Southside High School SCHOOL PORTFOLIO

2018-2023 School Action Plan
Updated March, 2022

SOUTHSIDE HIGH SCHOOL

Dr. ANDRE M. DUKES, PRINCIPAL

GREENVILLE COUNTY SCHOOLS

Dr. W. BURKE ROYSTER, SUPERINTENDENT

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL NAME: Southside High School
SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*
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 assurance requirements including ACT 135 assurance pages.
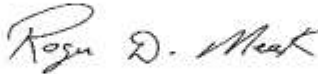
SUPERINTENDENT

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

PRINCIPAL

Dr. Andre M. Dukes	*Andre M. Dukes*	March 7, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms Jessie Bowens	*Jessie J. Bowens*	March 7, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Faith DiAngelis	*signature*	March 4, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 6630 Frontage@White Horse Rd, Greenville, S.C. 29605
SCHOOL TELEPHONE: (864) 864-355-8700
PRINCIPAL EMAIL ADDRESS: adukes@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Andre M. Dukes
2.	Teacher	Sarah James
3.	Parent/Guardian	Mike Howard
4.	Community Member	Jay Blankenship
5.	Paraprofessional	Alyssa Scott
6.	School Improvement Council Member	Jessie Bowens
8.	School Read To Succeed Literacy Leadership Team Lead	Faith DiAngelis
9.	School Read To Succeed Literacy Leadership Team Member	Angel Stepp

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

Mathematics Department Chair	C. Kelly Howard
English Department Chair	Megan Wright
Social Studies Department Chair	Christine Cook
Science Department Chair	Michael Hendrix
World Language Department Chair	Nicolas Philipp
Fine Arts Department Chair	Madeline Simon
Special Education Department Chairs	Meghan Sutherland & Effie Williams
Counseling Department Chair	Shana Dendy
AFJROTC Department Chair	John Dibert
Physical Education Department Chair	Heather Perry
Media Specialist	Tasha Byrd
Assistant Principals	Angel Stepp, Regene Ransome, and Chris Emerson
Magnet and Innovative Programs Coordinator	Julie McGaha
Freshman Academy and Testing Coordinator	Kenneth Skipper

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

_____ **Academic Assistance, PreK–3**

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

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

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

__X___ **Parent Involvement**

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

___X___ **Staff Development**

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

__X___ **Technology**

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

__X___ **Innovation**

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

__X__ **Collaboration**

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

Developmental Screening

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

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

Recruitment

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

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

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

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INTRODUCTION

Southside High School's strategic planning for school improvement includes monitoring, reflecting, and assessing our progress toward meeting our school goals. We collect, analyze, chart, discuss, and set goals based on our test scores and survey results. We identify areas of strengths and weaknesses in the light of our shared values and vision for our school. We disseminate data and information to our stakeholders. Collectively, we identify how we should move forward with one united and cohesive plan for future success and increased student achievement. By 2023, 100% of students will graduate from Southside High: College, Career, and Citizenship Ready. Our School Portfolio reflects our efforts, progress, and achievements, and communicates our plans for further improvement. Our School Portfolio Team Members include:

Principal: Andre M. Dukes

Teacher: Sarah James

Parent/Guardian: Mike Howard

Community Member: Jay Blankenship

Paraprofessional: Alyssa Scott

School Improvement Council Member: Jessie Bowens

Assistant Principals: Elizabeth Ransome & Chris Emerson

Read to Succeed Literacy Leadership Team Lead: Faith DiAngelis

Read to Succeed Literacy Leadership Team Member: Angel Stepp

Executive Summary

During the 2017-2018 school year, Southside High began our journey to ensure that **every child will graduate ready for college, careers, and engaged citizenship.** One of the great debates taking shape in education today is not only the degree to which college readiness and work readiness are similar, but also specific ways they are different. The new reality is that our students need programs that integrate high academic challenge with the exploration of a range of career options and opportunities. Our teachers collaborate to integrate the norms that are necessary for good citizenship such as integrity, self-direction, perseverance and work ethic into the academic content of all courses, and the results are noteworthy. This school year, we continued our work on refining our career pathways so that every student that graduates from Southside has the potential to earn industry credentials. We also implemented the third year of the AVID (Advancement Via Individual Determination) Program, to help all students develop the necessary college-readiness skills to take our most challenging courses and earn college credit. This program trains teachers to engage students with high-leverage instructional practices that provide tools for learning.

Student Achievement Findings (Students will graduate high school in four years, college and/or career ready).

Through efforts of students, parents, teachers, administrators, community volunteers, and business partners, Southside continues to sustain academic growth as evidenced by the following 1-year achievements from 2020-2021:

- Increases in ACT performance across several sub-tests, as well as the composite, as follows:

  - English subtest increased +4.2%, and 0.5% increase of students meeting benchmark score
  - Math subtest increased +3.8%, and 1.5% increase of students meeting benchmark score
  - Science subtest increased +5.5%, and 1.2% increase of students meeting benchmark score
  - Composite test increased +2.6%, and an increase of 0.7% of students meeting benchmark score

- Increases in SAT performance across ALL three sub-tests, as follows:

  - An increase in average SAT Reading & Writing of +18 points
  - An increase in average SAT Mathematics of +14 points
  - An increase in the average SAT Composite score of +33 points

- A 2% increase in students earning an A, B, or C on the English 2 End of Course Test

- Dramatic increases in CTE course enrollment and completion, as follows:

  - An increase in CTE enrollment (from 432 to 536 students)
  - An increase in CTE completers (from 23 to 36 students)
  - An increase in students earning a national or state CTE credential (from 46 to 123 students)

Southside High School administration, faculty, and staff work arduously to meet individual students where they are academically and motivate them to excel beyond their own expectations. Our first priority is to increase achievement for all students.

Teacher and Administrator Quality Findings
In 2020-2021, 56.4% of Southside High School teachers held advanced degrees. 59.1% of the faculty held continuing contracts, and 90% of teachers returned from the previous year. In 2020-21, 100% of core classes at Southside High School were taught by highly qualified teachers teaching in their core area.

School leadership maintains high expectations for professional practice. Our faculty is committed to shared values and beliefs about teaching and learning. All teachers participate in professional development through workshops provided at school and/or district levels, with further training available to IB, AP and AVID teachers, and ongoing intensive support for new teachers. Seventeen faculty members have been IB trained, and twenty-seven have been AVID trained, with plans for sending more teachers this summer; this totals 73% of the faculty.

School Climate Findings (Students and staff will contribute to the well-being of the school community by fostering a safe, inclusive and supportive learning environment.)
It is our goal to provide a school environment supportive of learning. Each year the faculty, all students, and their parents are asked to complete the Upbeat Teacher Engagement Survey (teachers) and AdvancEd/Cognia Climate and Culture Survey. The purpose of the surveys is to measure stakeholders' level of satisfaction with the learning environment at Southside.

2020-2021 Survey Highlights:

- o Teachers' top responses (near or at 100% agreement on the following four responses):
  - I persist in the face of a challenge
  - I work hard to accomplish my goals
  - When I make a commitment, I can always be counted on to follow through
  - I strive for excellence in everything I do

- o Students' top responses:
  - My teachers expect me to learn
  - My teachers expect me to behave
  - I use computers and other technology at my school to help me learn

- o Parents' top responses:
  - My child's teachers care about my child
  - My child's school has an anti-bullying program to prevent or deal with bullying
  - My child's teachers provide extra help when my child needs it

School Challenges

As a Cohort team, we engaged in an extensive review of research-based and vertically aligned instructional programs to support our efforts to meet the needs of students who struggle daily in reading and math. We had numerous discussions about root causes of problems to try to identify our school's problems. Qualitative and quantitative measures that pass the scrutiny of action research are used to objectively determine program effectiveness. Data (formative, interim and summative) will be examined routinely to examine effectiveness of comprehensive instructional reform strategies and to problem-solve.

    o   Challenge #1: A significant percentage of students enter Southside High School with deficient reading and math skills.

    o   Challenge #2: Maximize academic achievement to ensure every student is career, college, and citizenship ready (limited opportunities outside the IB program for students to take college bearing courses and limited opportunities for work based, internships and apprenticeships.) However, in spite of the rich talents and plentiful opportunities at Southside, we face a mounting imperative for our school to ensure that all of our students can access these opportunities. We must address the wide achievement gap for our students with the greatest needs and we must provide equitable access to programs that prepare our students for success.

    o   Challenge #3: Southside High School's student population is transient in nature. Approximately one quarter (1/4) of our student population turnover each year, on average 30 students monthly. To put that into perspective, we have, on average, at least 1 student enroll or withdraw every single school day. Students within our population may enter and exit multiple times, and over multiple years. These students will not benefit from a full year of instruction at Southside High School. Most of these students will be expected to take SC State End of Course Exams. The continuously disruptive movement of students into and out of a class impacts the student and the class, and causes:

- Continual change in the group dynamics
- Upheaval in instructional grouping
- Difficulty making benchmark test comparisons
- Challenges in classroom management. Teachers must continually re-teach procedures that had previously been established and taught at the beginning of the school year as each new student enters
- Challenges in curricular cohesion. Teachers must establish baseline data on each new student each time a new student enters the class and re-teach content knowledge, skills, and processes the teacher already taught and the rest of the students were already expected to learn
- Poor EOC test scores

    o Challenge #4: Like other schools across the nation, Southside is dealing on a daily basis with the fallout of COVID-19. Last year, the majority of our students opted into our virtual program, which afforded them the opportunity to work. With a *poverty index of 79%*, students holding jobs during the school day, and other difficulties presented by virtual learning (students having to provide childcare, lack of engagement online, time alone during the day without accountability from parents or teachers) has exacerbated the achievement gaps described above.

School Highlights

Southside High School is one of the most diverse schools in South Carolina, and we are proud to offer our students more than 100 course offerings. Our educational program is academically challenging and built on high expectations. Southside High School was the first school in South Carolina to offer an International Baccalaureate (IB) Diploma Program; it is the oldest and most successful IB school in South Carolina. SHS offers the highest level of math courses beyond AP Calculus BC, and the highest levels of Spanish and French in Greenville County.

We offer a variety of programs: International Baccalaureate (IB), AVID, Advanced Placement (AP), Honors, CTE, and College Preparatory. All of these programs are designed to meet the unique and individual needs and interests of each student. We have also recently implemented the AVID (Advancement Via Individual Determination) Program- a college readiness system to prepare students in the academic middle for four-year college eligibility by taking more rigorous courses at Southside (Dual Credit, AP, or IB). The three main components of the AVID college readiness system are academic instruction, tutorial support, and motivational and college prep activities.

