with information and resources to help them achieve success on the WIN Ready to Work Career Readiness Assessment.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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 Sign Ups for College Entrance Tests, IGP Meetings
2. Test Prep skills taught by English and math teachers for college and career readiness tests.	Continuous	English and Math teacher	\$0	NA	Master Schedule
3. Naviance Career Readiness Training, Job Fair Expo, Career Speakers, and Job Shadowing/Internship Opportunities	Continuous	Guidance, Administration	\$0	NA	Attendance Logs

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

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

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

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

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
EOCEP English 1 SC SDE Website	58.6% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>61.6</b>	<b>64.6</b>	<b>67.6</b>	<b>70.6</b>	<b>73.6</b>
EOCEP English 1 SC SDE Website		<b>School Actual Hispanic 67.3</b>	65.9	<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)	<b>District Projected Hispanic</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>	<b>60</b>
EOCEP English 1 SC SDE Website		<b>District Actual Hispanic 53</b>	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	38.1% A, B, C (2016-17)	<b>School Projected AA</b>	<b>41.1</b>	<b>44.1</b>	<b>47.1</b>	<b>50.1</b>	<b>53.1</b>
EOCEP English 1 SC SDE Website		<b>School Actual AA 59.4</b>	37.8	<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 <b>English</b> <b>1</b> SC SDE Website	38% A, B, C (2016-17)	<b>District Projected AA</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>	<b>53</b>
EOCEP <b>English</b> <b>1</b> SC SDE Website		<b>District Actual AA</b> 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 <b>English</b> <b>1</b> SC SDE Website	37.2% A, B, C (2016-17)	<b>School Projected SWD</b>	40.2	43.2	46.2	49.2	52.2
EOCEP <b>English</b> <b>1</b> SC SDE Website		<b>School Actual SWD</b> 19.3	14.6	<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 <b>English</b> <b>1</b> SC SDE Website	14% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>	<b>29</b>
EOCEP <b>English</b> <b>1</b> SC SDE Website		<b>District Actual SWD</b> 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 <b>English</b> <b>1</b> SC SDE Website	47.5% A, B, C (2016-17)	<b>School Projected LEP</b>	50.5	53.5	56.5	59.5	62.5
EOCEP <b>English</b> <b>1</b> SC SDE Website		<b>School Actual LEP</b> 54.2	54	<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 <b>English</b> <b>1</b> SC SDE Website	37% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
EOCEP <b>English</b> <b>1</b> SC SDE Website		<b>District Actual LEP</b> 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 <b>English I</b> SC SDE Website	47.4% A, B, C (2016-17)	<b>School Projected PIP</b>	50.4	53.4	56.4	59.4	62.4
EOCEP <b>English I</b> SC SDE Website		<b>School Actual PIP</b> 62.8	51.3	<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 <b>English I</b> SC SDE Website	45% A, B, C (2016-17)	<b>District Projected PIP</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>	<b>60</b>
EOCEP <b>English I</b> SC SDE Website		<b>District Actual PIP</b> 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 <b>English II</b> SC SDE Website	70.0% A, B, C (2020-21)	<b>School Projected Hispanic</b>				<b>71.0</b>	<b>72.0</b>
EOCEP <b>English II</b> SC SDE Website		<b>School Actual Hispanic</b>			80.4		
EOCEP <b>English II</b> SC SDE Website	60% A, B, C 2020-21)	<b>District Projected Hispanic</b>				<b>61</b>	<b>62</b>
EOCEP <b>English II</b> SC SDE Website		<b>District Actual Hispanic</b>			60		
EOCEP <b>English II</b> SC SDE Website	64.0% A, B, C (2020-21)	<b>School Projected AA</b>				<b>65.0</b>	<b>66.0</b>
EOCEP <b>English II</b> SC SDE Website		<b>School Actual AA</b>			N/A		

