



SCHOOL PORTFOLIO
2018-19 THROUGH 2022-23

WADE HAMPTON HIGH SCHOOL

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GREENVILLE COUNTY SCHOOL DISTRICT
DR. W. BURKE ROYSTER, SUPERINTENDENT
DR. CARLOS C. GRANT, PRINCIPAL

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Wade Hampton High School

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Charles Grant		2-17-22
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Pam Roberson		2/17/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Gregory A. Wynder		2/22/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Pine Knoll Drive Greenville, SC 29609

SCHOOL TELEPHONE: (864) 355-0100

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

Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal	Dr. Carlos Grant
2. Teacher	Mr. Daniel Schnaars
3. Parent/Guardian	Mrs. Rita Kirven
4. Community Member	Mrs. Carol Ann Good
5. Paraprofessional	N/A
6. School Improvement Council Member	Dr. John Kaup
7. Read to Succeed Reading Coach	N/A
8. School Read To Succeed Literacy Leadership Team Lead	Mr. Greg Wynder
9. School Read To Succeed Literacy Leadership Team Member	

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

10. Instructional Coach	Mrs. Kim Pauls
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** Must include the School Literacy Leadership Team for Read to Succeed

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).

Academic Assistance, Grades 4–12

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

Parent Involvement

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

Staff Development

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

Technology

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

Innovation

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

Collaboration

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

✓ **Developmental Screening**

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

✓ **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

In October 2017, Wade Hampton High School stakeholders were charged with the task of renewing our 5-year plan to cover the period 2018-19 thru 2022-23.

The process for development of this plan begins at the start of each 5-year goal period with a faculty-wide self-assessment instrument provided to by the district (AdvancEd self-assessment). Faculty participate in the development of the plan by serving on one of 5 committees: (1) Instructional Practices and Assessment, (2) Student Achievement, (3) Quality Personnel, (4) Mission/Vision/Values, and (5) School Culture and Climate. Teachers and administrators are assigned to a committee based on their preferences (as indicated through an in-house survey). Committee members include at least one representative from each department.

Committee members analyze data from the AdvancEd self-assessment as well as the latest SC Report Card and local data. Based on this data, committee members design an action plan that is presented to and approved by the entire faculty. The renewal process includes student, parent, and community partner input through SIC and PTSA, giving all stakeholders an opportunity to reflect on the direction, success, and needs of our school.

The school's Instructional Coach combines individual committee and stakeholder efforts into the comprehensive report that this portfolio represents.

Executive Summary

Findings for Student Achievement

- WHHS's graduation rate fell to 87.8% in the 2020-21 school year.
- Student Achievement metrics, including graduation rate, EOC scores, SAT scores, and ACT scores continue to exceed both district and state averages.
 - A notable exception is the percent of ML (multi-lingual) students who met progress toward the proficiency target. WHHS data in this category lags behind both district and state data.
- The percentage of students earning the Ready to Work Certificate (R2W) exceeds both district and state percentages.
- The percentage of AP students who scored a 3 or higher on an AP exam increased from 66% in 2019-20 to 75% in 2020-21.

Findings for Teacher and Administrator Quality

- The teacher attendance rate increased to 95.2% in the 2020-21 school year.
- The number of inexperienced teachers teaching in core classes has increased from 9 in 2019-20 to 13 in 2020-21.

Findings for School Climate

- WHHS students collected over \$316,000 in donations for the Cancer Society of Greenville County in the fall of 2021. In addition, students raised over \$263,000 for the Frazee Center in the spring of 2021.
- On the state report card, 93.9% of parents reported that their children feel safe at school. However, the number dropped to 47.9% when parents responded to the statement, "My child's teachers and school staff prevent or stop bullying at school."

Challenges

- Although the ESOL population has increased with noticeably more students with proficiency scores at the beginning and non-speaking levels, the ESOL teacher allocation from GCS is still below the state guidelines for ESOL support.
- The percentage of students in poverty increased from 45.1% in 2019-20 to 49.6% in 2020-21.

Awards & Accomplishments

- 2021 - Math and Computer Science teacher, Meredith Smith, earned the AP CSP Female Diversity Award from College Board
- 2021 - Orchestra teacher, Susan Wines, received the National Federation of High Schools "Heart of the Arts" award for the state of South Carolina
- 2021 - National Gold Council of Excellence (Student Council)
- 2020 - US News and World Report's "Best High School" ranked #1 in Greenville
- 2020 - American Institute of Aeronautics and Astronautics Educator Achievement Award
- 2019 - Excellent Absolute Rating on SC Report Card

School Profile

School Community

Socioeconomic and Geographical Context

Wade Hampton High School (WHHS) is one of 14 public high schools in the Greenville County School District. The Wade Hampton community is ethnically and socio-economically diverse. Extending from the farmlands north of Paris Mountain eastward through the golfing community of Pebble Creek nearly to Greer and then southward to beyond Greenville High, our 1800 students come from rural, urban, and suburban neighborhoods. They live in homes as varied as distressed trailers, public housing, modest single-family dwellings, and multi-million dollar mansions.

