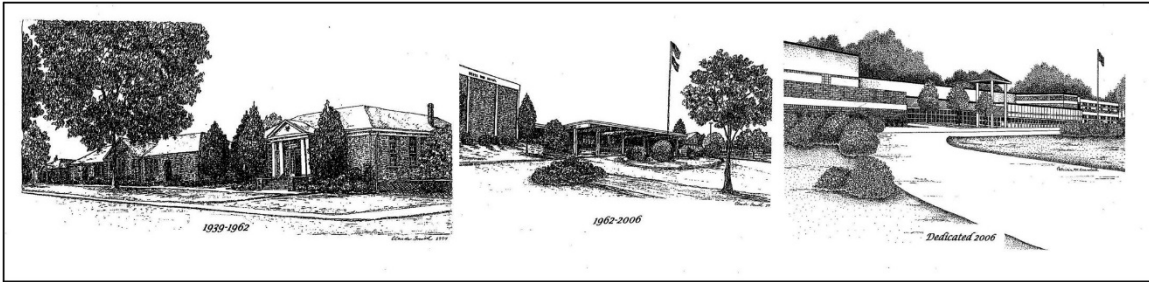# Berea High School
Portfolio
2018-23

Developed Spring, 2018

Community Character Excellence

Mr. Mike Noel, Principal

Dr. W. Burke Royster, Superintendent
Greenville County Schools

Berea High School
201 Burdine Drive
Greenville, SC 29617

<div align="center">**SCHOOL RENEWAL PLAN COVER PAGE**</div>

SCHOOL NAME: Berea High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 *(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	*WBurke Royster*	
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mike Noel		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Meg Thompson		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Scotti Henson		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 201 Burdine Drive, Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-1600

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

Stakeholder Involvement for School Renewal

Position   Name

1.   Principal - Mike Noel

2.   Teacher – Gabe Chen

3.   Parent/Guardian – Paige Holtzclaw

4.   Community Member – Charlie Crenshaw

5.   Paraprofessional – Jenny Culbertson

6.   School Improvement Council Member - Roy Mack

7.   Read to Succeed Reading Coach – N/A

8.   School Read To Succeed Literacy Leadership Team Lead – Scotti Henson

9.   School Read To Succeed Literacy Leadership Team Member – Madeline Fletcher

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

** Must include the School Literacy Leadership Team for Read to Succeed

POSITION	NAME
Assistant Principals	Danny Bayne, Lenny Kindall, Lee Murphy, Allison Peake
Instructional Coach	Katie Smith
Student	Luis Martinez, Ellena Nguyen
R2S Literacy Leadership Team:	Mike Noel, Danny Bayne, Lee Murphy, Lenny Kindall, Allison Peake, Scotti Henson, Katie Smith, Madeline Fletcher, Beth Daniel, Cynthia Tisdale, Krista McRee, Sandy Day, Scotty Hammett, Amber Ruiz, Alisha Looper, Justin Moore, Greg Marlatt, Rebecca Clarke

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

○ Yes ○ No ◉ N/A	**Academic Assistance, PreK–3** The school 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).
◉ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school 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).
◉ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
◉ Yes ○ No ○ N/A	**Staff Development** The school 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.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
○ Yes ○ No ◉ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
◉ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
○ Yes ○ No ◉ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes ○ No ◉ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

○ Yes ○ No ◉ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
○ Yes ○ No ◉ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
○ Yes ○ No ◉ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of 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): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

Part I: Introduction

Berea High School developed its original Portfolio during the 2002-03 school year; the document has been updated annually since that time. This current version spans a five-year period beginning with the 2017-18 school year.

The most recent update was completed in the spring of 2018, to include accountability data and school profile data for 2016-17 at the school level as well as district-level accountability data for the same time period.

The school's leadership team, the administrative team, the School Improvement Council, the alumni foundation, professional learning communities within academic departments, and instructional support staff contributed to the drafting, editing, and publication of this document.

During the development of this new Portfolio, Berea High School, along with the entire school district, participated in the AdvancED accreditation process.

<u>Timeline for 2018-2023 Portfolio</u>
* timeline provided by the district

November
- Access ASSIST, ELEOT and add school admin to ELEOT; begin ELEOT classroom observations (50% due by end of Feb.)
- Establish a list of stakeholders – community, business, partners, staff, teachers, parents, students (when applicable) to support your continuous improvement efforts through action teams/committees.
- Invite stakeholders to serve on one or more action teams to meet, discuss, and affirm the school's portfolio:
  - vision, mission, and beliefs
  - school profile
  - last five years of results and strategies/actions (portfolio review) to develop a needs assessment around student achievement, personnel quality, school climate, parent engagement, etc.
  - action plan – goals, objectives, strategies (Use Portfolio Checklist)

December
- Deploy Survey links for Parents/Stakeholders, Students (grades 3-12), Staff, and Teachers (December 4-20)
- Invite stakeholders to serve on one or more action teams to discuss and affirm the school's portfolio:
  - vision, mission, and beliefs
  - school profile
  - last five years of results and strategies/actions (portfolio review) to develop a needs assessment around student achievement, personnel quality, school climate, parent engagement, etc.
  - action plan – goals, objectives, strategies (Use Portfolio Checklist)