Southside High School has a rich history of academics, the arts, and athletics. Student engagement is achieved by linking the curriculum to previous knowledge and experiences, and then exploring new ideas and promoting authentic learning. Southside provides a complete high school experience that enables our students to be college and career ready while having tremendous opportunities to get involved.In addition to a high-caliber academic curriculum, SHS offers a variety of extracurricular programs & athletic teams to meet a variety of interests, several of which are award-winning. Some of these include:

Academic Awards and Honors:
- 9- AP Scholars
- 11- AP Scholars with Distinction
- 100% Diploma Passage Senior IB Diploma Candidate
- 5 - AP Scholars with Honors
- 2- National AP Scholars
- 28 Senior IB Certificate Candidates

JROTC
- AFJROTC Awarded the Distinguished Unit award (Top 10% of all units)   2021 Academic Team "TOP 25%" in National-Level Competition
- Received the Outstanding Community Service Award   Nationally Recognized "OUTSTANDING ORGANIZATION"
- JROTC Honors Courses During Junior and Senior Years
- 2020 Graduates include: International Baccalaureates, Military Service Academy Acceptance, Westpoint Leadership Award Recipient

Academic Team
- 14 Regular Season Championships   Qualified for National Science Bowl in Washington, D.C.
- NAQT National Championship Tournament in Atlanta   NAQT Small School National Championship Tournament in Chicago
- PACE National Scholastic Championship in Chicago   Winners of 3 of the last 4 Small School National Championships at PACE

World Languages
- 6 National Spanish Exam 2019-20 Winners   4 Gold Medal Winners
- 1 Silver Medal Winner   1 Bronze Medal Winners

Athletics

Volleyball
- 6 – All Region 2 AAA Athletes

Cross Country
- 25 – All Region 2 AAA Athletes
- 4 – All County Athlete
- 5 – All State Athletes
- 2 – Region 2 AAA Region Athlete of the Year
- 4 – Region 2 AAA Coach of the Year
- 3 – Region 2 AAA Champions
- 1 – AAA Upper State Champion

Football
- 16 – All Region 2 AAA First Team Athletes
- 10 – All Region 2 AAA Second Team Athletes
- 1 – All Region 2 AAA Athlete of the Year

Women's Golf
- 1 – All Region 2 AAA Athlete

Women's Tennis
- 3 – All Region 2 AAA Athletes

Men's Tennis
- 2 – All Region 2 AAA Athletes
- 1 – Region 2 AAA Athlete of the Year

Track & Field
- 10 – All Region 2 AAA Athletes
- 1 – All State Athlete
- 10 – Region 2 AAA Champions
- 1 – AAA State Individual Champion

Iron Tiger
- 23 – Three Sport Athletes

Wrestling
- 6 – All Region 2 AAA Athletes

Men's Basketball
- 4 – All Region 2 AAA Athletes
- 1 – All County Team
- 1 – All State Athlete
- 2 – Region 2 AAA Coach of the Year
- 1 – Region 2 AAA Champion
- 1 – AAA Upper State Champion
- 1 – AAA State Champion

Women's Basketball
- 8 – All Region 2 AAA Athletes
- 2 – All County Athlete
- 2 – All State Athlete
- 2 – Region 2 AAA Coach of the Year
- 2 – Region 2 AAA Champion

Baseball
- 1 – All Region 2 AAA Athlete

Softball
- 4 – All Region 2 AAA Athletes

Men's Soccer
- 2 – All Region 2 AAA Athletes

Women's Soccer
- 6 – All Region 2 AAA Athletes

Wendy's High School Heisman
- 3 Athletes

College Acceptances (within the last 5 years):

- Harvard University
- Massachusetts
- Institute of Technology
- Tulane University
- Duke University
- College of Charleston
- Winthrop University
- Claflin University
- Morris College
- South Carolina State University
- Greenville Technical College

- University of Notre Dame
- Northwestern University
- Yale University
- Carnegie Mellon University
- Vanderbilt University
- Coker College
- USC Upstate
- Anderson University
- Coastal Carolina University

- Georgetown University
- Georgia Institute of Technology
- Wake Forest University
- Bryn Mawr College
- Emory University
- North Greenville University
- Francis Marion University
- NC A&T University

- USC Honors College
- U.S. Naval Academy
- Johns Hopkins University
- College of William & Mary
- Clemson University
- Anderson University
- Spantanburg Methodist
- Brown University
- Lander University

School Profile

First, it should be noted that we believe we will meet our goals. We also believe that once we begin to meet them, our enrollment will increase, as will our graduation rate; students will perform higher on state and national assessments, climate survey results will increase among all stakeholders, and parents will become more involved in their children's education. We also believe that teachers will begin to see themselves as learners and that consequently, they will change their approach with students who are not as successful as they, perhaps, were. One of the outcomes we fully expect to see is an observable change in the culture of the school as students, staff, and administrators begin to think of learning 24/7.

Southside High School is the oldest and most successful IB school in South Carolina. We are also one of the smallest public high schools within the Greenville County School District, with an enrollment of 854 students. Our IB Diploma Program serves approximately 10% of the students of the age group eligible for the program, being a "school within a school model."

School Community

 Partnerships: Our collaboration with the community is an important component of our school's commitment to create a common school culture of excellence. One of the largest and most visible segments of our school population with typically twenty percent (20%) of Southside High School students involved is the Air Force Junior Reserve Officer Training Corps (AFJROTC). A nationally recognized character development program, with almost 25 years at Southside, cadets have earned numerous state, regional and national accolades in the areas of drill, academics and community service.

In partnership with YMCA volunteers, our Character Education Initiative is thriving for the fifth year focusing on ninth graders. Mentors from the local businesses assist students with developing tools and strategies that will help them be successful in school and the real world.   Southside High School also values its partnership with the South Carolina Department of Commerce as this organization provides business professionals as presenters for our monthly

Lunch & Learn Sessions. These business partners provide a wealth of information about their careers and the academic preparation, work expectations and salaries. Although last year's Annual College & Career Fair needed to be held virtually, all students were able to visit college representatives and business executives to ask an array of questions and to walk away with literature and contact information for future use. Launch GVL is another program that continues to grow, and has the exciting potential to pair students with internship opportunities in the world of work, so that they can graduate career ready and with valuable experience. Lastly, this year, we have begun a new partnership with the Tiger Alliance program through Clemson University, as well as the HYPE (Helping Youth Pursue Education) program. Both of these are dedicated to mentoring and working with our student population on their short and long term academic goals.

 PTA (Parent Teacher Association): The Southside High PTA makes important differences in the education and development of students. The PTA provides classroom grants, funding for student agendas, classroom paper and copies, technology, and building maintenance. The PTA fosters positive relationships between the home and the school and sponsors various opportunities for parents, staff, and students to interact. As funds permit, the PTA also supports various extracurricular activities such as Forensics, Band, Drama Club, and AFJROTC. We recognize our volunteers regularly with our Volunteer of the Quarter Award.

 SIC (School Improvement Council): Southside High School's School Improvement Council is made up of elected parent, student, and faculty members along with members of the school's administration and appointed community leaders. It meets monthly and serves to advise the leadership of Southside on ways to achieve the academic goals of the school. SIC members recognize that a student's education is a responsibility shared by the school, family, and community, and work to establish a strong working relationship with Southside students' families to promote parental involvement to support student learning.

IB (International Baccalaureate) Parents Council: The IB Parents Council (IBPC) is a group of volunteer parents who work to assist the (IB) Coordinator, in close coordination with the Principal, the PTA and Southside staff. The IBPC meets once a month, with an open forum portion for all members to participate. The IBPC is a membership-based organization that also helps to facilitate communication among all IB families and with the IB Coordinator.

School Personnel Data:

Faculty and Staff: The 2020-21 Southside High School faculty consisted of fifty-nine full and part-time teachers, three guidance counselors, five administrators, one Magnet/IB coordinator, one Freshman Academy coordinator, one media specialist, and one instructional coach (IC). Additionally, our staff consists of two intervention specialists, two credit recovery lab facilitators, three classroom aides, as well as media, guidance, and attendance clerks. Our faculty includes National Board Certified teachers, AP certified teachers with Gifted and Talented endorsements, IB certified teachers, MYP trained teachers, AVID trained teachers, PACE and GATE teachers, and teachers with advanced degrees, including Doctorates. Some of our teachers come from across the nation and the world. Each faculty and staff member brings a wealth of experience, talent, and knowledge to the classroom. The teaching faculty is comprised of 37% non-Caucasian instructors, and five members (8%) of our teaching staff are originally from countries outside of the US.

School Leadership: The Administrative Team, composed of the principal, Dr Andre M. Dukes, and four (4) assistant principals, supervises the effective implementation of programs that enhance the entire school. Administrative duties, along with the name of the administrator assigned to each duty, are printed in the faculty handbook. The principal and assistant principals visit classrooms on a rotating schedule and are visible and accessible throughout

the day. Administrators also work closely with the Magnet Coordinator, Freshman Academy Coordinator, and Instructional Coach. The administration maintains a high level of communication with the faculty, student body, staff, parents, school district, and community members.

Student Population Data:

Southside's school motto is *Celebrating Diversity. United in Learning.* Our diversity is our strength; Southside is the most diverse high school in the Greenville County School District. Southside students are from 11 different countries (Germany, Lebanon, Kenya, Mexico, India, France, China, Japan, El Salvador, England, and US) and speak 28 different languages. Our diverse student body is composed of students making up the following subgroups: Black/African American (53.6%), Hispanic (25.3%), Caucasian (12.5%), Two or More Races (4.6%), Asian (2.8%), and American Indian (0.9%). Additionally, 26% of our students are current or former English Language Learners, and 27% are served by an IEP or 504 plan.

○ Transient Student Population: The transient nature of our community and student population has a profound effect on teaching and learning and ultimately on our student achievement. A significant number of students enroll and withdraw from our school throughout the school year and often on a daily basis; sometimes multiple times during the year, and at times repeatedly over multiple years. Typically, close to 200 students, about a quarter (¼) of the entire student body, transition in or out of our building each year.

○ Perpetual student turnover throughout the school year negatively impacts instruction and learning. Continuous turnover in the classroom creates instructional and management challenges for the teacher. Gaps in student learning develop as a result of moving from one school to another during the school year and impact the continuity of a student's education. On-going student enrollment (enrollment *after* August, the beginning of the school year) directly impacts our school-wide high stakes test results and school-wide student achievement and more significantly, negatively impacts our students.

○ Lastly, our student population, with a poverty index of 79%, has been greatly affected by the COVID-19 pandemic. Last year, many of our students elected to enroll in our Virtual Program option, so that they could hold paying jobs during the day. Many of our students were working full time, and were responsible for providing care for younger children and other family members. Teachers worked hard to accommodate these students' needs, but for many of them, earning money for their household trumped academic priorities during the day, and our students are still recovering from some significant learning loss and negative changes to work or study habits.

Program Initiatives:

○ International Baccalaureate (IB) Program:

The International Baccalaureate Organization (IBO), founded in 1968, is a nonprofit educational foundation based in Geneva, Switzerland. The foundation offers a comprehensive two-year curriculum—available in English, French, and Spanish—that allows students to fulfill certain requirements of various national education systems.