School Leadership

The WHHS Faculty Council is composed of members of the administration, support faculty, and department chairs. Department Chairs have the additional responsibility to act as the department’s liaison with district office personnel. The Freshman Academy, an SLC within WHHS, provides an additional layer of leadership and guidance for our youngest Generals, the first year 9th graders. Other governing bodies for WHHS include the SIC, PTSA, and Student Council. The School Improvement Council (SIC) works together with administration to develop and implement the school improvement plan. The Parent Teacher Student Association (PTSA) supports the teachers and the instructional program, and speaks on behalf of children and youth in the schools, the community, and before governmental bodies and other organizations that make decisions affecting children. The Student Council at WHHS is elected annually by the students. Student representatives use this venue to voice their ideas in the hopes of making decisions that impact the school in a positive way.

School Personnel

Certified Faculty and Staff

Administrators.....	6
Teachers.....	91
% Teacher Attendance.....	95.2%

In addition to the 91 classroom teachers, WHHS has one Instructional Coach, one Athletic Director, one Freshman Academy Coordinator, one school Testing Coordinator, one Technology Integration Specialist, seven School Counselors, and one School Librarian.

	Our School	Change from Last Year
Average teacher salary	\$53,909	Up from \$53,326
Percent of teachers returning from previous year – current year	86.2	Up from 80.2
Percent of teachers returning from previous year – three year average	86.7	Up from 86.5
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Percent of inexperienced teachers teaching in core classes	27.1	Up from 20.9
Number of inexperienced teachers teaching in core classes	13	Up from 9
Percent of out-of-field teachers teaching in core classes	2.1	Up from 0
Number of out-of-field teachers teaching in core classes	1	Up from 0

Student Population

The WHHS student body is ethnically diverse and includes 57% White, 20% African-American, 19% Hispanic, 4% Asian, and 1% American Indian or Alaska Native. Enrollment includes 256 students (15%) with disabilities more severe than speech disabilities, and 784 students (45%) who are identified as Gifted. In 2020-2021, 49% (864 students) of our student population were identified as pupils in poverty. The non-English languages represented in the school include Albanian, Arabic, Burmese, Chin, Guatemalan dialects, Spanish (from multiple countries), Vietnamese, and Wolof.

School Initiatives

Academics are supported through established programs such as The Freshman Academy, now in its 18th year, and the After School Tutoring program, which provides free transportation home for students within WHHS's attendance zone. Additionally, approximately 20% of the student body takes advantage of specialized curricula at The Fine Arts Center or one of the four Career Centers throughout the county.

One means of promoting rigor is through a philosophy of moving students into higher level courses if the achievement data supports it. In 2014, The School District of Greenville County launched Graduation Plus. This initiative is designed to encourage students to enhance their diploma program by selecting coursework that leads to completer certificates in technical areas or college credits through the dual credit program, and there are also opportunities for Early College. In 2020-2021, there were six dual credit courses included in the instructional program. They are Marketing101, Management101, English 101, English 102, the CERRA sponsored Teacher Cadet Program and Clemson sponsored Careers In Education (EDU 111). We believe that variety in the instructional program is vital to meeting the needs of our students.

Mission, Vision, and Beliefs

Mission

Our mission is a compelling statement that serves to unify our efforts and engage our community. An effective mission must stretch and challenge the organization, yet be achievable. Our mission is tangible, values-driven, energizing, and highly focused. It has a finish line for its achievement, and it is proactive.

The mission of Wade Hampton High School is -- **Educate. Inspire. Empower.**

Shared Vision

Our vision centers on a shared philosophy that we must serve our diverse student body with a personalized plan for all students beginning at their current academic level and guiding them to graduation and beyond, fully prepared and confident to contribute to society.

Purpose

The purpose of Wade Hampton high school is to **educate** and **inspire** students to become responsible, discerning, productive citizens **empowered** to change the world.

Beliefs

Our beliefs are the core of who we are, what we do, and how we think as we teach and lead Wade Hampton students.

Educate -

- We believe that all students, regardless of individual differences, will thrive in a safe, nurturing environment where respect is modeled and diversity is celebrated.
- We believe that a rigorous, standards-driven curriculum is the foundation of our educational program.
- We believe in the three-fold approach of the Profile of the South Carolina Graduate and will seek to impart World Class Knowledge, World Class Skills, and Life and Career Characteristics.

Inspire -

- We believe in cultivating strong relationships with all students to ensure educational success.
- We believe in the core attributes of Leadership, Integrity, Perseverance, Teamwork, Responsibility, Compassion, Communication, and Work Ethic. We will actively seek opportunities to engage our students in discussion around these attributes and celebrate demonstrations of these attributes.

Empower -

- We believe that high school graduation is the beginning and not the end. We will strive to launch students into their next endeavor by ensuring that each and every student is college or career ready upon graduation.