January
- Analyze survey data

- School administration begins completing the School Quality Factors (SQF)
- Convene stakeholders / action teams to discuss and affirm the school's portfolio:
  - vision, mission, and beliefs
  - school profile
  - last five years of results and strategies/actions (portfolio review) to develop a needs assessment or SWOT analysis around student achievement, personnel quality, school climate, parent engagement, etc.
    - Look at your school (Where are you now and where do you want to be?)
    - Look at competitors (What are they doing that you need to do?)
    - Look at your customers (What are they asking for?)
    - Ask your employees (What would make your job easier, yet get us to the next level?)
    - Ask your customers (What can we do better?)
  - action plan – goals, objectives, strategies (Use Portfolio Checklist)

February
- School administration continues to complete the School Quality Factors (SQF)
- Convene stakeholders / action teams to discuss and affirm the school's portfolio:
  - vision, mission, and beliefs
  - school profile
  - last five years of results and strategies/actions (portfolio review) to develop a needs assessment or SWOT analysis around student achievement, personnel quality, school climate, parent engagement, etc.
    - Look at your school (Where are you now and where do you want to be?)
    - Look at competitors (What are they doing that you need to do?)
    - Look at your customers (What are they asking for?)
    - Ask your employees (What would make your job easier, yet get us to the next level?)
    - Ask your customers (What can we do better?)
  - action plan – goals, objectives, strategies (Use Portfolio Checklist)
- Share work across teams and receive feedback/input

March - August
- Analyze observation (ELEOT) data
- Complete the SQF
- Convene stakeholders / action teams to discuss and affirm the school's portfolio:
  - vision, mission, and beliefs
  - school profile
  - last five years of results and strategies/actions (portfolio review) to develop a needs assessment or SWOT analysis around student achievement, personnel quality, school climate, parent engagement, etc.
    - Look at your school (Where are you now and where do you want to be?)
    - Look at competitors (What are they doing that you need to do?)
    - Look at your customers (What are they asking for?)
    - Ask your employees (What would make your job easier, yet get us to the next level?)
  - Ask your customers (What can we do better?)
  - use the district's approved action plan to align and complete the school's action plan – goals, objectives, strategies (Use Portfolio Checklist)

Portfolio Team

Katie Smith, Instructional Coach, Chair
Scotti Henson, Instructional Coach
Mike Noel, Principal
Danny Bayne, Assistant Principal

Lenny Kindall, Assistant Principal
Lee Murphy, Assistant Principal
Allison Peake, Assistant Principal

Leadership Team

Mike Noel, Principal
Danny Bayne, Assistant Principal
Allison Peake, Assistant Principal
Lee Murphy, Assistant Principal
Lenny Kindall, Assistant Principal
Cynthia Tisdale, English Chair
Sandy Day, Math Chair
Justin Moore, Social Studies Chair
Alisha Looper, Science Chair
Katie Smith –Instructional Coach

Greg Marlatt, Special Ed. Chair
Amber Ruiz, Fine Arts Chair
Rebecca Clarke, CATE Chair
Scotty Hammett, PE
Lt. Col. Miller Cunningham, ROTC
Madeline Fletcher, Media Specialist
Krista McRee, Foreign Language Chair
Scotti Henson, Instructional Coach (updated spring 2019)

Administrative Team

Mike Noel, Principal
Danny Bayne, Assistant Principal
Allison Peake, Assistant Principal

Lee Murphy, Assistant Principal
Lenny Kindall, Assistant Principal
Jeff Maness, Athletic Director

School Improvement Council

Meg Thompson, Chair
Bredae Graves, Teacher
Mike Noel, Principal
Roy Mack, Business
Ellena Nguyen, Student
Luis Martinez, Student

Paige Holtzclaw, PTSA representative/ Parent
Katie Smith, IC
Gabe Chen, Teacher
Charlie Crenshaw, Community Member

Friends of Berea High School, Inc.
(Alumni Foundation)

James Mattos, Retired Teacher, Chair
Nancy Evans, Parent
Brana Myers, Alumna
Chris Looper, Alumnus
Judy Langley, Alumna
Beverly Sutton, Alumna
Kathy Durham, Alumna
Brenda Benton, Retired Teacher
Harold Batson, Alumnus
James Blakely, Alumnus
Leonard Hill, Alumnus
Keri Mills, Alumna
Katie Smith, Instructional Coach

Part II: Executive Summary

School Profile: A Summary

Berea High School is one of fourteen high schools within the Greenville County School District. Located in the northwestern part of the county, the school serves approximately 1000 students in grades nine through twelve.

There has been a high school in the Berea area since 1911 when a small school was built on White Horse Road. Five years later the school moved to Farr's Bridge Road and remained at that location until 1962 when it moved to Berea Drive.

In August, 2006, the school moved to its current campus on Burdine Drive. The newest Berea High School sits on a 44.4 acre campus built at a cost of $35.4 million with a capacity for 1400 students.

The school staff consists of 68 classroom teachers, five administrators, five counselors, two media specialists, three instructional coaches, eight support personnel, and two mental health counselors. Nearly one-fifth of the faculty has been in education five years or less while another quarter has twenty or more years of experience. Thirty-two percent of the staff is male; nine percent is African-American.