The IB program is an internationally recognized program with an emphasis on global perspectives. It is a holistic style program with a prescribed course of study that encompasses six areas; English, history, science, foreign language, math, and an IB approved elective that emphasizes process and integration of content across content areas. The IBO's Diploma Programme is a high school program offered to students in the final two years of school. Course work is divergent – asking "why" more than "what". The program maintains rigorous world-wide assessment criteria standards.

o Advanced Placement (AP) Program:

The AP program provides leadership and services for academically talented students with more emphasis on the academic rather than the philosophical. It is a cafeteria-style program in which students have an opportunity to take college-level courses and exams while still in high school. Students may pick and choose content-driven courses. Southside currently offers 13 AP courses, including courses such as AP Calculus, AP Chemistry, AP Biology, and AP Psychology.

o Advancement Via Individual Determination (AVID) Program:

The AVID program is a college readiness system to prepare students in the academic middle for four-year college eligibility by taking more rigorous courses at Southside (Dual Credit, AP, or IB). The three main components of the AVID college readiness system are academic instruction, tutorial support, and motivational and college prep activities. Teachers throughout the building learn and implement AVID strategies for all students through a multi-pronged, differentiated approach to professional development. During the 2019-20 school year, our AVID elective class hosted a demonstration of the tutorial process for parents (PIE- Parents Involved in Education), as well as a visit from American Civil Rights icon, Reverend Jesse Jackson.

o Dual Credit Program

Southside's Dual Credit Program provides learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills.Students earn college credits as they take Greenville Tech courses, right here on our campus. It is our goal to increase the number of students attaining College and Career Readiness as defined by the state accountability model.

o Freshman Academy Program:

The 9th Grade Freshman Academy is a comprehensive program that strives to provide each 9th grade student with a challenging and nurturing learning environment that ensures a smooth transition from middle to high school. It seeks to ensure the academic success of its students by increasing the promotion rate for all freshmen, improving the quality of parental involvement, decreasing the number of discipline referrals, and increasing the attendance rate and passage rate for the End of Course Examinations. We enthusiastically promote good citizenship through consistent discipline and positive behavioral encouragement programs.

o Targeted Intervention Groups Engaged in Reaching Students:

Beginning last year, our Assistant Principals developed a plan to assist our most at-risk students (we call these students tier 2 and 3 based on Q1 failure reports and attendance). These are the students teachers are tirelessly calling to no avail and students who may participate, but are very inconsistent. Working with a few different groups in our building, these students have been selected for weekly intervention work. Each week their mentor will work with them to not only be academically successful, but also to address any other performance issues and work together with the student to devise a success plan. Mentors meet regularly with their selected students and parents and hold "Power" conferences to plan for success moving forward. T.I.G.E.R.S. (Targeted Intervention Groups Engaged in Reaching Students) was created with our core values in mind-Relationships, Readiness, Relevance, and Responsiveness.

o Character Education Program:

Southside High School Freshman Academy, in collaboration with the YMCA Teen Achievers Program, incorporated a developed curriculum focused on structuring and nurturing the professional development of teens in grades 9-12. The program works hand-in-hand with community professionals, who help guide and mentor teens to make sensible decisions concerning their future. It not only benefits the student participants, but the community as well.

o Credit Recovery:

Credit Recovery, initiated by Greenville County School District, allows a student who has received a 50 or higher in a course to take the SC Virtual course on-line and recover the credit. The SC Virtual curriculum is closely aligned with SC standards. Additionally, students have access to the SC Virtual programs from home and can work at their own pace in school or at home.

o Seat-Time Recovery:

Seat-Time Recovery gives students who are currently passing a course and have more than the maximum number of absences allowed the opportunity to recover class hours by attending Seat-Time Recovery. Seat-Time Recovery will enable participants to make up the hours required to receive credit for a course.

Program Features

- Academic Team
- Academic Tutoring and Coaching
- Accelerated Reading Program
- AFJROTC Academic Team
- AFJROTC Drill Team – Nationally Ranked
- Art Club
- Athletic Programs – Baseball, Basketball, Cheerleading, Cross Country, Football, Soccer, Softball, Tennis, Track & Field, Volleyball
- Back-pack Program
- Beta Club
- Theatre Club
- Anime Club
- Fine Arts – Band, Chorus, Art, Drama, Guitar, Piano
- Forensics (Speech & Debate)
- International Festival
- Junior Marshals
- National Honor Society
- Poetry Rockstars
- Lady Tigers of Excellence
- Southside Literary Arts Magazine
- Journalism/Newspaper
- Student Council
- Tiger Grit
- Southside United
- Yearbook
- Youth in Government
- Tiger Book Club
- Students Initiating Research

Mission, Vision, and Beliefs

- Mission:

Southside High School's mission is to stimulate lifelong learning and to promote an understanding of community and curriculum standards by providing opportunities for students to apply acquired skills and by modeling desired behavior and attitudes. We will know students are learning and becoming productive, involved, caring citizens by maintaining data that chart their progress so we can provide various levels of intervention to guide students toward success.

- Vision:

To create world-class educational opportunities that prepare college and career ready graduates.

- Motto:

Celebrating Diversity. United in Learning.

- Values:

Our values at Southside High School can be expressed through the 4 R's:- Readiness- embrace student agency

Relevance- transform teaching and learning

Responsiveness, ensure organizational effectiveness

Relationships, nurture a culture of inclusion and mutual respect

Data Analysis and Needs Assessment

Student Achievement Needs Assessment-

- **ACT College Readiness Assessment Program**

Prior to 2015, the ACT was administered as an optional national college readiness assessment. Students who were interested in taking the test were required to pay a fee and take the test at an off-campus location on a Saturday. Generally, only the very motivated took the test.

As of 2017, *all* 11th graders (students in their third year of high school) in South Carolina, are given an option to take a college readiness assessment, The ACT and the WIN tests as state mandated college and career readiness assessments. The tests were administered at no cost to the student, at school, during regularly scheduled class time.

ACT Subject-Area Mean Scale Scores- Southside High School- 2020-2021

English	Math	Reading	Science	Composite
14.7	17.7	16.4	17.1	16.6

The Southside High School (SHS) 2020-21 ACT composite (English, Math, Reading, and Science) mean scale score was 16.6, compared to the South Carolina state-wide composite scale score of 18.3.

ACT Target Benchmark Scores

ACT Subject-Area Scale Scores can range from 0-36, and two achievement levels are reported by the SC State Report Card: College Ready (met benchmark score) and Not Ready (benchmark score not met). ACT 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 (source here). Students must meet the target benchmark score to be considered College Ready.

Percentage of Southside High School Students Meeting ACT Benchmarks- 2020-2021

English	Math	Reading	Science	All 4 Subjects:

Benchmark Score:18	Benchmark Score: 22	Benchmark Score: 22	Benchmark Score: 23	
22.2% Met	17.5% (Up from 13.3%)	23.8% Met (Up from 20%)	17.5% Met (Up from 12%)	14.3% Met all 4 (Up from 11.7% last year, and 8.3% the previous year)

The table above indicates the target benchmark score for each subject and the percent of SHS 11th graders who met the target benchmark score in 2020-21 and, therefore, are considered college ready.

Of the four ACT subject-area tests, English, Mathematics, Reading, and Science, the greatest percentage of the SHS 11th grade students who tested met the Reading subject-area target benchmark score. The subject area in which the fewest percentage of SHS 11th grade students met the target benchmark score was Science and Math (but those areas also increased 4-5% over the previous year). 14.3% of students met *all* 4 subject benchmark target scores, which is an increase over the 11.7% from the previous year. All subject areas showed growth over the previous year.

- **EOCEP (End of Course Examination Program) Passage Rate**

Currently, South Carolina requires students enrolled in English 2, Algebra 1, Biology, and U.S. History to take a standardized multiple choice exam near the end of the course. The exam score is cumulative and comprehensive, and is calculated as 20% (10% in 2020-2021) of the student's final grade (*this was English 1 prior to 2020-2021)..

2020-2021 EOC Scores- Southside High School

	Algebra 1	English 2	Biology 1	US History
% Earning A, B, or C	8%	45%	16%	18%
Total % Passing	25%	64%	29%	36%

Generally, students take these courses in high school. Many of our most academically ambitious students take Algebra 1 courses at the middle school. Their scores are not reflected in our EOC passage rate data.

Although test content can signal what is important for students to learn and for teachers to teach, teachers are not permitted to view or review actual test questions. Likewise, detailed test results can be valuable to improve teacher effectiveness; unfortunately, details (such as specific areas students struggled with or skills students failed to adequately demonstrate) are not provided by the state to the teachers.

Not all students entering a course of study bring with them established study habits and diligence, adequate skill sets, or comparable prior knowledge. A student's below-grade reading level or limited vocabulary knowledge can greatly impact a student's ability to comprehend a question or demonstrate content knowledge within the confines of a multiple choice test.

- **Four-Year Cohort Graduation Rate:**

Southside's On-Time Graduation Rate, like many other metrics, decreased during the COVID-19 pandemic and the resultant toll on students and families. In 2020-2021, our graduation rate decreased to 67.7% (down from 71.1% in 2020). The graduation rate is negatively impacted by students who graduate late (these are not included in the on-time graduation rate), and by students enrolled in the Special Education Occupational Program, who do not receive a SC State diploma. Our graduation rate is also decreased when students leave Southside High School to enroll elsewhere, but fail to inform the school of their whereabouts are considered dropouts.

- **Advanced Placement Tests (AP Tests) % Scoring a 3 or Above**

Since 1984, each school district in South Carolina has been required to provide Advanced Placement (AP) courses in all secondary schools that include grade eleven or twelve. These classes prepare students for the national AP examinations. Most colleges and universities in the United States grant course credit based on AP test scores; students who score 3, 4, or 5 on an AP exam are, in many instances, considered qualified to receive credit for the equivalent course(s) at colleges and universities that give credit for AP exams.A score of 3 indicates Qualified, a 5 indicates Extremely Well Qualified.

Advanced Placement Tests- Southside High School- 2020-2021

Number of Students Taking AP Tests	Number of AP Exams Administered	Percentage of Students Scoring 3,4, or 5
66	117	53%

- **SAT Mean Scores**

The SAT is a national college readiness assessment generally taken by high school juniors and seniors. It is often used as part of a college admissions process.

Prior to 2015, the SAT was administered as an optional national college readiness assessment. Students who were interested in taking the test were required to pay a fee and take the test at an off-campus location on a Saturday. Generally, only the very motivated took the test.

As of 2017, *all* 11th graders (students in their third year of high school) in South Carolina, with exception of those who were eligible for alternate assessments, were given an option to take the SAT tests as one of two state mandated college and career readiness assessments. The tests were administered at no cost to the student, at school, during regularly scheduled class time.

SAT Exam- Southside High School- 2020-2021

Percent of Students Tested	Average Score- Evidence Based Reading and Writing	Average Score- Math	Average Composite Score
43	471	461	951

- **Other Measures of College and Career Readiness**

In addition to graduation rate, EOC testing, AP & IB assessments, and SAT & ACT's, the following are other metrics that demonstrate how Southside is meeting the needs of students to become college and career ready:

Dual Enrollment Courses	CTE Courses	WIN Ready to Work Assessment
11 (3.6%) students enrolled, 45% of dual enrollment students completed six hours of dual enrollment course work with a grade of C or higher	536 students enrolled in CTE courses (up from 432) 36 CTE Completers (up from 23) 123 Earning National or State Credential (up from 46)	47.9% of students in the graduation cohort earned a platinum, gold, or silver certificate on the career readiness assessment (up from 39.6%)

Teacher and Administrator Quality

Professional development is very important at Southside High School. Professional development within the building aligns very closely with our vision of preparing college and career-ready graduates, and with the following three school-wide goals:

- Achieve language and mathematical literacy, and apply the resulting knowledge, skills, and competencies acquired across all disciplines. Professional Development sessions for the 2021 school year are as follows:

  Monthly Anchor Sessions- with a Schoolwide Focus on Literacy through the AVID lens (WICOR strategies)

  Instructional Rounds - sharing best practices in writing, inquiry, collaboration, organization, and reading

  Coaching Conversations with Administration and IC- ongoing throughout the year

  Sheltered Instruction Professional Learning cohort to provide strategies to support teachers of ML students

- Increase percentage of SHS students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English. Professional Development sessions for the 2021 school year are as follows:

  Weekly Collaborative PLC Sessions- focusing on analysis of student data and using it to make instructional decisions

  Monthly 1:1 Technology Sessions- focusing on personalized learning and 21st Century Skills

  AVID Training- learning best practices and AVID-tested strategies

  Student-Centered Coaching Cycles with IC- ongoing throughout the year

- Contribute to the wellbeing of the school community (Lead and follow, as appropriate; Develop and maintain positive relationships; Manage conflict; Reach consensus around common goals). Professional Development sessions for the 2021 school year are as follows:

  Monthly New Staff Sessions (Team Tiger)- to support teachers new to Southside

  Committee-based training and support in the areas of Instruction, Systems, Culture and Leadership

  Additionally, Greenville County School District provides training opportunities through its Summer Academy, as well as workshops and institutes sponsored by various departments throughout the year.