EOCEP <b>English</b> <b>II</b> SC SDE Website	54% A, B, C (2020-21)	<b>District Projected AA</b>				<b>55</b>	<b>56</b>
EOCEP <b>English</b> <b>II</b> SC SDE Website		<b>District Actual AA</b>			54		
EOCEP <b>English</b> <b>II</b> SC SDE Website	36.0% A, B, C (2020-21)	<b>School Projected SWD</b>				37.0	38.0
EOCEP <b>English</b> <b>II</b> SC SDE Website		<b>School Actual SWD</b>			39.3		
EOCEP <b>English</b> <b>II</b> SC SDE Website	26% A, B, C (2020-21)	<b>District Projected SWD</b>				<b>27</b>	<b>28</b>
EOCEP <b>English</b> <b>II</b> SC SDE Website		<b>District Actual SWD</b>			26		
EOCEP <b>English</b> <b>II</b> SC SDE Website	47.0% A, B, C (2020-21)	<b>School Projected LEP</b>				48.0	49.0
EOCEP <b>English</b> <b>II</b> SC SDE Website		<b>School Actual LEP</b>			53.1		
EOCEP <b>English</b> <b>II</b> SC SDE Website	37% A, B, C (2020-21)	<b>District Projected LEP</b>				<b>38</b>	<b>39</b>
EOCEP <b>English</b> <b>II</b> SC SDE Website		<b>District Actual LEP</b>			37		

EOCEP <b>English</b> II SC SDE Website	70.0% A, B, C (2020-21)	<b>School Projected PIP</b>				71.0	72.0
EOCEP <b>English</b> II SC SDE Website		<b>School Actual PIP</b>			78.9		
EOCEP <b>English</b> II SC SDE Website	60% A, B, C (2020-21)	<b>District Projected PIP</b>				<b>61</b>	<b>62</b>
EOCEP <b>English</b> II SC SDE Website		<b>District Actual PIP</b>			60		
EOCEP Algebra 1 SC SDE Website	61.8% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>64.8</b>	<b>67.8</b>	<b>70.8</b>	<b>73.8</b>	<b>76.8</b>
EOCEP Algebra 1 SC SDE Website		<b>School Actual Hispanic</b> 46.8	37.2	<i>waiver</i>	20.5		
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	<b>District Projected Hispanic</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual Hispanic</b> 33	35	<i>waiver</i>	31		
EOCEP Algebra 1 SC SDE Website	45.0% A, B, C (2016-17)	<b>School Projected AA</b>	<b>48.0</b>	<b>51.0</b>	<b>54.0</b>	<b>57.0</b>	<b>60.0</b>
EOCEP Algebra 1 SC SDE Website		<b>School Actual AA</b> <b>24.0</b>	21.0	<i>waiver</i>	N/A		

EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	<b>District Projected AA</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>	<b>42</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual AA 24</b>	21	<i>waiver</i>	15		
EOCEP Algebra 1 SC SDE Website	26.7% A, B, C (2016-17)	<b>School Projected SWD</b>	29.7	32.7	35.7	38.7	41.7
EOCEP Algebra 1 SC SDE Website		<b>School Actual SWD 9.7</b>	4.0	<i>waiver</i>	5.3		
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>25</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual SWD 6</b>	7	<i>waiver</i>	7		
EOCEP Algebra 1 SC SDE Website	66.7% A, B, C (2016-17)	<b>School Projected LEP</b>	69.7	72.7	75.7	78.7	81.7
EOCEP Algebra 1 SC SDE Website		<b>School Actual LEP 52.1</b>	40.0	<i>waiver</i>	29.6		
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual LEP 34</b>	23	<i>waiver</i>	17		