The demographics of the school continue to reflect the changes in the neighborhoods it serves. Highlights include:
- percentage of white declined from 39% in 2012-13 to 27% in 2017-18, the Hispanic population increased from 28% to 39%
- percentage of African-Americans has also declined from 30% in 2012-13 to 28% in 2017-18
- increase of students on free and reduced lunch from 79% in 2012-13 to 100% over the past five years.

Summary of Needs Assessment
Student Achievement

The most recent data regarding student achievement clearly indicate specific areas for improvement:
- on-time graduation rate
- performance by third-year students on the Career Ready assessments
- EOC passage rate
- student performance on SAT/ACT and on Advanced Placement tests

Teacher and Administrative Quality

Professional development highlights for 2018-19 and beyond include:

- overall emphasis on student-centered learning
- focus on content area literacy
- implementation of one-to-one devices
- participation in opportunities provided by district to school personnel
- Book Study on teacher burnout
- Overview of the District's Instructional Protocol

School Climate

Areas to be addressed in this area include:

- student attendance
- number of OSS/expulsions
- school safety
- learning environment

The area of student attendance demands careful consideration to ensure the school is doing all it can to encourage students to come to school. Efforts to reduce the number of out-of-school suspensions must continue. Survey results on safety and the learning environment are encouraging; those levels must be maintained and strengthened.

Essential components that must be continued as they can significantly impact school climate include:

- opportunities for involvement in incentive programs, clubs, band, ROTC, academic teams, and athletics
- Freshman Academy quarterly meetings
- end-of-the-year program honoring seniors
- recognition of students who have excelled in scholarship and service at an annual awards ceremony
- SMART lunch

Challenges of Past 3 Years

Continual changes in the school's demographics, combined with the ongoing emphasis on accountability, have demanded sustained, pervasive emphasis on the content, skills, and strategies that most effectively impact student achievement. The administration and faculty are committed to a focus on the essentials of curriculum and instruction.

Other factors, including the number of students who enter or transfer into our school that are behind grade level and the school's transient population present unique challenges. Also, because our primary feeder schools send students to several high schools other than Berea, vertical alignment between middle and high school is difficult**.**

Without question, Berea's teachers and staff face tremendous challenges. Not only must all personnel work hard to provide a high-quality education but they also often become a significant adult presence in the lives of so many students. This challenge is, in fact, also an opportunity to significantly impact a student's life in meaningful ways. Teachers and staff at Berea High continue to make the most of this opportunity; student achievement, in fact, has increased in several major areas over the past three years. The ongoing challenge is to maintain this improvement and to see progress in other areas as well.

Significant Results/Accomplishments of Past 3 Years

In the past two years, 100 percent of our students qualify for free breakfast and lunch; however, despite this increase, there are multiple indicators of improvement in student achievement.

- *U.S. News & World Report* recognized Berea as a Bronze Medal winner in 2017-18.

- The Air Force Junior ROTC has been recognized as a National Distinguished Unit for thirteen years in a row.

- The Berea High boys' soccer team has won the Region II-AAA title for the third year in a row, followed by their second AAA Boys Soccer State Championship in 2018. The boys' soccer team has a two-year undefeated record of 44-0.

- The girls' soccer team went to the playoffs for the first time in school history in 2018.

- The Berea girls' basketball team won the Region championship in 2018 for the first time in 20 years.

- Alumna Kennedy Dennis won an unprecedented seven State Championship titles in Girls' AAA Track and Field. These championships were in the 100 meter, 200 meter, and 400 meter individual races.

- Senior Jada Robinson was Region II-AAA track athlete of the year and track coach Stephen Redmond was named Region II-AAA track coach of the year.

- Seniors Jashiya Henderson and Ta'Mious Cunningham-Young were both named to the All-State basketball team.

- Senior football player, Adam Henderson, was named Upper State Lineman of the Year and was named to the Shrine Bowl.

- Senior soccer player, Carlos Pacheco, was named to the Clash of the Carolinas, which is the South Carolina and North Carolina all-star game.

- The BHS band won first place in Class IA as well as the high music performance award at the Pride of Pendleton Marching Classic Band Competition. The BHS Concert Band received an Excellent rating at the Carowinds Festival of Music.

- The BHS Drama department scored Excellent in the One-Act Play competition for the Palmetto Dramatic Association.

- BHS junior, Kimberly Juan, won first place in the photography category for the district high school art show.

- Berea High School's yearbook has been recognized for excellence and featured in the 2018 Josten's *Look Book*.

- BHS college and career academy is finishing its third year of implementation. Students spend their freshman year learning about themselves and researching careers to match their interest and abilities. They create a 10-year plan to track progress towards meeting their goals.

- BHS offered several dual-credit courses this year in conjunction with Greenville Technical College.

- Berea High School students tutored fifteen elementary students throughout the school year.

- Our Teacher Cadets did internships at four area elementary schools, working in classrooms helping other students learn.

- Our composite SAT score increased by 99 points from 2016 to 2017.

Part III: School Profile

The School Community

Berea High School is one of fourteen high schools within the Greenville School District. Located in the northwestern part of the county, the school serves approximately 1000 students in grades nine through twelve.