- **School Climate Needs Assessment**

  Student Attendance Rate

The student attendance rate decreased from 96.07% to 84.24% during the 2020-2021 school year. Southside administration and attendance staff communicate consistently with district attendance supervisors and drop-out specialists to provide support to students with attendance issues.With fewer tardies and absences, students benefit from essential instructional time. We have also implemented the OnTrack conference system, where target students are chosen and their needs -- including academic, social, and attendance support -- are discussed and planned for amongst teachers, administrators and counselors.This year, in an effort to encourage better student attendance and academic performance, Southside High School implemented T.I.G.E.R.S. (Targeted Intervention Groups Engaged in Reaching Students), with groups of students being selected for weekly intervention work.

  Evaluations by Teachers, Students, and Parents

Students, parents, and teachers of Southside are encouraged annually to give feedback on their experiences at the school. This is so that all stakeholders can contribute to the conversation about our school climate, and our ongoing work to increase student engagement and deepen learning. The scores from students at the highest grade at each school are included in the school's report card.

School Report Card Results from AdvancEd Survey- Southside High School- 2020-2021

	Teachers	Students	Parents
Percent satisfied with learning environment	75.1% (up from 40%)	80.2% (up from 71.1%)	80% (up from 66.7%)
Percent satisfied with social and physical environment	100% (up from 60%)	83.1% (up from 78.5%)	66.7% (up from 0%)
Percent satisfied with school-home relations	46.9% (up from 36.7%)	85.4% (up from 83.2%)	66.7% (same over last year)

Clearly, students are more satisfied with the social and physical environment, as well as school-home relations, than their parents are. Our administration, leadership team, and School Improvement Council are working closely together to improve communication and determine how to share and meet expectations to create the optimal environment for our students.

- **Link to Southside High School's 2020-2021 SC SDE School Report Card- available <u>here</u>**

Goals, Updated Data, and Action Plans

<u>**Impact of COVID-19:**</u>

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 __44.8 %_ in 2020-21 to _48__ % 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 _3_% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
English I EOCEP SC SDE Website	**33** % of HS students scoring A, B, and C on **English I** EOCEP (2016-17)	**School Projected**	36	39	42	45	48
		School Actual x	x	*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	**44.8**% of HS students scoring A, B, and C on **English II** EOCEP (2020-21)	**School Projected**	x	x	42	45	48
		School Actual	**x**	*waiver*	**44.8**		
English I EOCEP SC SDE Website	49% of HS students scoring A, B, and C on **English I** EOCEP (2016-17)	**District Projected *HS only***	60	61	62	63	64

		District Actual 58	65	*waiver*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*
English II EOCEP SC SDE Website	71% of HS students scoring A, B, and C on **English II** EOCEP (2020-21)	**District Projected *HS only***	x	x	x	72	73
		District Actual	x	*waiver*	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.

ACTION PLAN FOR GOAL #1: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the English 2 EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement a collaboratively designed standards-based curriculum for all students. a. Integrate State Standards. b. Include 21st Century skills such as collaborative problem solving, digital literacy, and research. c. Use innovative technology to support curriculum d. Schedule common planning for EOC teachers. e. Offer weekly tutoring sessions after school, with snacks and transportation provided f. Professional Learning Communities (PLC) and Collaborative Planning Sessions	2018-2023	English Department, particularly the English 2 PLC Instructional Coach Administrators Use of READ 180 System 44 and Language Live to accelerate reading skills.	$0.00	GOF	Syllabi aligned to appropriate standards submitted by course rather than teacher Collaborative unit plans aligned to appropriate standards Weekly lesson plans with daily learning targets Master schedule PLC Student Work Analysis Templates Tutoring attendance logs

ACTION PLAN FOR GOAL #1: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the English 2 EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Use curriculum maps and resources to provide more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students. a. Utilize district curriculum maps and resources. b. Use IBO curriculum guides and resources as provided by the IB Program and the AP College Board. c. Implement the Gifted and Talented curriculum to ensure alignment to and extension of grade-level curriculum and standards.	2018-2023	English Department, particularly the English 2 PLC Instructional Coach Administrators IB Coordinator	$0.00	GOF	Common syllabi Certified AP syllabi Common unit plans Weekly lesson plans with daily learning targets
3. Make informational and primary source texts available to all teachers to support State Standards implementation a. Survey teachers for text needs b. Purchase texts for student use	2018-2023	Principal Media Specialist Instructional Coach	$0.00	GOF	Teacher survey Results purchase orders Instructional Media Action Plan
4. Use data and research to guide daily work and professional conversations and to support expectations a. Gather historical quantitative data relative to student achievement (course grades, demographics, 8th grade MAP scores) b. Facilitate and analyze data from Mastery Connect benchmarks throughout the year c. Compile and analyze grade frequency distributions following	2018-2023	English department, particularly the English 2 PLC Instructional Coach Administrators	$0.00	GOF	PLC Meeting Minutes and Attendance Data Charts

ACTION PLAN FOR GOAL #1: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the English 2 EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
each grading period, and include results in PLC discussions d. Meet with PLC's to discuss grades quarterly or as needed e. PLC's will be accountable for maintaining and using data. Sessions for the review of data will be held regularly. f. Frequent coaching cycles with English 1 teachers g. Two full-day Collaborative Planning Sessions for teachers in the English 2 PLC					
5. Incorporate student literacy interventions and differentiate and accommodate based on student needs a. Implement Read 180 and System 44 coursework b. Implement LanguageLive! Coursework	2018-2023	Specified teachers	$0.00	GOF	Course syllabi Weekly lesson plans with daily learning targets
6. Implement AVID (Advancement via Individual Determination) schoolwide a. AVID Training for teachers- build a plan to support AVID training of teachers over four years. b. PD plan centered around AVID WICOR strategies in writing, inquiry, collaboration, organization, and reading c. Teachers regularly incorporate and engage students in WICOR strategies, providing tools for learning	2019-2023	Administrative team Leadership team Instructional coach All teachers AVID Site Team	$0.00	GOF	Weekly lesson plans with student actions AVID-based professional development highlighting WICOR strategies

ACTION PLAN FOR GOAL #1: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the English 2 EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
d. AVID Elective beginning in 10th grade for students in the academic middle e. AVID Summer Bridge program					

PERFORMANCE GOAL 2: The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from __15_% in 2016-17 to _30__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase by __3_% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Algebra I EOCEP SC SDE Website	**15** % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	**School Projected**	18	21	24	27	30
		School Actual 8.2	14.6	*waiver*	7.7		
Algebra I EOCEP SC SDE Website	**36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)**	**District Projected**	39	42	45	48	51
		District Actual 33	46	*waiver*	24		

ACTION PLAN FOR GOAL #2: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the Algebra 1 EOCEP.					EVALUATION	
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**	

1. Implement a collaboratively designed standards-based curriculum for all students.
   a. Integrate State Standards.
   b. Include 21st Century Skills such as collaborative problem solving, digital literacy, and research.
   c. Use innovative technology to support curriculum.
	2018-2023	Math department, particularly the Algebra 1 PLC Instructional Coach Administrators	$0.00	GOF	Syllabi aligned to appropriate standards submitted by course rather than teacher. Collaborative unit plans aligned to appropriate standards.	

ACTION PLAN FOR GOAL #2: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the Algebra 1 EOCEP.						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**	
d. Schedule common planning for EOC teachers. e. Offer weekly tutoring session after school, with snacks and transportation provided. f. Increase the use of Carnegie Curriculum and Mathia coaching software in Algebra 1 classes						
2. Use curriculum maps and resources to provide more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students. a. Utilize district curriculum maps and resources. b. Use IBO curriculum guides and resources as provided by the IB Program and the AP College Board. c. Implement the Gifted and Talented curriculum to ensure alignment to and extension of grade-level curriculum and standards. d. Professional development to support the use of AVID Literacy strategies in math	2018-2023	Math Department, particularly the Algebra 1 PLC Instructional Coach Administrators IB Coordinator	$0.00	GOF	Common syllabi Certified AP syllabi Common unit plans Weekly lesson plans with daily learning targets	
3. Use data and research to guide daily work and professional conversations and to support expectations a. Gather historical quantitative data relative to student achievement (course grades, demographics, 8th grade MAP scores)	2018-2023	Math Department, particularly the Algebra 1 PLC Instructional Coach Administrators	$0.00	GOF	PLC meeting minutes w/Student Work Analysis and attendance Student data charts	

ACTION PLAN FOR GOAL #2: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the Algebra 1 EOCEP.						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
b. Facilitate and analyze data from Mastery Connect benchmarks throughout the year. c. Compile and analyze grade frequency distributions following each grading period, and include results in PLC discussions. d. Meet with PLCs to discuss grades quarterly or as needed e. PLCs will be accountable for maintaining and using data. Sessions for the review of data will be held regularly. f. Frequent coaching cycles with Algebra 1 teachers. g. Two full-day Collaborative Planning Sessions for teachers in the Algebra 1 PLC. h. Work with external Carnegie coaches to customize and implement the Mathia system						
4. Implement AVID (Advancement via Individual Determination) schoolwide a. AVID Training for teachers- build a plan to support AVID training of teachers over four years. b. PD plan centered around AVID WICOR strategies in writing, inquiry, collaboration, organization, and reading c. Teachers regularly incorporate and engage students in WICOR strategies, providing tools for learning	2019-2023	Administrative team Leadership team Instructional coach All teachers AVID Site Team	$0.00	GOF		Weekly lesson plans with student actions AVID-based professional development highlighting WICOR strategies

ACTION PLAN FOR GOAL #2: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the Algebra 1 EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
d. AVID Elective beginning in 10th grade for students in the academic middle e. AVID Summer Bridge program for rising sophomores					
5. Create Math Strategies course for students entering ninth grade, who need additional support in foundational math skills	Beginning August 2021	Administrative team Math strategies teachers	$0.00	GOF	Master schedule Math strategies lesson plans and student assessments

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires*   ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other
PERFORMANCE GOAL 3: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from __31__% in 2016-17 to __46__% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase by _3__% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Biology EOCEP SC SDE Website	**31** % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	**School Projected**	**34**	**37**	**40**	**43**	**46**
		School Actual 16.2	20.7	*waiver*	15.3		
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) **64**	**District Projected**	**67**	**70**	**73**	**76**	**79**
		District Actual 53	50	*waiver*	41		

ACTION PLAN FOR GOAL #3: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the Biology EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Implement a collaboratively designed standards-based curriculum for all students. a. Integrate State Standards. b. Include 21st Century skills such as collaborative problem solving, digital literacy, and research.	2018-2023	Science Department, particularly the Biology PLC Instructional Coach Administrators	$0.00	GOF	Syllabi aligned to appropriate standards submitted by course rather than teacher Collaborative unit plans aligned to appropriate standards

ACTION PLAN FOR GOAL #3: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the Biology EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
c. Use innovative technology to support curriculum. d. Schedule common planning for EOC teachers. e. Offer weekly tutoring session after school, with snacks and transportation provided.					Weekly lesson plans with daily learning targets Master schedule Tutoring attendance logs
2.Use curriculum maps and resources to provide more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students. a. Utilize district curriculum maps and resources. b. Use IBO curriculum guides and resources as provided by the IB Program and the AP College Board. c. Implement the Gifted and Talented curriculum to ensure alignment to and extension of grade-level curriculum and standards. d. Professional development to support the use of AVID Literacy strategies in math	2018-2023	Science Department, particularly the Biology PLC Instructional Coach Administrators IB Coordinator	$0.00	GOF	Common syllabi Certified AP syllabi Common unit plans Weekly lesson plans with daily learning targets
3. Use data and research to guide daily work and professional conversations to support expectat a. Gather historical quantitative data relative to student achievement (course grades, gender, race, repeater/non-repeater, 8th grade MAP scores).	2018-2023	Science Department, particularly the Biology PLC Instructional Coach Administrators	$0.00	GOF	PLC meeting minutes w/Student Work Analysis and attendance Student data charts

ACTION PLAN FOR GOAL #3: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the Biology EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
b. Facilitate and analyze data from MasteryConnect benchmarks throughout the year. c. Compile and analyze grade frequency distributions following each grading period, and include results in PLC discussions. d. Meet with PLCs to discuss grades quarterly or as needed. e. PLCs will be accountable for maintaining and using data. Sessions for the review of data will be held regularly. f. Frequent coaching cycles with Biology 1 teachers g. Two full-day Collaborative Planning Sessions for teachers in the Biology 1 PLC					
4. Implement AVID (Advancement via Individual Determination) schoolwide a. AVID Training for teachers- build a plan to support AVID training of teachers over four years. b. PD plan centered around AVID WICOR strategies in writing, inquiry, collaboration, organization, and reading c. Teachers regularly incorporate and engage students in WICOR strategies, providing tools for learning d. AVID Elective beginning in 10th grade for students in the academic middle e. AVID Summer Bridge program	2019-2023	Administrative team Leadership team Instructional coach All teachers AVID Site Team	$0.00	GOF	Weekly lesson plans with student actions AVID-based professional development highlighting WICOR strategies

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

PERFORMANCE GOAL 4: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from __28_% in 2016-17 to _43_%
in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase by _3__% annually.