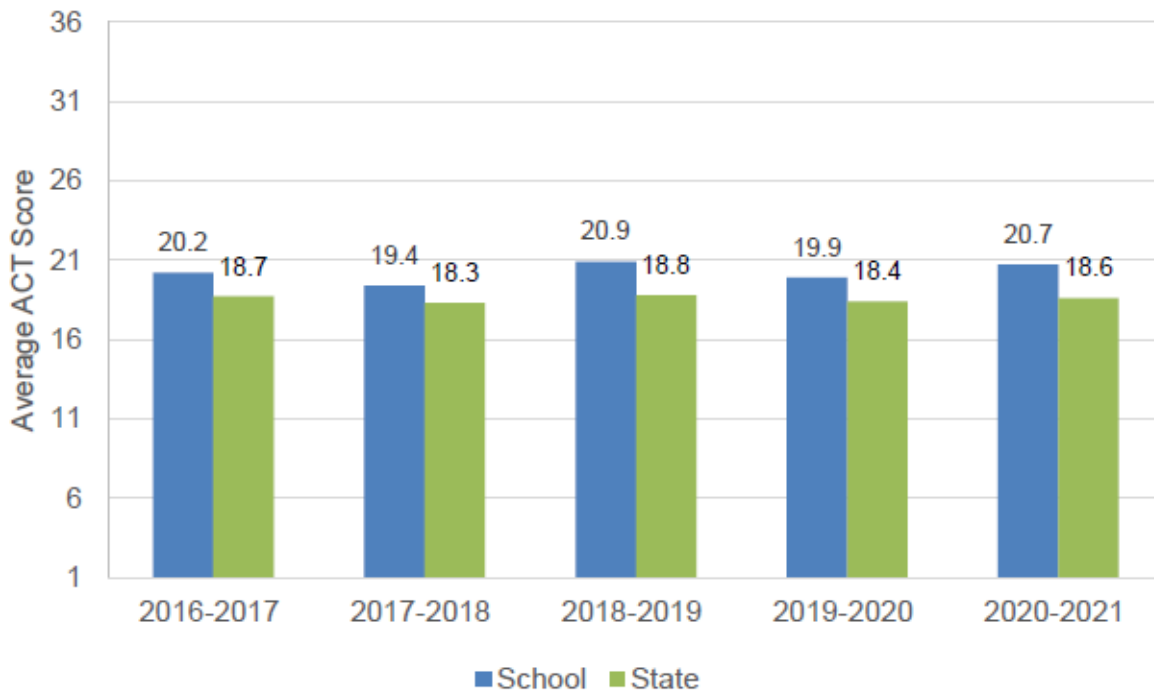
Data Analysis and Needs Assessment

[2020-21 SC SDE School Report Card](#)

Student Achievement

The ACT (for the Graduating Class of 2021)

Figure 1.1. Average Composite Scores: 5 Years of Testing*



Percent Meeting ACT College-Ready Benchmarks (School/State)

Year	Number of Students Tested	English Score: 18	Mathematics Score: 22	Reading Score: 22	Science Score: 23	Met All Four
2021	181	56/43	39/25	51/35	40/26	30/17
2020	245	53/43	36/23	40/32	34/24	23/15
2019	274	61/46	43/27	48/33	38/25	29/16
2018	410	49/42	31/24	41/30	24/20	19/14

WIN Ready to Work

Percentage of students who received Silver, Gold, or Platinum certificates.

Year	Bronze	Silver	Gold	Platinum	Total
2021	12.4	54.8	17.1	2.2	86.5
2020	Covid-19 waiver				
2019	11.1	55.7	14.6	5.3	86.6
2018	13.9	62.6	10.3	4.1	90.9

End-of-Course Exams

Algebra I EOC

Year	% Passing	% A, B, C
2021	72.5	41.0
2020	Covid-19	Covid-19
2019	84.4	73.1
2018	84.0	73.8

Biology I EOC

Year	% Passing	% A, B, C
2021	70.4	53.6
2020	Covid-19	Covid-19
2019	84.5	64.8
2018	81.4	72.8

English 2 EOC

Year	% Passing	% A, B, C
2021	88.0	75.6
2020	Covid-19	Covid-19

US History and Constitution EOC

Year	% Passing	% A, B, C
2021	72.6	53.7
2020	Covid-19	Covid-19
2019	86.5	67.5
2018	87.1	72.0

Graduation Rate

Four-Year Cohort Graduation Rate

Year	Grad Rate
2021	87.8
2020	92.4
2019	91.7
2018	89.7

Advanced Placement (AP)

Year	Number of Exams Taken	% Passing with score 3-5
2021	833	72
2020	979	63
2019	958	69
2018	1005	62

SAT

Year	Percent of Students Tested	Evidence-Based Reading and Writing	Math	Composite Score
2021	57.3	556	540	1096
2020	72.5	551	538	1089
2019	71.2	544	532	1075
2018	60.0	565	544	1109

Teacher and Administrator Quality

During the 2020-21 school year, WHHS began a schoolwide focus on engagement and higher levels of rigor in all classrooms. Professional learning in the 21-22, 22-23, and 23-24 school years will focus on High-Level Questioning, Thoughtful Work, and Academic Discussion, respectively. The Principal and Instructional Coach are using this [ICLE rubric](#) to plan for teacher learning. Professional learning around the school's rigor goals occurs quarterly. In between quarterly sessions, Instructional Partners visit classrooms and offer strengths-based feedback to teachers about their implementation of new learning. Administrators and other school leaders serve teachers as these Instructional Partners.