The school shares its name with the community it serves; the history of the school and that of the community are closely connected. The first school in the area was a one-room log building built in the late 1800s. By 1900 a school with the name "Berea" was built on White Horse Road. That school applied for status as a Class E high school and opened its doors in 1911 as Berea High School. Five years later the school moved to Farr's Bridge Road and remained at that location until 1962 when it moved to Berea Drive.

In August, 2006, the school moved to its current campus on Burdine Drive. The newest Berea High School sits on a 44.4 acre campus built at a cost of $35.4 million with a capacity for 1400 students.

During the 2017-18 school year, our school became a one-to-one school, meaning that every student is issued a Chromebook to use for the school year. Every classroom has a Promethean board and N-spire calculators are in each math class.

The school celebrated its centennial in 2011; special events for alumni and other friends of the school were held throughout the year. The celebration culminated with a community-wide banquet. More than one thousand alumni, parents, and other community members participated in one or more centennial events. Both the school and the community continue to benefit from the good will of that special year.

Outgrowths of the centennial celebration included the establishment of a Berea Athletic Hall of Fame, the naming and dedication of the football stadium, and the commemoration of the fiftieth anniversary of football at the school.

Mike Noel is the twenty-sixth principal of Berea High School. In his eighth year in that position, he works with a team that includes four assistant principals. Administrative structures include the Administrative Team, the Instructional Support Team, Department Chairs, and the Leadership Team.

The School Improvement Council, *The Friends of Berea, Inc*., and the BHS Athletic Booster Club provide links between the school and the community.

The SIC meets monthly and includes representatives from the faculty and the student body as well as parents and business and community members. Its chair is Meg Thompson. During the current school year, representatives from PTSA meet concurrently with SIC.

The BHS Athletic Booster Club helps support both boys' and girls' teams. The Booster Club works with student athletes and coaches in a variety of fundraising activities. They also help to obtain corporate sponsorship which help in providing the athletic department with financial support throughout the school year.

The Friends of Berea, Inc. is a foundation that supports academics, athletics, and the arts at the school.   The foundation continues to provide grants to teachers, scholarships to students, and support for school activities. It seeks contributions from individual alumni, families, and local businesses. The foundation board is chaired by James Mattos, former teacher at BHS; other board members include alumni, former teachers, and community members. Some highlights of contributions made to the school include but are not limited to: purchasing of new band uniform and naming band room after Jim McMahon, purchasing of new track equipment to enable Berea to host track meets once again, and purchasing state championship rings for our boys' soccer team.

Partnerships and support from area businesses and organizations include Zaxby's, The Big Clock, Frank's Service Center, Cornerstone National Bank, Epps Brothers Lawn and Garden, McKinney Chrysler Dodge Jeep and Ram, and Spinx.

The Renaissance Program continues to recognize hundreds of students each year. These rewards and incentives are made possible by the generosity of the school's business partners as well as by grant money allocated for student incentives.

School Personnel

Berea High School's faculty and staff include 68 classroom teachers, five administrators, five full or part-time guidance counselors, three instructional support personnel, two mental health counselors, and two media specialists.

32% of the faculty and staff are male; 9% are African-American. Over 60% have advanced degrees. Teacher attendance rate was 94.6%.

Berea High School Personnel 2017-18 Education Levels

Bachelor's degree	Bachelor + 18	Master's degree	Master + 30	Doctorate
25	6	31	17	2

With nearly one-fifth of faculty relatively new to the teaching profession, it is imperative that consistent, meaningful support be given to these new educators. At the same time, the needs of veteran teachers must continue to be a top priority.   School programs and policies, ongoing professional development, and a continuing emphasis on administrative support are essential components that need to be consistently addressed.

Berea High School Personnel: Years of Experience

	1-5	6-10	11-15	16-20	21-30	31 +
Years in education	19	17	13	13	14	7
Years at Berea High	39	16	14	7	5	2

Student Population

While the total student enrollment has remained relatively steady, the composition of Berea's student body has changed significantly over the past several years.

As the percentage of whites has declined from 39% in 2012-13 to 27% in 2017-18, the Hispanic population has increased from 28% to 39% of the current student population. The percentage of African-Americans was 28% in 2017-18, a slight decline from the previous year.

Student Enrollment

	13/14	14/15	15/16	16/17	17/18	18/19
African American	294	309	306	293	285	278
Asian	12	9	8	13	12	13
White	423	359	322	316	274	271
Hispanic	287	321	308	361	389	435
Other			44	47	46	52
TOTAL	1044	1038	988	1030	1006	1049

Also significant is the increase of students on free and reduced lunch, from 78% to 100% over the past two years.

Students on Free and Reduced Lunch

07-08	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
64%	74%	75%	78%	79%	77%	77%	79%	100%	100%	100%

Other data show the number of students in Special Education; the total number of students in resource, self-contained, and Trainable Mentally Disabled (TMD) classes is currently 15.8% of the total student body. The overall percent of students in Special Education classes has ranged from a high of 19% to the current 15.8% over the past four years.