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

US History and the Constitution EOCEP SC SDE Website	**28**% of HS students scoring A, B, and C on US History EOCEP (2016-17)	**School Projected**	**31**	**34**	**37**	**40**	**43**
		School Actual 33	**21.7**	*waiver*	**18.4**		
US History and the Constitution EOCEP SC SDE Website	**58** % of HS students scoring A, B, and C on US History EOCEP (2016-17)	**District Projected**	**61**	**64**	**67**	**70**	**73**
		District Actual 60	58	*waiver*	43		

ACTION PLAN FOR GOAL #4: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the US History EOCEP.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Implement and support personalized learning models to differentiate instruction and accelerate student achievement and engagement. Implement a collaboratively designed standards-based curriculum for all students a. Integrate State Standards. b. Include 21st Century skills such as collaborative problem solving, digital literacy, and research. c. Use innovative technology to support curriculum. d. Schedule common planning for EOC teachers.	2018-2023	Social Studies Department, particularly the US History PLC Instructional Coach Administrators	$0.00	GOF	Syllabi aligned to appropriate standards submitted by course rather than teacher Collaborative unit plans aligned to appropriate standards Weekly lesson plans with daily learning targets Master schedule Tutoring attendance logs

ACTION PLAN FOR GOAL #4: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the US History EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
e. Offer weekly tutoring session after school, with snacks and transportation provided					
2. Use curriculum maps and resources to provide more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students. a. Utilize district curriculum maps and resources. b. Use IBO curriculum guides and resources as provided by the IB Program and the AP College Board. c. Implement the Gifted and Talented curriculum to ensure alignment to and extension of grade-level curriculum and standards. d. Professional development to support the use of AVID Literacy strategies in social studies inquiry	2018-2023	Social Studies Department, particularly the US History PLC Instructional Coach Administrators IB Coordinator	$0.00	GOF	Common syllabi Certified AP syllabi Common unit plans Weekly lesson plans with daily learning targets
3. Use data and research to guide daily work and professional conversations to support expectations a. Gather historical quantitative data relative to student achievement (course grades, gender, race, repeater/non-repeater, 8th grade MAP scores). b. Facilitate and analyze data from MasteryConnect benchmarks throughout the year. c. Compile and analyze grade frequency distributions following	2018-2023	Social Studies Department, particularly the US History PLC Instructional Coach Administrators	$0.00	GOF	PLC meeting minutes w/Student Work Analysis and attendance Student data charts

ACTION PLAN FOR GOAL #4: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the US History EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
each grading period, and include results in PLC discussions. d. Meet with PLCs to discuss grades quarterly or as needed. e. PLCs will be accountable for maintaining and using data. Sessions for the review of data will be held regularly. f. Frequent coaching cycles with US History teachers g. Two full-day Collaborative Planning Sessions for teachers in the US History PLC					
4. Implement AVID (Advancement via Individual Determination) schoolwide a. AVID Training for teachers- build a plan to support AVID training of teachers over four years. b. PD plan centered around AVID WICOR strategies in writing, inquiry, collaboration, organization, and reading c. Teachers regularly incorporate and engage students in WICOR strategies, providing tools for learning d. AVID Elective beginning in 10th grade for students in the academic middle e. AVID Summer Bridge program for rising sophomores	2019-2023	Administrative team Leadership team Instructional coach All teachers AVID Site Team	$0.00	GOF	Weekly lesson plans with student actions AVID-based professional development highlighting WICOR strategies
5. Create Blended US History-English 3 American Literature course to deepen students' understanding of historical events	August 2021 - ongoing	Administration English 3 and US History teachers	$0.00	GOF	Weekly lesson plans with context-based and literacy-supporting strategies

ACTION PLAN FOR GOAL #4: Teachers will collaborate to incorporate data-driven, standards-based instruction for the success of every student taking the US History EOCEP.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
in America through context, literature, and reading and writing strategies a. Create course in Master Schedule b. Facilitate common planning periods and PLC's for the English 3 and US History teachers to collaborate on student performance data and instructional strategies					PLC and Collaborative Planning logs, including evidence of data analysis and planned support

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 _18.8_ in 2016-17 to _26.8_ in 2022-23.

PERFORMANCE GOAL 6: Increase the average SAT Composite Score for the graduating class from __1512_ in 2016-17 to _1527_ in 2022-23.

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

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

ACT Graduating Class Data

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

SC SDE Website	(2016-17) **18.8**	**School Projected**	**20.4**	**22**	**23.6**	**25.2**	**26.8**
		School Actual 16.9	**16.3**	**16.1**	**16.6**		
SC SDE Website	(2016-17) 19.4	**District Projected**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
		District Actual 18.7	**20.0**	**19.8**	**19.9**		

SAT Graduating Class Data

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC SDE Website	(2016-17) **1512**	**School Projected**	**1515**	**1518**	**1521**	**1524**	**1527**
		School Actual 1010	**940**	**918**	**951**		

SC SDE Website	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual 1089	1031	1038	1059		

ACTION PLAN FOR GOALS #5 & 6: Increase SAT and ACT scores by preparing students for their selected assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals. a. Promote ACT & SAT scores as a way to earn "G+" designation-posters and celebrations	Continuous	School Counselors	$0.00	N/A	Logs of meetings and student sign-ups for college entrance tests
2. Implement and support best practices in the development of literacy skills in all content areas for all students.	Continuous	All	$0.00	N/A	Lesson plans, learning targets
3. Implement and support best practices in the development of numeracy skills in all content areas for all students.	Continuous	All	$0.00	N/A	Lesson plans, learning targets
4. Test Prep skills taught and practiced during AVID Tutoring on Tuesday & Thursday afternoons. a. Use Shmoop and other apps/sites to specifically target test taking skills	Continuous	GE Tutors	$0.00	N/A	Tutoring Attendance Logs
5. Implement AVID (Advancement via Individual Determination) schoolwide	2019-2023	Administrative team Leadership team Instructional coach All teachers	$0.00	GOF	Weekly lesson plans with student actions

ACTION PLAN FOR GOALS #5 & 6: Increase SAT and ACT scores by preparing students for their selected assessment.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
a. AVID Training for teachers- build a plan to support AVID training of teachers over four years. b. PD plan centered around AVID WICOR strategies in writing, inquiry, collaboration, organization, and reading c. Teachers regularly incorporate and engage students in WICOR strategies, providing tools for learning d. AVID Elective beginning in 10th grade for students in the academic middle e. AVID Summer Bridge program for rising sophomores.		AVID Site Team			AVID-based professional development highlighting WICOR strategies

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

PERFORMANCE GOAL 7: Students will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard as measured by the WIN Ready 2 Work Career Readiness Assessment.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	**School Projected**	86	87	88	89	90

		School Actual 85	87.5	*waiver*	84		
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	**District Projected**	94.0	95.0	96.0	97.0	98.0
		District Actual 93.7	94.0	*waiver*	90.3		
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	**School Projected**	84	85	86	87	88
		School Actual 83.8	83.3	*waiver*	91.9		
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	**District Projected**	95.0	96.0	97.0	98.0	99.0
		District Actual 94.7	93.8	*waiver*	94.7		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**School Projected**	74	75	76	77	78

Source	Measure	Type					
		School Actual 73.2	**74.9**	*waiver*	**85**		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**District Projected**	**90.0**	**91.0**	**92.0**	**93.0**	**94.0**
		District Actual 89.3	**88.1**	*waiver*	**89.5**		
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**School Projected**	**45**	**46**	**47**	**48**	**49**
		School Actual 44.8	**42**	*waiver*	**48.3**		
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**District Projected**	**68.0**	**69.0**	**70.0**	**71.0**	**72.0**
		District Actual 67.1	**67.4**	*waiver*	**67.1**		

ACTION PLAN FOR GOAL #7: Increase WIN scores by preparing students for the assessment.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. CATE teachers will expose students to soft skills, such as interviewing techniques, working as a team, and workplace etiquette.	Continuous	CATE teachers	$0.00	N/A	Lesson plans Observation notes
2. Test Prep skills taught by English and math teachers.	Continuous	English and Math teachers	$0.00	N/A	Master Schedule, lesson plans
3. Increase equitable access to career and technology education opportunities and deliver high quality career and technology education programs.	Continuous	Administrators Staff Teachers	$0.00	N/A	Course rosters, CTE Completers List
4. Identify students who did not earn certificates- counsel them on the benefits of WIN, sign them up for tutoring, and re-test them	Continuous, beginning in 2019-2020 school year	Administrators Counselors	$0.00	N/A	Tutoring logs
5. Incentivize the earning of certificates by distributing gold, silver, and platinum medals to students. a. Publicize and promote WIN testing as a way to earn G+ credential- posters & celebrations	Continuous, beginning in 20-21 school year	Administrators	$0.00	N/A	Medals distributed

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP **English 1** SC SDE Website	**25% A, B, C (2016-17)**	**School Projected Hispanic**	27	29	31	33	35
EOCEP **English 1** SC SDE Website		**School Actual Hispanic 30.9**	27.4	*waiver*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*
EOCEP **English 1** SC SDE Website	**45% A, B, C (2016-17)**	**District Projected Hispanic**	48	51	54	57	60

EOCEP **English 1** SC SDE Website		**District Actual Hispanic 53**	**51**	*waiver*	***Accountability has transitioned from English I to English II***	***Accountability has transitioned from English I to English II***	***Accountability has transitioned from English I to English II***
EOCEP **English 1** SC SDE Website	**30% A, B, C (2016-17)**	**School Projected AA**	**32**	**34**	**36**	**38**	**40**
EOCEP **English 1** SC SDE Website		**School Actual AA 30**	**27.4**	*waiver*	***Accountability has transitioned from English I to English II***	***Accountability has transitioned from English I to English II***	***Accountability has transitioned from English I to English II***
EOCEP **English 1** SC SDE Website	38% A, B, C (2016-17)	**District Projected AA**	**41**	**44**	**47**	**50**	**53**
EOCEP **English 1** SC SDE Website		**District Actual AA 50**	**40**	*waiver*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*
EOCEP **English 1** SC SDE Website	**6% A, B, C (2016-17)**	**School Projected SWD**	**8**	**10**	**12**	**14**	**16**
EOCEP **English 1** SC SDE Website		**School Actual SWD 21.2**	**2.7**	*waiver*	***Accountability has transitioned from English I to English II***	***Accountability has transitioned from English I to English II***	***Accountability has transitioned from English I to English II***
EOCEP **English 1** SC SDE Website	**14% A, B, C (2016-17)**	**District Projected SWD**	**17**	**20**	**23**	**26**	**29**
EOCEP **English 1** SC SDE Website		**District Actual SWD 20**	**18**	*waiver*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*
EOCEP **English 1** SC SDE Website	**26% A, B, C (2016-17)**	**School Projected LEP**	**28**	**30**	**32**	**34**	**36**
EOCEP **English 1** SC SDE Website		**School Actual LEP 31.8**	**32.2**	*waiver*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*