EOCEP Algebra 1 SC SDE Website	48.7% A, B, C (2016-17)	<b>School Projected PIP</b>	51.7	54.7	57.7	60.7	63.7
EOCEP Algebra 1 SC SDE Website		<b>School Actual PIP</b> 34.7	30.1	<i>waiver</i>	15.9		
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	<b>District Projected PIP</b>	<b>34</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>46</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual PIP</b> 29	29	<i>waiver</i>	25		
EOCEP Biology SC SDE Website	63.2% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>66.2</b>	<b>69.2</b>	<b>72.2</b>	<b>75.2</b>	<b>78.2</b>
EOCEP Biology SC SDE Website		<b>School Actual Hispanic</b> 50.0	50.0	<i>waiver</i>	35.1		
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	<b>District Projected Hispanic</b>	<b>50</b>	<b>53</b>	<b>56</b>	<b>59</b>	<b>62</b>
EOCEP Biology SC SDE Website		<b>District Actual Hispanic</b> 35	37	<i>waiver</i>	30		
EOCEP Biology SC SDE Website	44.0% A, B, C (2016-17)	<b>School Projected AA</b>	<b>47.0</b>	<b>50..0</b>	<b>53.0</b>	<b>56.0</b>	<b>59.0</b>
EOCEP Biology SC SDE Website		<b>School Actual AA</b> 47.6	40.0	<i>waiver</i>	N/A		



EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	<b>District Projected AA</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>
EOCEP Biology SC SDE Website		<b>District Actual AA</b> 27	24	<i>waiver</i>	18		
EOCEP Biology SC SDE Website	27.8% A, B, C (2016-17)	<b>School Projected SWD</b>	30.8	33.8	36.8	39.8	42.8
EOCEP Biology SC SDE Website		<b>School Actual SWD</b> 14.3	11.2	<i>waiver</i>	13.2		
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>	<b>33</b>
EOCEP Biology SC SDE Website		<b>District Actual SWD</b> 11	11	<i>waiver</i>	9		
EOCEP Biology SC SDE Website	55.6% A, B, C (2016-17)	<b>School Projected LEP</b>	58.6	61.6	64.6	67.6	70.6
EOCEP Biology SC SDE Website		<b>School Actual LEP</b> 45.4	47.5	<i>waiver</i>	40.6		
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>
EOCEP Biology SC SDE Website		<b>District Actual LEP</b> 31	25	<i>waiver</i>	14		

EOCEP Biology SC SDE Website	53.7% A, B, C (2016-17)	<b>School Projected PIP</b>	56.7	59.7	62.7	65.7	68.7
EOCEP Biology SC SDE Website		<b>School Actual PIP 47.3</b>	45.9	<i>waiver</i>	38.5		
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	<b>District Projected PIP</b>	<b>51</b>	<b>54</b>	<b>57</b>	<b>60</b>	<b>63</b>
EOCEP Biology SC SDE Website		<b>District Actual PIP 35</b>	34	<i>waiver</i>	28		
EOCEP US History and the Constitution SC SDE Website	75.6% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>78.6</b>	<b>81.6</b>	<b>84.6</b>	<b>87.6</b>	<b>90.6</b>
EOCEP US History and the Constitution SC SDE Website		<b>School Actual Hispanic 40.5</b>	42.5	<i>waiver</i>	42.3		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	<b>District Projected Hispanic</b>	<b>45</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual Hispanic 43</b>	38	<i>waiver</i>	28		
EOCEP US History and the Constitution SC SDE Website	36.8% A, B, C (2016-17)	<b>School Projected AA</b>	<b>39.8</b>	<b>42.8</b>	<b>45.8</b>	<b>48.8</b>	<b>51.8</b>
EOCEP US History and the Constitution SC SDE Website		<b>School Actual AA 43.2</b>	45.9	<i>waiver</i>	N/A		

EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	<b>District Projected AA</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual AA</b> 36	33	<i>waiver</i>	18		
EOCEP US History and the Constitution SC SDE Website	24.9% A, B, C (2016-17)	<b>School Projected SWD</b>	27.9	30.9	33.9	36.9	39.9
EOCEP US History and the Constitution SC SDE Website		<b>School Actual SWD</b> 0.0	24	<i>waiver</i>	<b>8.0</b>		
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual SWD</b> 25	19	<i>waiver</i>	11		
EOCEP US History and the Constitution SC SDE Website	58.5% A, B, C (2016-17)	<b>School Projected LEP</b>	61.5	64.5	67.5	70.5	73.5
EOCEP US History and the Constitution SC SDE Website		<b>School Actual LEP</b> 37.8	61.4	<i>waiver</i>	66.8		
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual LEP</b> 37	35	<i>waiver</i>	15		