Special Education Enrollment

	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Resource	117	109	123	127	136	121	133
SC	39	38	43	44	38	29	31
TMD	15	15	17	13	22	16	17
TOTAL	**171**	**152**	**183**	**184**	**196**	**166**	**181**

It is clear from the above data that Berea High School is becoming increasingly diverse, reflecting the community it serves. At the same time,

many students represent the second and even third generation in their families to attend the school. The school celebrates this blend of old and new and believes the school is strengthened as a result.

Programs and Initiatives

- Revision of curriculum to allow appropriate instructional time for students needing additional preparation in English and math (Piloting new ECLIPSE program in math; Read 180/System 44 and reading program in English classes)

- The Freshman Academy continues to grow and has its own administrator. All first-time freshman participate in quarterly meetings and have the opportunity to attend the freshman field trip. All freshman are required to take Freshman Success class where they explore career opportunities and set long term goals for themselves.

- Planning and implementation of professional development focused on one-to-one technology and its impact on instruction across all disciplines

- Alignment of content within subject areas

- Continuation of Professional Learning Communities as framework for professional development – PLCs meet two times each month after school.   Teachers in specific subject areas collaborate to plan instruction and assessment.

- Emphasis on content area literacy across the curriculum. A Read to Succeed course was offered at Berea High School in 15-16 school year where almost a quarter of the teachers participated and received their Read to Succeed endorsement.

- Sustained Silent Reading incorporated in all English classes

- Senior recognition ceremony, school-wide awards program, Freshman Academy award assembly

- Continuation of Josten's Renaissance program – Recognition of students and staff

- Development and implementation of SMART lunch where students have 30 minutes of lunch and 30 minutes of tutoring for classes in which they are behind.

- Participation in Furman "Bridges to a Brighter Future" program

- Science Labs with Computerized Data Collection Instruments

- Air Force Junior ROTC program, the foreign language department, and the band earned numerous awards and recognitions.

- A graduation committee was formed in the 2013-14 year to periodically review students in danger of dropping out. All withdrawal data are housed in a central location to facilitate documentation required by the state in determining graduation rate.

- In 2017-18, Berea saw 25 students enter into dual enrollment courses through Greenville Technical College.

- In 2015-16 Berea initiated the Newcomer Program for those students who enter high school from another country and do not speak any English. We have seen a ten percent growth in the program since its beginnings and has contributed to the growth of our Hispanic population.

- The school district rubberized our track in 2016. With additional funds from the district, *The Friends of Berea, Inc.*, and county council, the school was able to purchase the remaining items so that Berea could host its first track meet in over 20 years.

- During the 17-18 school year, students were issued Chromebooks to use for the school year. Students were allowed to use them at school and at home.

- Approximately 15 of our teachers are currently getting their ESOL certification through Furman or Clemson.

Part IV: The School's Mission, Vision, & Beliefs

Our Vision

The world needs people who not only know how to read, write, and compute but who are also willing and able to contribute to the common good. The world needs people who can gather and use information, who can create and adapt, who can think and solve problems independently and with others. The world needs people who, as they earn a living and as they make a life, also make a difference. The world needs people who are committed to excellence and who are inspired to serve. We at Berea High School are committed to creating a challenging, supportive environment and to providing meaningful opportunities for all students to realize their full potential while in school and throughout their lives.

Mission Statement

Preparing students to be productive and responsible students.

Belief Statements

➢ We believe community, character, and excellence are the hallmarks of what a great school should be.
➢ We believe what we are doing at school is important, that our students can succeed, and that we are not going to give up on those who struggle.
➢ We believe we share our mission with the home and with the community.
➢ We believe the student is the most important person in the school and that each student deserves respect, encouragement, and acceptance.
➢ We believe real school improvement depends first, last, and foremost on the quality of instruction in the classroom.
➢ We believe in the pursuit of excellence in academics, athletics, and the arts.
➢ We believe the purpose of school is to make our students smart and to make them good.

Part V: Data Analysis and Needs Assessment

Student Achievement: Data Analysis

Data from the School Report Card (2018)

Analysis of 2018 School Data

	Students scoring 60 or Above on Algebra End-of-Course Test	Students scoring 60 or Above on Biology End-of-Course Test	Students scoring 60 or Above on English End-of-Course Test	Students scoring 60 or Above on US History End-of-Course Test	On-Time Graduation Rate
All Students	57.8%	54.8%	64%	60.5%	70.8%
Male	51.4%	51.8%	56.5%	64.7%	65.4%
Female	67.5%	60%	74.5%	54.7%	76.1%
White	69.7%	67.1%	86.4%	67.1%	70.7%
African American	54.7%	54.3%	67.1%	64.9%	67.3%
Hispanic	53.1%	49%	46.4%	51.9%	75%
Disabilities Other Than Speech	24%	25.5%	34.8%	41.9%	35.9%
Students in Poverty	56.8%	52.8%	65.5%	62%	77.5%
Limited English Proficient	48.1%	47.1%	44.9%	46.3%	72.6%

More detailed analysis of student performance data from the 2017 School Report Card is found in the sections that follow.

https://screportcards.com/overview/?q=eT0yMDE4JnQ9SCZzaWQ9MjMwMTAwMg

Graduation rate

The on-time graduation rate for 2017 was 73%; this percent is down 6.1% from the previous year. The 5-year graduation rate was 82.2%, a decrease of 1.2% from the rate in 2016. The charts below show the on-time graduation rate trend for the past five years as well as the available data on the five-year graduation rate.