EOCEP **English 1** SC SDE Website	37% A, B, C (2016-17)	**District Projected LEP**	40	43	46	49	52
EOCEP **English 1** SC SDE Website		**District Actual LEP 48**	34	*waiver*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*
EOCEP **English 1** SC SDE Website	**30% A, B, C (2016-17)**	**School Projected PIP**	32	34	36	38	40
EOCEP **English 1** SC SDE Website		**School Actual PIP 32.6**	29.6	*waiver*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*
EOCEP **English 1** SC SDE Website	**45% A, B, C (2016-17)**	**District Projected PIP**	48	51	54	57	60
EOCEP **English I** SC SDE Website		**District Actual PIP 56**	50	*waiver*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*
EOCEP **English II** SC SDE Website	**% 54.4**A, B, C (2020-21)	**School Projected Hispanic**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	54.4	55.4	56.4
EOCEP **English II** SC SDE Website		**School Actual Hispanic**	x	*waiver*	54.4		
EOCEP **English II** SC SDE Website	**60% A, B, C** 2020-21)	**District Projected Hispanic**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	60	61	62
EOCEP **English II** SC SDE Website		**District Actual Hispanic**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	60		
EOCEP **English II** SC SDE Website	**39.8%** A, B, C (2020-21)	**School Projected AA**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	39.8	41	42

EOCEP **English II** SC SDE Website		**School Actual AA**	*Accountability has transitioned from English I to English II*	*waiver*	39.8		
EOCEP **English II** SC SDE Website	**54%** A, B, C (2020-21)	**District Projected AA**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	54	55	56
EOCEP **English II** SC SDE Website		**District Actual AA**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	54		
EOCEP **English II** SC SDE Website	**9%** A, B, C (2020-21)	**School Projected SWD**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	9	10	11
EOCEP **English II** SC SDE Website		**School Actual SWD 9.3**	*Accountability has transitioned from English I to English II*	*waiver*	9.3		
EOCEP **English II** SC SDE Website	**26%** A, B, C (2020-21)	**District Projected SWD**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	26	27	28
EOCEP **English II** SC SDE Website		**District Actual SWD**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	26		
EOCEP **English II** SC SDE Website	**32%** A, B, C (2020-21)	**School Projected LEP**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	32	33	34
EOCEP **English II** SC SDE Website		**School Actual LEP**	*Accountability has transitioned from English I to English II*	*waiver*	32		
EOCEP **English II** SC SDE Website	**37%** A, B, C (2020-21)	**District Projected LEP**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	37	38	39
EOCEP **English II** SC SDE Website		**District Actual LEP**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	37		

EOCEP **English II** SC SDE Website	**41**% A, B, C (2020-21)	**School Projected PIP**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	**41**	**42**	**43**
EOCEP **English II** SC SDE Website		**School Actual PIP**	*Accountability has transitioned from English I to English II*	*waiver*	**41**		
EOCEP **English II** SC SDE Website	60% A, B, C (2020-21)	**District Projected PIP**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	**60**	**61**	**62**
EOCEP **English II** SC SDE Website		**District Actual PIP**	*Accountability has transitioned from English I to English II*	*Accountability has transitioned from English I to English II*	**60**		
EOCEP Algebra 1 SC SDE Website	**5% A, B, C (2016-17)**	**School Projected Hispanic**	**7**	**9**	**11**	**13**	**15**
EOCEP Algebra 1 SC SDE Website		**School Actual Hispanic 16.2**	**18.2**	*waiver*	**13.5**		
EOCEP Algebra 1 SC SDE Website	**37% A, B, C (2016-17)**	**District Projected Hispanic**	**40**	**43**	**46**	**49**	**52**
EOCEP Algebra 1 SC SDE Website		**District Actual Hispanic 33**	**35**	*waiver*	**31**		
EOCEP Algebra 1 SC SDE Website	**11% A, B, C (2016-17)**	**School Projected AA**	**13**	**15**	**17**	**19**	**21**
EOCEP Algebra 1 SC SDE Website		**School Actual AA 6.2**	**13.8**	*waiver*	**4.3**		
EOCEP Algebra 1 SC SDE Website	**27% A, B, C (2016-17)**	**District Projected AA**	**30**	**33**	**36**	**39**	**42**

Source	Goal	Metric					
EOCEP Algebra 1 SC SDE Website		**District Actual AA 24**	**21**	*waiver*	**15**		
EOCEP Algebra 1 SC SDE Website	**0% A, B, C (2016-17)**	**School Projected SWD**	**2**	**4**	**6**	**8**	**10**
EOCEP Algebra 1 SC SDE Website		**School Actual SWD 3.4**	**2.6**	*waiver*	**1.9**		
EOCEP Algebra 1 SC SDE Website	**10% A, B, C (2016-17)**	**District Projected SWD**	**13**	**16**	**19**	**22**	**25**
EOCEP Algebra 1 SC SDE Website		**District Actual SWD 6**	**7**	*waiver*	**7**		
EOCEP Algebra 1 SC SDE Website	**20% A, B, C (2016-17)**	**School Projected LEP**	**22**	**24**	**26**	**28**	**30**
EOCEP Algebra 1 SC SDE Website		**School Actual LEP 12.6**	**9.7**	*waiver*	**13.5**		
EOCEP Algebra 1 SC SDE Website	**36% A, B, C (2016-17)**	**District Projected LEP**	**39**	**42**	**45**	**48**	**51**
EOCEP Algebra 1 SC SDE Website		**District Actual LEP 34**	**23**	*waiver*	**17**		
EOCEP Algebra 1 SC SDE Website	**10% A, B, C (2016-17)**	**School Projected PIP**	**12**	**14**	**16**	**18**	**20**
EOCEP Algebra 1 SC SDE Website		**School Actual PIP 8.9**	**14.7**	*waiver*	**6.8**		

EOCEP Algebra 1 SC SDE Website	**31% A, B, C (2016-17)**	**District Projected PIP**	**34**	**37**	**40**	**43**	**46**
EOCEP Algebra 1 SC SDE Website		**District Actual PIP 29**	**29**	*waiver*	**25**		
EOCEP Biology SC SDE Website	**42% A, B, C (2016-17)**	**School Projected Hispanic**	**44**	**46**	**48**	**50**	**52**
EOCEP Biology SC SDE Website		**School Actual Hispanic 15.3**	**22.5**	*waiver*	**15**		
EOCEP Biology SC SDE Website	**47% A, B, C (2016-17)**	**District Projected Hispanic**	**50**	**53**	**56**	**59**	**62**
EOCEP Biology SC SDE Website		**District Actual Hispanic 35**	**37**	*waiver*	**30**		
EOCEP Biology SC SDE Website	**21% A, B, C (2016-17)**	**School Projected AA**	**23**	**25**	**27**	**29**	**31**
EOCEP Biology SC SDE Website		**School Actual AA 7.1**	**12**	*waiver*	**13.6**		
EOCEP Biology SC SDE Website	**40% A, B, C (2016-17)**	**District Projected AA**	**43**	**46**	**49**	**52**	**55**
EOCEP Biology SC SDE Website		**District Actual AA 27**	**24**	*waiver*	**18**		
EOCEP Biology SC SDE Website	**0% A, B, C (2016-17)**	**School Projected SWD**	**2**	**4**	**6**	**8**	**10**

EOCEP Biology SC SDE Website		**School Actual SWD 0**	**4.7**	*waiver*	**2.3**		
EOCEP Biology SC SDE Website	**18% A, B, C (2016-17)**	**District Projected SWD**	**21**	**24**	**27**	**30**	**33**
EOCEP Biology SC SDE Website		**District Actual SWD 11**	**11**	*waiver*	**9**		
EOCEP Biology SC SDE Website	**32% A, B, C (2016-17)**	**School Projected LEP**	**34**	**36**	**38**	**40**	**42**
EOCEP Biology SC SDE Website		**School Actual LEP 23.3**	**12**	*waiver*	**5.4**		
EOCEP Biology SC SDE Website	**40% A, B, C (2016-17)**	**District Projected LEP**	**43**	**46**	**49**	**52**	**55**
EOCEP Biology SC SDE Website		**District Actual LEP 31**	**25**	*waiver*	**14**		
EOCEP Biology SC SDE Website	**24% A, B, C (2016-17)**	**School Projected PIP**	**26**	**28**	**30**	**32**	**34**
EOCEP Biology SC SDE Website		**School Actual PIP 9.8**	**16.3**	*waiver*	**13.9**		
EOCEP Biology SC SDE Website	**48% A, B, C (2016-17)**	**District Projected PIP**	**51**	**54**	**57**	**60**	**63**
EOCEP Biology SC SDE Website		**District Actual PIP 35**	**34**	*waiver*	**28**		

EOCEP US History and the Constitution SC SDE Website	29% A, B, C (2016-17)	School Projected Hispanic	31	33	35	37	39
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 31.4	18.5	*waiver*	20.5		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected Hispanic	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual Hispanic 43	38	*waiver*	28		
EOCEP US History and the Constitution SC SDE Website	20% A, B, C (2016-17)	School Projected AA	22	24	26	28	30
EOCEP US History and the Constitution SC SDE Website		School Actual AA 21.2	16.8	*waiver*	6.9		
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected AA	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual AA 36	33	*waiver*	18		
EOCEP US History and the Constitution SC SDE Website	0% A, B, C (2016-17)	School Projected SWD	2	4	6	8	10
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 0	0	*waiver*	0		
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	District Projected SWD	27	30	33	36	39

EOCEP US History and the Constitution SC SDE Website		District Actual SWD 25	19	*waiver*	11		
EOCEP US History and the Constitution SC SDE Website	**18% A, B, C (2016-17)**	School Projected LEP	20	22	24	26	28
EOCEP US History and the Constitution SC SDE Website		School Actual LEP 40.5	7.2	*waiver*	18.2		
EOCEP US History and the Constitution SC SDE Website	**34% A, B, C (2016-17)**	District Projected LEP	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual LEP 37	35	*waiver*	15		
EOCEP US History and the Constitution SC SDE Website	**22% A, B, C (2016-17)**	School Projected PIP	24	26	28	30	32
EOCEP US History and the Constitution SC SDE Website		School Actual PIP 26	12.5	*waiver*	15.9		
EOCEP US History and the Constitution SC SDE Website	**42% A, B, C** (2016-17)	District Projected PIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual PIP 44	40	*waiver*	29		
ACT Graduating Class	**Composite 17 (2016-17)**	School Projected Hispanic	19	21	23	25	27
ACT Graduating Class		School Actual Hispanic 16.4	15.2	*waiver*	13.5		

ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual Hispanic 17.3	17.8	*waiver*	17.1		
ACT Graduating Class	Composite 15 (2016-17)	School Projected AA 15	17	19	21	23	25
ACT Graduating Class		School Actual AA 15.8	15.1	*waiver*	14.6		
ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual AA 15.7	16.2	*waiver*	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.