In addition to our schoolwide focus on Rigor, the district has been implementing initiatives to train teachers on UDL (Universal Design for Learning) practices. All core content teachers attended a half-day training (with the afternoon to plan) in the Fall of 2021. In the Spring of 2022, the Principal, Instructional Coach, and Technology Integration Coach are attending a semester-long "train the trainer" course for UDL. Optional asynchronous professional learning opportunities, such as listening and reflecting on a UDL podcast, are posted in the faculty Google Classroom.

Teachers are required to maintain Technology Proficiency, which renews every 5 years. To initially receive Technology Proficiency, a teacher must earn 30 credits or take an approved graduate course in Instructional Technology. To maintain Technology Proficiency, a teacher must earn 15 credits through professional learning opportunities over the course of 5 years. As of the 21-22 school year, teachers have access to and are encouraged to use school-specific KYTE courses designed to increase teachers' capacity to effectively integrate technology into their classrooms. These asynchronous KYTE courses offer teachers both flexibility and choice.

Beginning in the 2021-22, WHHS received a grant from Public Education Partners for the STAR Generals Program. This program targets teacher onboarding, training, and retention. The focus for first year teachers is to build relationships with school leadership and each other. The focus for second year teachers is to build their capacity as they go through ADEPT evaluations. The focus for third year teachers is to build a growth mindset and introduce them to coaching cycles as a means for that continual growth.

School Climate Needs Assessment

2020-2021 SDE Survey Results

	Teachers	Students*	Parents*
Number of surveys returned	0	0	98
Percent satisfied with learning environment	No survey responses	No survey responses	84.7
Percent satisfied with social and physical environment	No survey responses	No survey responses	82.7
Percent satisfied with school-home relations	No survey responses	No survey responses	75.3

*Only students in grade 11 and their parents were included.

Student Safety

Evaluations by Parents	Percent Agree/ Strongly Agrees	Total Responses
“My child feels safe at school.”	93.9	98
“My child’s teachers and school staff prevent or stop bullying at school.”	47.9	98
Evaluations by Teachers	Percent Agree/ Strongly Agrees	Total Responses
“I feel safe at my school before and after hours.”	No survey responses	No survey responses
“The rules for behavior are enforced at my school.”	No survey responses	No survey responses

SCHOOL RENEWAL PLAN FOR 2018-19 through 2022-23

Impact of COVID-19:

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

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

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

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

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

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

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

PERFORMANCE GOAL 1: The percentage of HS students scoring A, B, and C on the English II EOCEP will increase from 75.6% in 2020-21 to 77.6% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

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

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
English I EOCEP SC SDE Website	49.8 % of HS students scoring A, B, and C on English I EOCEP (2016-17)	School Projected	55	60	61	62	64
		School Actual 65.6	61	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
English II EOCEP SC SDE Website	75.6 % of HS students scoring A, B, and C on English II EOCEP (2020-21)	School Projected				76.6	77.6
		School Actual			75.6		
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	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
English II EOCEP SC SDE Website	71% of HS students scoring A, B, and C on English II EOCEP (2020-21)	District Projected *HS only*				72	73
		District Actual			71		

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

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (*required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <input type="checkbox"/> Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 2: The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from <u>61</u> % in 2016-17 to <u>78</u> % in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase by <u>3</u> % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
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Algebra I EOCEP SC SDE Website	61 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	66	69	72	75	78
		School Actual 73.8	73.1	<i>waiver</i>	41		
Algebra I EOCEP SC SDE Website	36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	District Projected	39	42	45	48	51
		District Actual 33	46	<i>waiver</i>	24		

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 77% in 2016-17 to >90% 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
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Biology EOCEP SC SDE Website	77 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	School Projected	82	85	88	>90	>90
		School Actual 72.8	64.8	waiver	53.6		
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		

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
 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 73.5% in 2016-17 to >90% 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	73.5 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	School Projected	79	82	85	88	>90
		School Actual 72.0	67.5	<i>waiver</i>	53.7		
US History and the Constitution EOCEP SC SDE Website	58 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	District Projected	61	64	67	70	73
		District Actual 60	58	<i>waiver</i>	43		

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

PERFORMANCE GOAL 5: Increase the average ACT Composite Score for the graduating class from 19.8 in 2016-17 to 21.6 in 2022-23.

PERFORMANCE GOAL 6: Increase the average SAT Composite Score for the graduating class from 1105 in 2016-17 to 1150 in 2022-23.