On-time Graduation Rate
Berea High School
(In Percent)

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
71.4	74.6	80.3	80.9	73	70.8

Five-Year Graduation Rate
Berea High School
(In Percent)

2012-13	2013-14	2014-15	2015-16	2016-17
67.1	74.8	82.0	83.8	82.2

End-of-Course Tests

Student performance on end-of-course tests continues to be an area of emphasis. Over the past several years, new regulations and new grading policies have affected the passage rates of our End of Course testing. Therefore, we saw a decrease in passage rates in the last two years.

The chart below shows the passage rate in each subject from 2013-2017.

Year	Algebra I	Biology	English I	US History
2013	90.3%	73.0%	73.5%	52.0%
2014	84.2%	73.35	74.3%	68.0%
2015	93.2%	66.8%	52.6%	80.6%
2016	85.7%	62.5%	67.5%	72.3%
2017	72%	55%	57%	56%
2018	57.8%	54.8%	64%	60.5%

Advanced Placement Tests

Performance on Advanced Placement Exams is far below desired results; the school's passage rate is below the district and state averages.

	2013	2014	2015	2016	2017	2018
% of Total AP Students with Scores 3+	31.3	21.6	14.1	19.3	17.9	37.3

SAT and ACT

Students who take the SAT and ACT have scored below district and state averages.

SAT Mean Scores

	2013	2014	2015	2016	2017	2018
Critical Reading	410	431	416	424	489	495
Mathematics	408	431	412	425	461	469
Composite	818	862	828	849	950	964

ACT - Mean Scores

	2013	2014	2015	2016	2017	2018
English	15.6	16.6	13.1	13.1	13.4	14.2
Math	17.5	19.1	16.3	16.0	16.0	16.4
Reading	17.9	18.2	15.4	15.7	14.8	15.8
Science	17.6	18.6	16.0	16.0	15.4	15.9
Composite	17.5	18.3	15.4	15.4	15.0	15.7

ACT – Percent of Students Meeting ACT College-Ready Benchmarks

	2017	2018
English	14%	18.8%
Math	6%	7.4%
Reading	7%	11.5%
Science	2%	3.5%
Composite	1.2%	1.7%

Student Achievement: Needs Assessment

This most recent data from the 2017-18 school year and from previous years suggest student learning needs are being met for a significant majority of our students. While we are encouraged in the areas noted above, there are clearly other areas in which improvement must occur for all students as well as for certain populations within the student body.

The percent of students graduating in four years as well as the percent of fifth-year graduates continue to be a focus of the school's improvement plan. While some factors, including transient aspect of the student population and the number of students who are already behind when they transfer to the high school, are beyond the school's control, there are steps that must be taken and strategies that must be put in place to improve the school's graduation rate. The action plan included in this document identifies specific ways to address this issue. The administration and faculty are committed to improving the graduation rate for fourth-year as well as fifth-year students.

The challenge for Berea High School in 2016-17 is to continue to make progress toward its goals by closing the gaps identified above. To that end, the School Renewal Plan in this Portfolio contains specific strategies to increase the percentage of students who pass EOC exams.

Performance objectives and strategies also address deficiencies in student performance on national tests, including SAT, ACT, and AP exams.

Most significantly, the school-wide emphasis on content literacy and the establishment of Professional Learning Communities, emphasized in the Renewal Plan, are intended to close the gap between what educators know to be good practice and what actually occurs in the classroom.

As the faculty continues to provide relevant, student-centered instruction, consistent attention to **what** is being taught, on use of strategies proven to improve **how** something is taught, and on providing extra help to struggling students are all intended to improve student progress in all classes. Closing this *instructional* gap is, we believe, the most effective way to close gaps in achievement and to promote meaningful improvement in all areas of the school.

Teacher and Administrator Quality: Data Analysis:

The staff includes both veteran teachers and those relatively new to the profession. Approximately twenty percent have been in education five years or less; another quarter has twenty or more years of experience. It should be noted that sixteen members of the staff are alumni of the school.

The chart below shows data related to faculty and staff for the past five years. (in percent)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Teacher retention	87.0	85.5	88	86.9	88.8	91.9
Teacher attendance	94.8	94.8	95.2	99.4	94.6	93.6
Teachers with Advanced degrees	56.1	62.3	54.8	52.2	50.0	52.2

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

As noted in Section III, the School Profile, one-fifth of the faculty has been teaching fewer than five years; over forty percent have ten years or less in education. It is imperative, therefore, that consistent, meaningful support be given to these educators.   At the same time, the needs of veteran teachers must continue to be addressed.   Meaningful, relevant professional development must be a consistent focus throughout the school.

The overall emphasis of professional development for teachers and administrators will be implementation of one-to-one devices. The emphasis on reading and writing skills that began in professional development at BHS during 2012-13 will continue in 2018-19 and beyond. Content literacy will remain a main area of focus for the faculty.

The format for professional development will be in faculty-wide sessions, in small groups during planning periods, and through PLCs that meet twice each month.

In addition to local professional development, administrators and teachers will be apprised of district opportunities with the expectations BHS personnel will be well represented.