ACTION PLAN FOR GOAL #8: Utilize MTSS to improve scores for traditionally underperforming demographic groups					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement differentiation while increasing rigor in the classroom through various teaching strategies	Continuous	Teachers of all content areas	$0.00	N/A	Lesson plans Assessments Use of Mastery Connect Gradebooks
2. Engage in continuous progress processes to create system effectiveness in meeting student needs.	Continuous	Administrators Leadership Team Counselors All teachers	$0.00	N/A	Observation notes

ACTION PLAN FOR GOAL #8: Utilize MTSS to improve scores for traditionally underperforming demographic groups					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. English Language Learners will be enrolled in leveled ESOL courses for additional support in all content areas. 4. Expand learning opportunities beyond the traditional school day and setting.	Continuous	ESOL instructor	$0.00	N/A	Master schedule Course enrollment Lesson plans
5. Students with Disabilities will be enrolled in either System 44 or Read 180 for additional literacy support. 6. Develop school wide continuous progress processes and measures to improve college, career, and citizenship readiness for all students.	Continuous	Special Education Instructor Administrators and Leadership Team	$0.00	N/A	Master schedule Course enrollment Lesson plans Course Dashboard

7. Implement AVID (Advancement via Individual Determination) schoolwide
    a.   AVID Training for teachers- build a plan to support AVID training of teachers over four years.
    b.   PD plan centered around AVID WICOR strategies in writing, inquiry, collaboration, organization, and reading
    c.   Teachers regularly incorporate and engage students in WICOR strategies, providing tools for learning
    d.   AVID Elective beginning in 10th grade for students in the academic middle
    e.   AVID Summer Bridge program
	2019-2023	Administrative team Leadership team Instructional coach All teachers AVID Site Team	$0.00	GOF	Weekly lesson plans with student actions
					
					AVID-based professional development highlighting WICOR strategies

8. Implement school wide Sheltered Instruction plan, including professional development and coaching for teachers of ML students	Beginning August, 2021	District ESOL Specialists, Administrators,	$0.00	GOF	Weekly lesson plans and observations demonstrating differentiation strategies for ML students

ACTION PLAN FOR GOAL #8: Utilize MTSS to improve scores for traditionally underperforming demographic groups					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
		Instructional Coach, Teachers			Sheltered Instruction professional development highlighting comprehensible language strategies

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)** **75**	**School Projected**	**76**	**77**	**78**	**79**	**80**
		School Actual **74**	**75.7**	**71.7**	**66.7**		

Graduation Rate	(2016-17) **87**	**District Projected**	**86**	**87**	**88**	**89**	**90**
		District Actual 84	85	86	84		
Employability Credentialing Rate	Data will be reported in 2020-21	**School Projected**				**TBD**	**90**
		School Actual				**Baseline Year**	
Employability Credentialing Rate	Data will be reported in 2021-22	**District Projected**				**TBD**	**90**
		District Actual				**Baseline Year**	

ACTION PLAN FOR GOAL #9: Continue to increase the percentage of students completing graduation requirements within four years.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills. Establish enhanced virtual and online learning opportunities (Credit Recovery, etc.).	August - May	School Counselors, Administrators, and Teachers	$0.00	N/A	Updated transcripts Class visits Master schedule Credit Recovery reports
2. Regularly audit student transcripts to ensure each student is enrolled in the courses needed for on-time graduation	August - June	School Counselors Administration	$0.00	N/A	Updated transcripts PowerSchool reports
3. Communicate student progress. Seek feedback and cultivate family and community partnerships to ensure success for every student.	August - June	School Counselors Administration Parents	$0.00 $0.00	N/A	Individual Graduation Plans (IGPs) Conference logs
4. Use 9GR lists and assign students without transfer documentation to members of the administration team to find.	September	Administration	$0.00	GOF	4 year Graduation rate, 9GR lists with assigned faculty
5. Use 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration	Monthly: September - June	Administration	$0.00	GOF	4 year Graduation rate, 9GR lists with assigned faculty

ACTION PLAN FOR GOAL #9: Continue to increase the percentage of students completing graduation requirements within four years.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
6. Continue to support the Freshman Academy with resources to encourage promotion	Monthly: August - June	Administration	$0.00	GOF	Academy EOC scores and promotion rate
7. Use Credit Recovery and the SDP strategically to target students that need alternative means for success.	Monthly: August - June	Administration & Teachers	$0.00	GOF	Credit Recovery and SDP enrollment rates, promotion rates
8. Use Intervention Specialists to target specific students to address environmental factors beyond the classroom affecting student performance.	Monthly: August - June	Administration & Teachers	$0.00	GOF	Logs of interventions and meetings
9. Cooperation between administrators and school counselors to target at-risk students at each grade level and discuss opportunities for interventions.	Monthly: August - June	Administration	$0.00	GOF	Leadership Meeting Agendas, Logs of conferences, interventions and contacts.
10. Implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track for graduation at each grade level. a.T.I.G.E.R.S. (Targeted Intervention Groups Engaged in Reaching Students) Weekly intervention work with mentors, who meet regularly with their selected students and parents and hold	August- June (beginning 20-21 school year)	On Track Administrator Other Admins Intervionists Coaches Other Mentors	$0.00	GOF	School-based EWRS teams meeting regularly to provide intervention strategies. Evidence of strategies impacting at-risk students through the monitoring of the EWRS system. Google Form that tracks student conferences and interventions.

ACTION PLAN FOR GOAL #9: Continue to increase the percentage of students completing graduation requirements within four years.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
"Power" conferences to plan for success moving forward.					
11. Engage the Leadership & AVID Site Teams in assessing course offerings; determine the forecasting plan for 1:1 conversations about college and career readiness (G+) a. Develop guidelines for course recommendations and registration in higher-level courses b. Evaluate and expand course offerings for students (Honors, Dual Credit, AP, IB, CTE). Eliminate courses that are not meeting G+ standards for College and Career Readiness	2019-2023	Administration Leadership Team AVID Site Team Counselors Teachers	$0.00	GOF	Guidelines for course recommendations Course recommendations completed by teachers Master schedule and course catalog CTE Pathways IGP Planning documents
12. Facilitate on-campus opportunities for course remediation through credit and content recovery a. Train all staff and students in Odysseyware, and then Edgenuity b. Hire two lab facilitators to work within a dedicated credit/content recovery lab, to assist students, communicate with teachers and administrators, and promote student accountability	2020- Ongoing	Administration Credit Recovery Lab Facilitators Counselors Teachers	$0.00	GOF	Odysseyware and Edgenuity training materials Coursework assigned by teachers and completed by students in these platforms Artifacts, such as student accountability documentation, generated by lab facilitators

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	**School Projected**	32	34	37	40	90%
		School Actual	31.03	47.5	42.4		

G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	District Projected	Baseline	56%	68%	79%	90%
		District Actual	45%	54%	59%		

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

ACTION PLAN FOR GOAL #10: Continue to expand curriculum and course offerings that align with G+ requirements					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement and increase opportunities for and success in high school concurrent dual credit coursework. 2. Partner with higher education institutions to align expectations for and provide professional development in college readiness	Continuous	Administrative and Leadership Team	5000 per year	GOF	Master schedule Course enrollment College credit earned

3. Implement AVID school-wide
 	
  a. AVID Training for teachers
  b. PD plan centered around AVID strategies in writing, inquiry, collaboration, organization, and reading
  c. AVID Elective beginning in 10th grade for students in the academic middle
  d. AVID Summer Bridge program
	2019-2023	Administrative team
		
		Leadership team
		
		Instructional coach
		
		AVID elective teacher
		
		AVID Site Team
		
		All teachers
			$0.00	GOF	Weekly lesson plans with student actions
					
					AVID-based professional development highlighting WICOR strategies

ACTION PLAN FOR GOAL #10: Continue to expand curriculum and course offerings that align with G+ requirements					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Increase opportunities for authentic learning experiences, including problem and project-based and STEM/STEAM activities and programs.	Continuous	CATE Instructors	$0.00	GOF	Master schedule Course enrollment Number of completers

5. Increased number of students completing work-based learning experience
   a. Launch GVL partnership
 	
6. Provide rigorous and relevant academic, technical, and employability knowledge, skills, and abilities for a wide variety of high-skill, high-wage, and high-demand careers.
 	
   a. Increase enrollment at Donaldson Career Center
   b. Implement G+ as part of the IGP conference process with counselors
 	
7. Create a formal, structured work-based learning program linked to the CTE program of studies by building partnerships with learning community stakeholders
 	
   a. Formalize CTE pathways to earning a workplace credential before graduation
	Continuous	Administration Guidance Businesses Volunteers
		
		CTE teachers
		
		Career Center teachers
			0	N/A	Student interest survey
					
					Student participation
					
					Business participation
					
					Students completing internshi
					
					Student & business feedback
					
					CTE pathways created
					
					Master schedule
					
					IGP plans
					
					Career center enrollment

8. Engage the Leadership & AVID Site Teams in assessing course offerings; determine the forecasting plan for 1:1 conversations about college and career readiness (G+)	2019-2023	Administration Leadership Team AVID Site Team Counselors	$0.00	GOF	Guidelines for course recommendations Course recommendations completed by teachers

ACTION PLAN FOR GOAL #10: Continue to expand curriculum and course offerings that align with G+ requirements					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
a. Develop guidelines for course recommendations and registration in higher-level courses b.Promote, incentivize, and celebrate students who earn G+ credential with a special cord at graduation c.Evaluate and expand course offerings for students (Honors, Dual Credit, AP, IB, CTE). Eliminate courses that are not meeting G+ standards for College and Career Readiness d. Promote a college-going culture with themed college gear days, pennants on display, college & career questions of the week, bulletin boards with scannable QR codes. Also include- College Week, Military Week w/ASVAB blitz, Career Week as schoolwide initiatives.		Teachers			Master schedule and course catalog CTE Pathways IGP Planning documents

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	57	**School Projected**	62	67	72	77	82
		School Actual 59	61	70	64		
PowerSchool	(2016-17) 74	**District Projected**	77	81	84	87	90
		District Actual 80	82	89	80		

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

ACTION PLAN FOR GOAL #11: Utilize Multi-Tiered System of Support interventions to support freshman students' social and emotional growth.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement Freshman Academy Model with fidelity. 2. Establish a freshman academy summer transition camp 3. Plan and implement school data teams to measure, communicate, and continuously improve student progress.	Continuous	Freshman Academy Teachers and Administrator Instructional Coach Freshman Academy Coordinator- Hired 2020	$28,000 per year	GCSD	Master schedule PLCs Observation notes AAA Tutoring attendance
4. Offer Read 180 course for struggling freshman readers.	Continuous	Guidance Counselor Read 180 Instructor	built-in	GCSD	Master schedule Course syllabus
5. Provide effective professional development, resources, and targeted support to implement best practices in the development of literacy skills in all content areas for all students.	Continuous	Administrators, Teachers, Counselors, Staff, Instructional Coach	$2000.00	GOF	Professional learning logs, Lesson plans
6.T.I.G.E.R.S. (Targeted Intervention Groups Engaged in Reaching Students) Weekly intervention work with mentors, who meet regularly with their selected students and parents and hold "Power" conferences to plan for success moving forward.	Continuous, beginning in 20-21 school year	Administrators, Interventionists, Coaches, Other Mentors	$0.00	GOF	Google Form data from student conferences and interventions, progress checks