EOCEP US History and the Constitution SC SDE Website	62.1% A, B, C (2016-17)	<b>School Projected PIP</b>	65.1	68.1	71.1	74.1	77.1
EOCEP US History and the Constitution SC SDE Website		<b>School Actual PIP</b> 55.3	45.3	<i>waiver</i>	48.0		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	<b>District Projected PIP</b>	<b>45</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual PIP</b> 44	40	<i>waiver</i>	29		
ACT Graduating Class	Composite 21.1 (2016-17)	<b>School Projected Hispanic</b>	21.3	21.6	21.8	22.0	22.2
ACT Graduating Class		<b>School Actual Hispanic</b> 21.1	19.3	<i>waiver</i>	21.2		
ACT Graduating Class	Composite 17.6 (2016-17)	<b>District Projected Hispanic</b>	<b>21.0</b>	<b>22.0</b>	<b>22.2</b>	<b>22.4</b>	<b>22.8</b>
ACT Graduating Class		<b>District Actual Hispanic</b> 17.3	17.8	<i>waiver</i>	17.1		
ACT Graduating Class	Composite 16.2 (2016-17)	<b>School Projected AA</b>	<b>16.4</b>	<b>16.6</b>	<b>16.8</b>	<b>17.0</b>	<b>17.2</b>
ACT Graduating Class		<b>School Actual AA</b> 17.3	17.8	<i>waiver</i>	N/A		

ACT Graduating Class	Composite 16.0 (2016-17)	<b>District Projected AA</b>	<b>21.0</b>	<b>22.0</b>	<b>22.2</b>	<b>22.4</b>	<b>22.8</b>
ACT Graduating Class		<b>District Actual AA</b> 15.7	16.2	<i>waiver</i>	15.5		

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

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

<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will 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) by providing MTSS (a multi-tiered system of supports).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
5. EL, SPED, Intervention Specialist, Read 180, Content Recovery and Credit Recovery Coursework	Continuous	Specified Teachers	\$0	NA	Benchmark Data and Pass Rate

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate	(2016-17) <b>91.5</b>	<b>School Projected</b>	<b>90.5</b>	<b>91.5</b>	<b>92.5</b>	<b>93.5</b>	<b>94.5</b>
		<b>School Actual</b> 91.5	90.5	93.03	90.4		
Graduation Rate	(2016-17) <b>87</b>	<b>District Projected</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
		<b>District Actual</b> 84	85	86	84		

Employability Credentialing Rate	Data will be reported in 2020-21	<b>School Projected</b>				<b>TBD</b>	<b>90</b>
		<b>School Actual</b>				<b>Baseline Year</b>	
Employability Credentialing Rate	Data will be reported in 2021-22	<b>District Projected</b>				<b>TBD</b>	<b>90</b>
		<b>District Actual</b>				<b>Baseline Year</b>	

<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will focus on graduation rate through the On Track program, which supports students academically, as well as social-emotionally, throughout their four years of high school.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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



<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will focus on graduation rate through the On Track program, which supports students academically, as well as social-emotionally, throughout their four years of high school.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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:**     ☒ Student Achievement\*   ☐ Teacher/Administrator Quality\*   ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)   ☐ District Priority *Gifted and Talented Requires*     ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*   ☐ Gifted and Talented: Other

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	<b>School Projected</b>	57%	65%	73%	81%	90%
		<b>School Actual</b>	57.2%	66.1%	77.1%		
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>		56%	68%	79%	90%
		<b>District Actual</b>	45%	54%	59%		

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

<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will increase the percentage of graduates meeting the Graduation Plus (G+) Requirements through expanding CTE Pathways and Dual Enrollment, as well as offering more AP courses.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Dual Credit, AP, Coursework	Continuous	Guidance	\$0	NA	PowerSchool Scheduling
2. Increasing vocational certificate opportunities	Continuous	Guidance and Magnet Coordinator	\$0	NA	PowerSchool Scheduling