Included below is the professional development for Berea High School for the 2018-2019 school year and the areas of emphasis on which the district will focus in 2018-19.

Included as part of this 2019 update is the professional development calendar for 2018-19. PD will continue the school's emphasis on student centered learning and content area literacy. In addition, the integration of technology (one-to-one devices) and the use of effective formative assessments will be the subject of PD sessions. The format will be a combination of sessions during planning periods and during Professional Learning Communities which will continue to meet two times each month.

Berea High School Professional Development Plan 2018-19

School-wide (first semester)

- Instructional Protocol (Learning Targets) – Tuesday, August 14th
- Website Training/refresher – required for new teachers and those teachers who are new to Greenville County, optional for everyone else. August 28th during planning periods in Katie's office.
- Instructional Protocol (Environment) – Thursday, September 27th during planning periods – media center
- ELEOT refresher during September PLCs (either Sept. 5th or 19th) – schedule to come later from APs
- Instructional Protocol (Knowledge Base) – Thursday, October 25th during planning periods – media center
- Google Extensions and other neat tools – Thursday, November 8th during planning periods – media center
- Instructional Protocol (Assessment & Feedback) – Thursday, November 29th during planning periods – media center
- Instructional Protocol (Instructional Delivery) – Thursday, December 20th during planning periods – Katie's office

School-wide (second semester)

- Book Study – Choose between one of three books on the following topics (overview of books presented at fall faculty meeting) :
    - One-to-One Technology (same book as last year, for those teachers who didn't participate)
    - How to combat teacher burnout
    - Motivation

    Book study dates – January 31st, February 28th, March 28th, April 25th (schedule to come once everyone chooses a book)

Departmental

- Bi-monthly Professional Learning Communities meetings by department (1st and 3rd Wednesday each month)
- Specialized departmental PD available upon request

Individual

- Coaching Cycles – available to any teacher who is interested

- Graduate level course - ESOL methods courses through Furman University

- EdWeb.net
    - Online professional development tailored to the needs of the individual teacher.
        - Teachers will fill out a reflection form as well as print out their certificate of completion. (At teacher's discretion throughout the school year.)

<u>**New Teachers/New to the Building (Mentoring)**</u>
*Induction teachers are required to attend all meetings. Second year teachers are welcome but attendance is not required. Some meetings will pertain to teachers who are new to Berea, regardless of teaching experience, and attendance would be required for those meetings.
- August 13th – 17th –1:30 - All new teachers
    - Daily Q&A sessions
- August 23rd - 4:00 – 5:00 - Induction / New to Berea Teacher Meeting
    - Monthly Mentoring Meeting/Drop-in
- September 6th 4:00 – 5:00 – Induction/ New to Berea Teacher Meeting
    - Gradebook procedures presented by School Counselors
- October 26th – Induction/ New to Berea Teacher Meeting
    - "Overcoming the Silence of Generational Poverty" Article Discussion via virtual meeting
- October/November — Induction Teachers
    - Coaching cycles with the Instructional Coaches, ICs will contact you individually to set up cycle
- December 6th - 4:00 – 5:00 – Induction/ New to Berea Teacher Meeting
    - o Reflect on 1st semester and look forward to 2nd semester
- o January – NO MEETINGS!! HAPPY NEW YEAR!
- February/March – Induction Teachers
    - Coaching cycles with the Instructional Coaches, ICs will contact you individually to set up cycle
- o April 4th – 4:00-5:00 – Induction Teachers
    - o Preparing for PAS-T
- o May – Congrats, you survived!!!! NO MEETING!

Professional Development Areas of Emphasis
Greenville County School District 2017-2018

The primary focus will remain on Student Centered Learning and the following areas that support this idea.
- Building upon the Student Centered Framework
- Emphasis on Literacy
- Building a Culture of Innovation
- Strengthening PLCs
- Using Assessment to drive continuous improvement

School Climate: Data Analysis

The primary concern from the data below is the importance in student attendance. The continuation of individual conferences with each student and his parents through the guidance department should result in a greater percent in that category. Student/teacher ratio has improved.

Data from School Report Card 2013-2018

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Student attendance	90.8%	93.5%	91.6%	92.9%	92.1%	92.1%
OSS/Expulsions for violence	1.3%	1.5%	3.0%	3.6%	5.2%	N/A
Parent attendance at conferences	67.9%	91.5%	82.9%	93.1%	91.3%	N/A
Student/teacher ratio in core courses	28.1 to 1	25.9 to 1	25.5 to 1	25.4 to 1	26.6 to 1	26.0 to 1

Survey Results: 2017-18 School Report Card

Survey results in two key areas – satisfaction with learning environment and perception of school safety – are summarized in the charts below.

	Teachers	Students *	Parents *
Percent satisfied with learning environment	**75%**	**76.8%**	**93.3%**
Percent satisfied with social and physical environment	**82.5%**	**79.2%**	**80.0%**
Percent satisfied with school-home relations	**32.5%**	**84.6%**	**78.5%**

(Survey administered to eleventh grade students and their parents.)