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

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

ACT Graduating Class Data

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	(2016-17) 20.2	School Projected	20.0	21.0	21.2	21.4	21.6
		School Actual 19.4	20.9	19.9	20.7		
SC SDE Website	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual 18.7	20.0	19.8	19.9		

SAT Graduating Class Data

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
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SC SDE Website	(2016-17) 1105	School Projected	1114	1123	1132	1141	1150
		School Actual 1109	1075	1089	1096		
SC SDE Website	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual 1089	1031	1038	1059		

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
			9	0	1	2	3

SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	School Projected	91.0	92.0	93.0	94.0	95.0
		School Actual 90.6	96.7	<i>waiver</i>	92.2		
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	District Projected	94.0	95.0	96.0	97.0	98.0
		District Actual 93.7	94.0	<i>waiver</i>	90.3		
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	School Projected	93.0	94.0	95.0	96.0	97.0
		School Actual 92.1	92.7	<i>waiver</i>	96.4		
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	<i>waiver</i>	94.7		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected	90.0	91.0	92.0	93.0	94.0
		School Actual 89.2	88.9	<i>waiver</i>	90.7		
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	District Projected	90.0	91.0	92.0	93.0	94.0
		District Actual 89.3	88.1	<i>waiver</i>	89.5		
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	School Projected	74.0	75.0	76.0	77.0	78.0
		School Actual 73.3	75.6	<i>waiver</i>	74.1		

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

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	39% A, B, C (2016-17)	School Projected Hispanic	44	49	54	59	64
EOCEP English 1 SC SDE Website		School Actual Hispanic 50.9	47.1	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected Hispanic	48	51	54	57	60

EOCEP English 1 SC SDE Website		District Actual Hispanic 53	51	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	28.8% A, B, C (2016-17)	School Projected AA	34	39	44	49	54
EOCEP English 1 SC SDE Website		School Actual AA 53.0	44.1	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	District Projected AA	41	44	47	50	53
EOCEP English 1 SC SDE Website		District Actual AA 50	40	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	8.4% A, B, C (2016-17)	School Projected SWD	13	18	23	28	33
EOCEP English 1 SC SDE Website		School Actual SWD 36.1	26.1	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	District Projected SWD	17	20	23	26	29
EOCEP English 1 SC SDE Website		District Actual SWD 20	18	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>

EOCEP English 1 SC SDE Website	33.4% A, B, C (2016-17)	School Projected LEP	38	43	48	53	58
EOCEP English 1 SC SDE Website		School Actual LEP 40.9	35.5	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	District Projected LEP	40	43	46	49	52
EOCEP English 1 SC SDE Website		District Actual LEP 48	34	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English 1 SC SDE Website	42.8% A, B, C (2016-17)	School Projected PIP	47	52	57	62	67
EOCEP English 1 SC SDE Website		School Actual PIP 58.1	47.6	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP 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	<i>waiver</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>	<i>Accountability has transitioned from English I to English II</i>
EOCEP English II SC SDE Website	63.6% A, B, C (2020-21)	School Projected Hispanic				64.6	65.6

EOCEP English II SC SDE Website		School Actual Hispanic			63.6		
EOCEP English II SC SDE Website	60% A, B, C (2020-21)	District Projected Hispanic				61	62
EOCEP English II SC SDE Website		District Actual Hispanic			60		
EOCEP English II SC SDE Website	51.4% A, B, C (2020-21)	School Projected AA				52.4	53.4
EOCEP English II SC SDE Website		School Actual AA			51.4		
EOCEP English II SC SDE Website	54% A, B, C (2020-21)	District Projected AA				55	56
EOCEP English II SC SDE Website		District Actual AA			54		
EOCEP English II SC SDE Website	34.9% A, B, C (2020-21)	School Projected SWD				35.9	36.9
EOCEP English II SC SDE Website		School Actual SWD			34.9		

EOCEP English II SC SDE Website	26% A, B, C (2020-21)	District Projected SWD				27	28
EOCEP English II SC SDE Website		District Actual SWD			26		
EOCEP English II SC SDE Website	36.4% A, B, C (2020-21)	School Projected LEP				37.4	38.4
EOCEP English II SC SDE Website		School Actual LEP			36.4		
EOCEP English II SC SDE Website	37% A, B, C (2020-21)	District Projected LEP				38	39
EOCEP English II SC SDE Website		District Actual LEP			37		
EOCEP English II SC SDE Website	63.6% A, B, C (2020-21)	School Projected PIP				64.6	65.6
EOCEP English II SC SDE Website		School Actual PIP			63.6		
EOCEP English II SC SDE Website	60% A, B, C (2020-21)	District Projected PIP				61	62