ACTION PLAN FOR GOAL #11: Utilize Multi-Tiered System of Support interventions to support freshman students' social and emotional growth.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
7. During hybrid scheduling due to social distancing protocols (COVID), evaluate students' progress in the virtual program, and then invite them to return to in-person school if they are struggling academically. a. Every two weeks, survey students and teachers to progress monitor the effect of returning to in-person school. b. Require students on this plan to attend after-school tutoring at least twice per week, and provide transportation home.	Beginning in January, 2021 (through June, 2021)	Administrators Counselors Instructional Coach Teachers	$0.00	GOF	Parent conferences documented, schedule changes, progress checking data
8. SLT Wednesdays- During Advisory time on Wednesdays, subject area teachers offer remediation and enrichment (during weeks where there is not an SEL lesson or activity)	Beginning September 2021	Administration Teachers	$0.00	GOF	Bell schedule and memos regarding SLT SLT enrichment & remediation lessons

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	**(2016-17) 19**	**School Projected**	19	22	25	28	31
		School Actual 63	68	67	37		
PowerSchool	**(2016-17) 52**	**District Projected**	52	55	58	61	65
		District Actual 59	53	58	47		

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

ACTION PLAN FOR GOAL #12: Broaden AP Course offerings when possible, and remove barriers to student enrollment in AP/IB/Dual Enrollment courses.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement preparatory programs and strategies, including AVID, to provide more equitable access and opportunity to specialized programs.	Continuous	AP/IB Coordinator & Administrator in Charge of Innovative Programs	0	N/A	Student interest survey results AVID lesson plans and student work AVID Summer Bridge Program
2. Identify teachers to be trained in new AP courses.	Continuous	AP/IB Coordinator	0	N/A	AP Institute participation
3. Engage experts in the field to evaluate current practices and support implementation of practices to increase student enrollment and success in Advanced Placement and IB courses, particularly students traditionally underserved in AP and IB courses.	Continuous	Administration, IB/AP Coordinator	0	N/A	AP course additions on future master schedules

4. Engage the Leadership & AVID Site Teams in assessing course offerings; determine the forecasting plan for 1:1 conversations about college and career readiness (G+)
 	
  a. Develop guidelines for course recommendations and registration in higher-level courses
  b. Evaluate and expand course offerings for students (Honors, Dual Credit, AP, IB, CTE).
	2019-2023	Administration
		
		Leadership Team
		
		AVID Site Team
		
		Counselors
		
		Teachers
			$0.00	GOF	Guidelines for course recommendations
					Course recommendations completed by teachers
					Master schedule and course catalog
					CTE Pathways
					IGP Planning documents

ACTION PLAN FOR GOAL #12: Broaden AP Course offerings when possible, and remove barriers to student enrollment in AP/IB/Dual Enrollment courses.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Eliminate courses that are not meeting G+ standards for College and Career Readiness					

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report		**School Projected**		**Maintain Teacher Diversity**	**Maintain Teacher Diversity**	**Maintain Teacher Diversity**	**Maintain Teacher Diversity**
GCS Human Resources Department		**School Actual**	Baseline established in 2019-2020	Gender Diversity yes Ethnic Diversity yes	Gender Diversity yes Ethnic Diversity yes	Gender Diversity yes Ethnic Diversity yes	
Employment report		**District Projected**	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department		**District Actual** Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	Gender Diversity=100% Ethnic Diversity =97%	

ACTION PLAN FOR STRATEGY #1: Hire and retain qualified, diverse teachers by providing continuous professional development.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Attend recruitment events at local universities and invite student teachers to the building.	November - May	Administrator	0	N/A	Event participation Resumes collected and interviews held Contracts received

ACTION PLAN FOR STRATEGY #1: Hire and retain qualified, diverse teachers by providing continuous professional development.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Provide trained mentors to induction teachers and teachers new to the building.	Continuous	Instructional Coach	0	N/A	Mentor training Record of assigned mentors and buddies
3. Provide professional development to teachers to support classroom instruction and assessment of the world-class skills and life and career characteristics outlined in the Profile of the SC Graduate. a. Develop innovative mentoring programs to support teacher retention and effectiveness. b. Implement co-teaching models for increased student achievement and teacher retention. c. Provide professional growth, support, and leadership experiences for all staff members	Continuous	Instructional Coach and Administrators	0	N/A	PD calendar PD agendas for Team Tiger sessions

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires*   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other
PERFORMANCE GOAL 1: Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	75	**School Projected Students 78.1**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students	78.5	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	89.7		
SC SDE School Report Card Survey	70.8	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 87	90	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	100		
SC SDE School Report Card Survey	32	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 32.6	66.7	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	93.4		
SC SDE School Report Card Survey	92	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

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

ACTION PLAN FOR STRATEGY #1: To continue daily implementation of measures to provide a safe environment for students, faculty, and staff.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Publicize the bullying hotline for students.	Continuous	Media Specialists	0	N/A	Bullying hotline on School Website
2. Make parents, students, and teachers aware of school-wide safety plan.	Continuous	Administrators	0	N/A	Safety plan on School Website

ACTION PLAN FOR STRATEGY #1: To continue daily implementation of measures to provide a safe environment for students, faculty, and staff.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Ensure that adults are monitoring the building before, during, and after school.	Continuous	Administrators	0	N/A	Duty roster
4. Create, distribute, teach, and reinforce hygiene and distancing protocols to keep students and faculty safe during COVID pandemic.	2020 school year and beyond, as needed	Admin, Leadership Team, Teachers	0	N/A	Signage, recordings of protocols being taught, school website

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	**(2016-17) 1.8**	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 2.32	**0.05**	**4.2**	**0.6**		
GCS Expulsion Report from Kent Owens	**(2016-17) 0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	**1.5**	**0.9**	**0.3**		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0	.003	0	0		
GCS Expulsion Report from Kent Owens	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03	.004		

ACTION PLAN FOR GOAL #2 and #3: Create a consistent culture that prioritizes the value of education.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Students will be able to enroll in classes that will align with their interests. 2. Communicate student progress. Seek feedback and cultivate family and community partnerships to ensure success for every student.	Continuous	Guidance Counselors, Administrators	$0.00	N/A	Decrease in referrals, IGP's, Roster of Business/Community Involvement

ACTION PLAN FOR GOAL #2 and #3: Create a consistent culture that prioritizes the value of education.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Provide learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills.	Continuous	Counselors, Administrators and Teachers	$0.00	GOF	Increase in Graduation Plus initiative
4. Consistent use of the rubric in place for disciplinary offenses builds trust between administrators, teachers, and students	Continuous	Administrators and Teachers	$0.00	N/A	School-wide discipline rubric on school website
5. Implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track for graduation at each grade level. a.T.I.G.E.R.S. (Targeted Intervention Groups Engaged in Reaching Students) Weekly intervention work with mentors, who meet regularly with their selected students and parents and hold "Power" conferences to plan for success moving forward.	August- June (beginning 20-21 school year)	On Track Administrator Other Admins Interventionists Coaches Other Mentors	$0.00	GOF	School-based EWRS teams meeting regularly to provide intervention strategies. Evidence of strategies impacting at-risk students through the monitoring of the EWRS system. Google Form that tracks student conferences and interventions.

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.							

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected 67**	**70**	**73**	**76**	**79**	**82**
		School Actual 41	**41**	**43**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected Secondary**	**54**	**58**	**62**	**66**	**70**
		District Actual Secondary 52	**50**	**52**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR GOAL #4: Each teacher nominates a student of the month based on character, behavior, and academics.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Students will be nominated and celebrated monthly.	Monthly (October - April)	Students of the Month Committee PTSA	$1,000/yearly	PTSA budget	Monthly Breakfast of Champions

ACTION PLAN FOR GOAL #4: Each teacher nominates a student of the month based on character, behavior, and academics.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
a. Parents, students, chorus, school board members and administrators will be invited b. Students will be highlighted on the school website. c. Students of the Month, College & Career Winners, WIN Test Medal Celebrations					Student Certificates and Pins Student Photos on School Website
2. Implementation of Advisory groups for each teacher and staff member, to work on relationship building and social emotional learning	Beginning 2021-22 school year- meeting monthly	SEL committee Administration	$0.00	GOF	Agendas, lessons, and student artifacts from advisory/SEL lessons Bell schedule and teacher assignments reflecting advisory groups
3. Implement faculty committees that encourage and recognize teachers contributing to school culture	Beginning 2021-22 school year- monthly	4 Faculty committees Administration	$0.00	GOF	Monthly celebrations/presentations to teachers

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.							
DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
180th day Attendance Report	**(2016-17) 91.6**	**School Projected**	95	95	95	95	95
		School Actual 91.03	93.75	96.07	84.24		
180th day Attendance Report	**(2016-17) 95**	**District Projected**	95	95	95	95	95
		District Actual 95	95	96	92		

ACTION PLAN FOR GOAL #5: Along with Honor Roll celebration and certificates, we will provide students with perfect attendance celebrations and certificates every 9 weeks					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Track student attendance reports from PowerSchool; along with the Honor Roll, we should provide students with perfect attendance certificates.	Each Quarter	Administration School Secretary Attendance Clerk	0	Administrator Budget	Students receiving certificates Attendance awards

ACTION PLAN FOR GOAL #5: Along with Honor Roll celebration and certificates, we will provide students with perfect attendance celebrations and certificates every 9 weeks					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
a. Attendance Blitz Competition strategies					Attendance rate
2. Perfect attendance celebrations with the Honor Roll celebration.	Each Quarter	Administration Team	0	Administrator Budget	Students attending celebration
3. Implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track for graduation at each grade level. a. T.I.G.E.R.S. (Targeted Intervention Groups Engaged in Reaching Students) Weekly intervention work with mentors, who meet regularly with their selected students and parents and hold "Power" conferences to plan for success moving forward.	August- June (beginning 20-21 school year)	On Track Administrator Other Admins Interventionist Coaches Other Mentors	$0.00	GOF	School-based EWRS teams meeting regularly to provide intervention strategies. Evidence of strategies impacting at-risk students through the monitoring of the EWRS system. Google Form that tracks student conferences and interventions.

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	**School Projected**	Afraid ≤11 Lonely ≤16 Angry ≤21	Afraid ≤10 Lonely ≤15 Angry ≤20	Afraid ≤9 Lonely ≤14 Angry ≤19	Afraid ≤8 Lonely ≤13 Angry ≤18	Afraid ≤7 Lonely ≤12 Angry ≤17
		School Actual **Afraid – %12** **Lonely – %17** **Angry – %22**	**Afraid – %≤7** **Lonely – %≤19** **Angry – %≤21**	**Afraid – %≤8** **Lonely – %≤18** **Angry – %≤20**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected Secondary**	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary **Afraid – 7%** **Lonely – 14%** **Angry – 14%**	**Afraid – 7%** **Lonely – 16%** **Angry – 14%**	**Afraid - 7%** **Lonely - 16%** **Angry - 15%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR GOAL #6: Students should be allowed to have counseling sessions to discuss academic, social, and personal needs					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide time within the school day for students to have one-on-one sessions with the on-site Greenville Mental Health Counselor.	Aug.-June	Greenville Mental Health Counselor	0	Medicaid/ Medicare	Counseling sessions

ACTION PLAN FOR GOAL #6: Students should be allowed to have counseling sessions to discuss academic, social, and personal needs					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Conduct group sessions or one-on-one sessions to allow students to discuss academic, social and/or personal needs.	Aug.-June	School Counselors	0	GOF	IGPs Counseling sessions Naviance goals/use of Naviance
3. Provide a safe place or confidants in order for students to express problems and resolve personal issues before they escalate.	Aug.-June	Intervention Specialists SRO	0	GOF	Log of intervention conferences Decreased suspensions and expulsions
4. Implementation of Advisory groups for each teacher and staff member, to work on relationship building and social emotional learning	Beginning 2021-22 school year-meeting monthly	SEL committee Administration	$0.00	GOF	Agendas, lessons, and student artifacts from advisory/SEL lessons Bell schedule and teacher assignments reflecting advisory groups