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	76	<b>School Projected</b>	<b>79</b>	<b>82</b>	<b>85</b>	<b>88</b>	<b>91</b>
		<b>School Actual</b> 84	89	94	89%		
PowerSchool	(2016-17) <b>74</b>	<b>District Projected</b>	<b>77</b>	<b>81</b>	<b>84</b>	<b>87</b>	<b>90</b>
		<b>District Actual</b> 80	82	89	80		

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

<b>ACTION PLAN FOR STRATEGY #1:</b> The RHS OnTrack team will focus on struggling students, particularly freshmen, to ensure that they are on track for graduation by the conclusion of their 9 <sup>th</sup> grade year.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Support Freshman with attendance, academics, and other needs.	Continuous	Administration	\$0	NA	Bi-Weekly FA Meetings and Common Planning
2. Credit Recovery, Content Recovery and the SDP strategically to target students that need alternative means for success.	Continuous	Administration and Teachers	\$0	NA	Credit Recovery, Content Recovery, SDP
3. Intervention Specialist to target specific students to address environmental factors beyond the classroom affecting student performance.	Continuous	Administration and Teachers	\$0	NA	Interventions and Meeting Logs

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

**PERFORMANCE GOAL 12:** Annually increase the percentage of high school Gifted and Talented Academic (GTA) students, Gifted and Talented Artistic (GTR) students, and students who are both GTA and GTR taking AP courses.

**INTERIM PERFORMANCE GOAL:** Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
PowerSchool	(2016-17) 44	<b>School Projected</b>	44	47	50	53	56
		<b>School Actual</b> 49	43	57	46		
PowerSchool	(2016-17) <b>52</b>	<b>District Projected</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>65</b>
		<b>District Actual</b> 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.\*

<b>ACTION PLAN FOR STRATEGY #1:</b> RHS will increase the number of gifted and talented students taking AP courses by increasing AP course offerings, becoming an AP Capstone school, and by starting an AP Academy.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Increasing Gifted and Talented Academic Courses, including AP and Dual Credit.	Continuous	Administration and Guidance	\$0	NA	PowerSchool Scheduling

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" 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							
<b>PERFORMANCE GOAL 1:</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Employment report		<b>School Projected</b>		<b>Maintain Teacher Diversity</b>	<b>Maintain Teacher Diversity</b>	<b>Maintain Teacher Diversity</b>	<b>Maintain Teacher Diversity</b>
GCS Human Resources Department		<b>School Actual</b>	Baseline established in 2019-2020	Gender Diversity yes/no Ethnic Diversity yes/no	Gender Diversity yes/no Ethnic Diversity yes/no	Gender Diversity yes/no Ethnic Diversity yes/no	
Employment report		<b>District Projected</b>	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		<b>District Actual</b> 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 = %	



<b>ACTION PLAN FOR STRATEGY #1: : RHS will recruit a diverse faculty as openings become available.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Shining Stars Recruitment	March	Administration	\$0	NA	Resumes

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

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

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

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE School Report Card Survey	<b>78.6</b>	<b>School Projected Students</b> 88.6	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Students</b> 79.7	90.7	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	75.5		
SC SDE School Report Card Survey	<b>96.1</b>	<b>School Projected Teachers</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Teachers</b> 96.0	99.0	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	97.9		
SC SDE School Report Card Survey	<b>78.8</b>	<b>School Projected Parents</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Parents</b> 78.6	88.6	<i>Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	83.3		
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Students</b> 84	93	<i>Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	93		
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Teachers</b> 97	97	<i>Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	92		
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Parents</b> 88	89	<i>Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	98		

<b>ACTION PLAN FOR STRATEGY #1: RHS will increase the percentage of parents, teachers, and students who feel safe during school hours by communicating safety measures to all stakeholders.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Safety Drills, Safety Meetings and Constant Communication with Parents with weekly message	Continuous	Administration and Safety Team	\$0	NA	Meeting Minutes, Social Media, E-Mail and Phone Blasts