EOCEP English II SC SDE Website		District Actual PIP			60		
EOCEP Algebra 1 SC SDE Website	54.9% A, B, C (2016-17)	School Projected Hispanic	58	61	64	67	70
EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 35.4	39.1	<i>waiver</i>	41.4		
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	District Projected Hispanic	40	43	46	49	52
EOCEP Algebra 1 SC SDE Website		District Actual Hispanic 33	35	<i>waiver</i>	31		
EOCEP Algebra 1 SC SDE Website	42.3% A, B, C (2016-17)	School Projected AA	45	48	51	54	57
EOCEP Algebra 1 SC SDE Website		School Actual AA 26.4	22.5	<i>waiver</i>	19		
EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	District Projected AA	30	33	36	39	42
EOCEP Algebra 1 SC SDE Website		District Actual AA 24	21	<i>waiver</i>	15		

EOCEP Algebra 1 SC SDE Website	15.0% A, B, C (2016-17)	School Projected SWD	18	21	24	27	30
EOCEP Algebra 1 SC SDE Website		School Actual SWD 12.0	19.1	<i>waiver</i>	14.9		
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	<i>waiver</i>	7		
EOCEP Algebra 1 SC SDE Website	33.4% A, B, C (2016-17)	School Projected LEP	36	39	42	45	48
EOCEP Algebra 1 SC SDE Website		School Actual LEP 30.2	31.2	<i>waiver</i>	21.7		
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	District Projected LEP	39	42	45	48	51
EOCEP Algebra 1 SC SDE Website		District Actual LEP 34	23	<i>waiver</i>	17		
EOCEP Algebra 1 SC SDE Website	49.4% A, B, C (2016-17)	School Projected PIP	53	56	59	62	65

EOCEP Algebra 1 SC SDE Website		School Actual PIP 29.7	37.1	<i>waiver</i>	37.0		
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	District Projected PIP	34	37	40	43	46
EOCEP Algebra 1 SC SDE Website		District Actual PIP 29	29	<i>waiver</i>	25		
EOCEP Biology SC SDE Website	66.1% A, B, C (2016-17)	School Projected Hispanic	69	72	75	78	81
EOCEP Biology SC SDE Website		School Actual Hispanic 50.7	44.3	<i>waiver</i>	32		
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	District Projected Hispanic	50	53	56	59	62
EOCEP Biology SC SDE Website		District Actual Hispanic 35	37	<i>waiver</i>	30		
EOCEP Biology SC SDE Website	53.8% A, B, C (2016-17)	School Projected AA	57	60	63	66	69
EOCEP Biology SC SDE Website		School Actual AA 38.0	24.9	<i>waiver</i>	22.5		

EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected AA	43	46	49	52	55
EOCEP Biology SC SDE Website		District Actual AA 27	24	<i>waiver</i>	18		
EOCEP Biology SC SDE Website	23.5% A, B, C (2016-17)	School Projected SWD	27	30	33	36	39
EOCEP Biology SC SDE Website		School Actual SWD 22.2	17.9	<i>waiver</i>	14.1		
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	District Projected SWD	21	24	27	30	33
EOCEP Biology SC SDE Website		District Actual SWD 11	11	<i>waiver</i>	9		
EOCEP Biology SC SDE Website	64.1% A, B, C (2016-17)	School Projected LEP	67	70	73	76	79
EOCEP Biology SC SDE Website		School Actual LEP 45.8	33.3	<i>waiver</i>	11.3		
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected LEP	43	46	49	52	55

EOCEP Biology SC SDE Website		District Actual LEP 31	25	<i>waiver</i>	14		
EOCEP Biology SC SDE Website	64.2% A, B, C (2016-17)	School Projected PIP	67	70	73	76	79
EOCEP Biology SC SDE Website		School Actual PIP 46.7	46	<i>waiver</i>	38.5		
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	District Projected PIP	51	54	57	60	63
EOCEP Biology SC SDE Website		District Actual PIP 35	34	<i>waiver</i>	28		
EOCEP US History and the Constitution SC SDE Website	65.0% A, B, C (2016-17)	School Projected Hispanic	68	71	74	77	80
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 58.9	50.9	<i>waiver</i>	35.3		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected Hispanic	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual Hispanic 43	38	<i>waiver</i>	28		

EOCEP US History and the Constitution SC SDE Website	52.3% A, B, C (2016-17)	School Projected AA	55	58	61	64	67
EOCEP US History and the Constitution SC SDE Website		School Actual AA 51.8	44.4	<i>waiver</i>	15.4		
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected AA	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual AA 36	33	<i>waiver</i>	18		
EOCEP US History and the Constitution SC SDE Website	35.8% A, B, C (2016-17)	School Projected SWD	39	42	45	48	51
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 38.3	18.8	<i>waiver</i>	11.9		
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	District Projected SWD	27	30	33	36	39
EOCEP US History and the Constitution SC SDE Website		District Actual SWD 25	19	<i>waiver</i>	11		
EOCEP US History and the Constitution SC SDE Website	48.5% A, B, C (2016-17)	School Projected LEP	52	55	58	61	64

EOCEP US History and the Constitution SC SDE Website		School Actual LEP 44.4	51.9	<i>waiver</i>	12.5		
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected LEP	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual LEP 37	35	<i>waiver</i>	15		
EOCEP US History and the Constitution SC SDE Website	66.3% A, B, C (2016-17)	School Projected PIP	69	72	75	78	81
EOCEP US History and the Constitution SC SDE Website		School Actual PIP 57.3	54.2	<i>waiver</i>	36.3		
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected PIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual PIP 44	40	<i>waiver</i>	29		
ACT Graduating Class	Composite 19 (2016-17)	School Projected Hispanic	17.0	18.0	19.0	20.0	21.0
ACT Graduating Class		School Actual Hispanic 17.1	18.5	<i>waiver</i>	16.9		

ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual Hispanic 17.3	17.8	<i>waiver</i>	17.1		
ACT Graduating Class	Composite 16.2 (2016-17)	School Projected AA	16.0	17.0	18.0	19.0	20.0
ACT Graduating Class		School Actual AA	20.9	<i>waiver</i>	15.2		
ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual AA 15.7	16.2	<i>waiver</i>	15.5		

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.

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <input type="checkbox"/> 1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 9: By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate	(2016-17) 95.4	School Projected	>90	>90	>90	>90	>90
		School Actual 89.7	91.7	92.4	87.8		
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	

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		66	74	82	90%
		School Actual	58.7	62.5	67.4		

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

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

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	89	School Projected	90	92	94	>95	>95
		School Actual 97	91	92	81		

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.

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) 46	School Projected	50	55	60	65	70
		School Actual 66	66	77	49		

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 STUDENT ACHIEVEMENT					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1) Schoolwide Remediation Plan	2021	Principal & Teachers	None	N/A	Edgenuity and Virtual SC Usage Reports
2) Continue Freshman Academy to segregate the first-year high school students for the purpose of monitoring & supporting achievement in EOC courses.	2020 - no planned end	Principal & Academy Coordinator	1.0 FTE for Coordinator Position	School Allocation	Faculty Roster Meeting Schedules
3) Double-block at-risk students in Math and English classes during their first year of high school.	2018 2019-Math only	Principal & Guidance	None	N/A	Master Schedule Student Schedules
4) Include credit recovery courses on the master schedule to meet the needs of students.	2018	Principal & Guidance	None	N/A	Master Schedule

5) Cap EOC class size at 25 when possible	2018	Guidance	None	N/A	Master Schedule Course Load Report
6) Conduct an annual update of correlation between course syllabi and EOC Blueprints from SDE.	2018	Principal & Department Chairs	None	N/A	Common Syllabi Calibration Materials
7) Continue before/after school tutoring EOC-Blitz Week	2018	Principal & Teachers	Stipend \$30/hr to tutors	School	Attendance rosters from Blitz sessions
8) Intervention with parent phone call for students who have 3 or more consecutive absences so they do not become drop outs.	2018	Assistant Principals Attendance Clerk	None	N/A	Call Logs
9) Provide a dedicated Assistant Principal & Guidance Counselor to monitor and work with off-grade level students.	2017 2018-Ended	Principal	School allocations	N/A	Admin assignment
10) Assign Guidance Clerk to supervise the collection, organization and documentation of records for students who are "no shows", or enroll and withdraw throughout the year.	2018	Guidance	None	N/A	File of WD and Enrollments for each year
11) Require that Data entry procedures will be completed by the Guidance Clerk ONLY to ensure consistency when enrolling or withdrawing students.	2018	Principal Guidance Clerk	None	N/A	Written Procedures about Registration and Power School data entry
12) Quarterly meetings with Data Action Team to ensure preparation is on target for SDE data extractions throughout the year.	2018	Principal Data Action Team	None	N/A	Notes from meetings Schedule of meetings

13) Provide free after-school tutoring with transportation home for students	2018	Principal	\$5,000	School or Grant Money	Records of tutoring sessions
14) Communicate with all parents of students who are at-risk for failing courses.	2018	Teachers Counselors	None	N/A	Call Logs
15) Continue to implement Common Course Syllabi for all courses that includes Literacy standards and Common Major Assessments	2018	Teachers Assistant Princ	None	N/A	Common Syllabi approved by principal & posted on school/teacher web sites
16) Use Mastery Connect Benchmark Tests to monitor progress of EOC students during the semester	2018	Teachers	None	GCS District Provided	Benchmark results
17) Use the inclusion model to provide services to special education students in Math & English classes as needed.	2018	Principal Teachers	None	GCS provides SpEd allocations	Master Schedule Student Schedules
18) Continue to recruit students to take dual credit classes and AP courses	2018	Teachers Counselors	None	None	Student Schedules
19) Continue to encourage students to enroll in career center programs and take completer courses.	2018	Teachers Counselors	None	None	Student Schedules

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	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/no Ethnic Diversity yes/no	Gender Diversity yes/no Ethnic Diversity yes/no	Gender Diversity yes/no Ethnic Diversity yes/no	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department		District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	Gender Diversity=% Ethnic Diversity = %	