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

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

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

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

#### Percent Recommended for Expulsion

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
GCS Expulsion Report from Kent Owens	(2016-17) <b>2.88</b>	<b>School Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>School Actual</b> 3.41	1.1	2.4	0.3		
GCS Expulsion Report from Kent Owens	(2016-17) <b>0.7</b>	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>District Actual</b> 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
GCS Expulsion Report from Kent Owens	(2016-17) <b>.22</b>	<b>School Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>School Actual</b> .14	.06	.00	.00		
GCS Expulsion Report from Kent Owens	(2016-17) <b>.04</b>	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>District Actual</b> .04	.10	.03	.004		

<b>ACTION PLAN FOR STRATEGY #1: RHS will utilize the On-Track system to provide interventions for students in need of counseling and behavioral support.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	\$0	NA	Meeting Minutes, On Track Minutes, Faculty Meetings, MTSS Reports

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <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
<b>PERFORMANCE GOAL 4:</b> 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.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

<b>DATA SOURCE(s):</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	<b>48</b>	<b>50</b>	<b>52</b>	<b>54</b>	<b>56</b>
		<b>School Actual</b> <b>49</b>	<b>45</b>	<b>45</b>	<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	<b>District Projected Secondary</b>	<b>54</b>	<b>58</b>	<b>62</b>	<b>66</b>	<b>70</b>
		<b>District Actual Secondary</b> <b>52</b>	<b>50</b>	<b>52</b>	<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>

<b>ACTION PLAN FOR STRATEGY #1: RHS faculty and staff will work together to focus on creating and maintaining a positive and supportive environment for all students.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	\$0	NA	Meeting Minutes, Freshman Academy Positive Referrals, Faculty Meetings, MTSS Reports



<b>ACTION PLAN FOR STRATEGY #1: RHS faculty and staff will work together to focus on creating and maintaining a positive and supportive environment for all students.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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:**    ☐ Student Achievement\*   ☐ Teacher/Administrator Quality\*   ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)   ☐ District Priority *Gifted and Talented Requires*    ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 5:** Achieve and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
180 <sup>th</sup> day Attendance Report	(2016-17) <b>93.6</b>	<b>School Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>School Actual</b> 94.34	96.4	97.17	94.23		
180 <sup>th</sup> day Attendance Report	(2016-17) <b>95</b>	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>District Actual</b> 95	95	96	92		

<b>ACTION PLAN FOR STRATEGY #1: RHS will provide interventions for students with attendance problems in order to maintain an annual attendance rate of 95% or higher.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Attendance Clerk, Truancy Report, MTSS, Seat-Time Recovery and Intervention Specialist	Continuous	Administration, Attendance Clerk and Teachers	\$0	NA	Meeting Logs

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

**PERFORMANCE GOAL 6:** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the 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	<b>School Projected</b>	Afraid ≤ 7% Lonely ≤ 11% Angry ≤ 16%	Afraid ≤ 7% Lonely ≤ 11% Angry ≤ 16%	Afraid ≤ 6% Lonely ≤ 10% Angry ≤ 15%	Afraid ≤ 6% Lonely ≤ 10% Angry ≤ 15%	Afraid ≤ 5% Lonely ≤ 10% Angry ≤ 14%
		<b>School Actual</b> Afraid -7% Lonely -12% Angry -17 %	Afraid - 7% Lonely - 15% Angry -12 %	Afraid -8 % Lonely - 16% Angry -13 %	<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	<b>District Projected Secondary</b>	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
		<b>District Actual Secondary</b> Afraid - 7% Lonely - 14% Angry - 14%	<b>Afraid - 7% Lonely - 16% Angry - 14%</b>	<b>Afraid - 7% Lonely - 16% Angry - 15%</b>	<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>

<b>ACTION PLAN FOR STRATEGY #1: RHS teachers, counselors, and administrators will collaborate to meet the needs of all students, particularly those who need social and emotional support.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcement, MTSS	Continuous	Administration, SRO, Intervention Specialist, Guidance, MTSS Team	\$0	NA	Meeting Minutes, Freshman Academy Positive Referrals, Faculty Meetings, MTSS Reports
2. Communication	Continuous	Faculty and Staff	\$0	NA	Meeting Minutes, Social Media, E-Mail and Phone Blasts, GTV
3. SIC and PTA	Monthly	SIC, PTA and Faculty and Staff	\$0	NA	SIC and PTA Meetings