ACTION PLAN FOR TEACHER/ADMINISTRATOR QUALITY					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Offer a minimum of 12 hours of in-house professional development as required by GCS	2018	Principal Instructional Coach	None	N/A	PD Calendar
2. Notify teachers of PD opportunities from GCS and other organizations (including local universities, The College Board, and professional organizations).	2018	Instructional Coach	None	N/A	Emails GCS Academic Newsletter
3. Encourage teachers to obtain AP & G/T endorsements	2018	Instructional Coach	None	N/A	Emails
4. Provide annual PD to keep teachers updated on research-based instructional strategies	2018	Principal	None	N/A	PD Calendar
5. Implement the GCS Instructional Protocols and support teachers in this area	2018	Administration Instructional Coach	None	N/A	PD and Observations
6. Use the GCS guidelines and approved lists when hiring	2018	Principal	None	N/A	Guidelines from GCS

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	89.6	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 97.3	95	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	No survey results		
SC SDE School Report Card Survey	100.0	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 97.3	100	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	No survey results		
SC SDE School Report Card Survey	88.2	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents 92.5	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	97		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 84	93	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	92		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	98		

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) 0.9	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0.5	1.2	3.8	0.7		
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) 0.2	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual	0	0.8	0		
GCS Expulsion Report from Kent Owens	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03	.004		

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	50	55	60	65	70
		School Actual 47%	50	No survey data	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	54	58	62	66	70
		District Actual Secondary 52	50	52	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

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
180 th day Attendance Report	(2016-17) 94.6	School Projected	95	95	95	95	95
		School Actual 97.5	94.87	95.21	92.78		
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96	92		

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 ≤ 7 Lonely ≤ 16 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 16 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 14 Angry ≤ 12
		School Actual Afraid – 7% Lonely – 17 % Angry – 15%	Afraid – 9 % Lonely – 20 % Angry – 9%	No survey results	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Afraid - 7% Lonely - 16% Angry - 15%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

ACTION PLAN FOR SCHOOL CLIMATE					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1) Follow GCS security protocol for processing visitors to the school.	2018	Administration SRO	N/A	GCS	Procedures manual
2) Follow GCS security protocols for handling employees & students during school hours	2018	Administration	N/A	GCS	Faculty & Student Handbooks
3) Encourage students to join extra-curricular organizations, clubs, and/or sports teams.	2018	Guidance Counselors Teachers Administration	None	N/A	IGP's
4) Advertise extra-curricular programs to rising freshmen during spring information night.	2018	Freshman Coordinator Club Sponsors	None	N/A	Records of information night
5) Advertise extra-curricular programs to new students during the fall Family-Fun-Fest	2018	Administration	None	N/A	Records of FFF Participants
6) Communicate information about extra-curricular activities on the school web site.	2018	Freshman Coordinator School Web Master	None	N/A	Web Site
7) Encourage attendance at SIC & PTSA meetings for parents and members of the community to increase their involvement in WHHS activities.	2018	Principal	None	N/A	Attendance at Meetings
8) Use digital marquee to update the community with information about events taking place at the school.	2018	Principal Office Clerk	None	N/A	Announcements on the Marquee
9) Use newsletters (i.e. Generalities, The Report To The	2018	PTSA SIC	None	N/A	Newsletters

Community) to distribute information to the public.					
10)Communicate with the media on a regular basis about individual student achievements and awards	2018	Principal Headliner	None	N/A	Newspaper articles on display in the media center
11)Communicate with the faculty via weekly e-newsletter, The General News	2018	Principal	None	N/A	General News sent weekly to the faculty
12)Communicate daily with the students through large screen projections in the cafeteria before school, after school, and during all lunch periods.	2018	Principal Office Clerk	Projection Equipment maintenance	School funds for maintenance	Announcement
13)Post a data wall and update annually, in the school, to keep students informed of school and student achievement in different areas.	2018	IC	\$50	School Funds	Data Wall in School
14)Provide new technology to all teachers	2018	Technology Coach Media Specialist Principal	\$5,000	School Funds	Fixed Assets Report
Provide new technology to all new teachers (computers & laptops)	2018 & every 3 years	Principal	\$10,000	GCS refresh	Fixed Assets Report
15)Provide PD for teachers to keep them updated on new instructional technology developments and security.	2018	Technology Coach	None	N/A	PD Calendar
16)Communicate with parents weekly through the phone blast system & email	2018	Principal	None	N/A	weekly phone blast

17) Communicate announcements and events to the public via social media	2018	Principal	None	N/A	Facebook & Twitter accounts
18) Continue the Attributes of a General Program for character building	2018	Principal Counselors	\$1000 for attribute pins	school funds	School calendar Attributes lesson plans
19) Initiate 1 to 1 program to provide a Chromebook to each student	Sept 2019	Principal TAC Technology Coach	not known	GCS	Roll-out of program