Student survey item: *I feel safe at my school during the school day.*

% Disagree	% Mostly disagree	% Mostly agree	% Strongly Agree
6.6	13.2	40.7	39.6

Parent survey item: *My child feels safe at school.*

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
13.3	6.7	53.3	26.7

Teacher survey item*: I feel safe at my school.*

% Disagree	% Mostly disagree	% Mostly agree	% Strongly Agree
0.0	7.5	27.5	65.0

The above data from surveys are encouraging as those who responded gave favorable ratings to the learning environment as well as school-home relations.

School Climate: Needs Assessment

Berea's Action Plan in this area addresses students who have been recommended for expulsion. These efforts to reduce the number of expulsions must continue.   To that end, the issue of cyber bullying and its potential negative consequences is included in the school's Action Plan.

The Renaissance program, opportunities for involvement in clubs, band, ROTC, academic teams, and athletics, and the recognition of scholarship and service at an annual awards ceremony are essential components that must be continued as they can significantly impact school climate.

An additional component that significantly impacts School Climate is the frequency with which students come to school. An underlying factor in the level of student achievements in every area, student attendance is an integral part of the school's renewal plan.
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Based on the data analysis and needs assessment outlined above, the School Renewal Plan for 2018-2023 was developed.   That plan is presented in detail in Section VI; an overview of its three major components is included below.

Goal Area 1: Student Achievement

Goals in this area address performance on EOC exams, Advanced Placement exams, the SAT, the ACT, and Career Ready Assessments. Additional goals focus on graduation rate and percentage of students meeting G+ requirements.

Goal Area 2: Teacher and Administrative Quality

The action plan in this area identifies strategies and programs to enhance professional development for the BHS faculty; the focus will continue to be on implementation of student-centered learning.

Goal Area 3: School Climate
This primary focus in this area is a plan to improve student attendance. Also included are plans to enhance the learning environment and school safety

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 I EOCEP will increase from 27.5% in 2016-17 to 57% in 2022-23.

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
English I EOCEP SC SDE Website	**27.5** % of HS students scoring A, B, and C on English I EOCEP (2016-17)	**School Projected**	**30.5**	**33.5**	**36.5**	**39.5**	**42.5**
		School Actual 42.1					
English I EOCEP SC SDE Website	49% of HS students scoring A, B, and C on English I EOCEP (2016-17)	**District Projected *HS only***	**52**	**55**	**58**	**61**	**64**
		District Actual 58					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. System44/ Read 180	2018-2023	Lee Murphy – Asst. Principal, Lauren Taylor – Teacher, April Thomason – Teacher		District	EOC Scores Lexile Growth Number of students who move from System 44 to Read 180
2. Sheltered English Classes for students exiting New Comer Program	2018-2023	Sheltered English Teacher – Rachel Twigg	None	None	EOC scores of sheltered class Lesson plans
3. Continue Professional Learning communities within departments and full faculty	2018-2023	Instructional and Administration Teams	None	None	Dates of meetings posted on portal PLC minutes
4. Employ literacy coach	2018-2023	Mike Noel, Principal		District	Evidence of activities/programs
5. Continue sustained silent reading daily in all English classes	2018-2023	English Department	None	None	Record of lesson plans from individual teachers
6. Create and update professional development Google classroom	2018-2023	Instructional Team	None	None	Copies of PD materials
7. New-comer program	2018-2023	ESOL Teachers - Blanca O'Connor & Lori Elsner	None	None	Data from ESOL teachers Lesson Plans
8. MasteryConnect/ TE21 Benchmarks	2018-2023	English Teachers and MasteryConnect Lead		District	School Activity Report Benchmark Results EOC Scores

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
9. SMART lunch/ Redo policy	2018-2023	English Teachers and Administrative Team	None	None	SMART lunch attendance rosters Course passage rates

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

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

PERFORMANCE GOAL: 2 The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from 31% in 2016-17 to 46% 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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Algebra I EOCEP SC SDE Website	**31** % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	**School Projected**	**34**	**37**	**40**	**43**	**46**
		School Actual 57					
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					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. ECLIPSE math program for all incoming freshmen who did not earn an Algebra 1 credit in middle school	2018-2023	Sandy Day – Math Department Chair, Beau Lyons – Teacher, Amy Burnett – Teacher Greg Jeffers - Teacher		School	EOC Scores Course Passage Rate
2. Sheltered Algebra 1 Classes	2018-2023	Beau Lyons - Teacher	None	None	EOC scores of sheltered class Lesson plans
3. MasteryConnect/ TE21 Benchmarks	2018-2023	English Teachers and MasteryConnect Lead		District	School Activity Report Benchmark Results EOC Scores
4. Continue Professional Learning communities within departments and full faculty	2018-2023	Instructional and Administration Teams	None	None	Dates of meetings posted on portal PLC minutes
5. Create and update professional development Google classroom	2018-2023	Instructional Team	None	None	Copies of PD materials
6. New-comer program	2018-2023	ESOL Teachers - Blanca O'Connor & Lori Elsner	None	None	Data from ESOL teachers Lesson Plans
7. MasteryConnect/ TE21 Benchmarks	2018-2023	Algebra Teachers and MasteryConnect Lead		District	School Activity Report Benchmark Results EOC Scores

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
8. SMART lunch/ Redo policy	2018-2023	Algebra Teachers and Administrative Team	None	None	SMART lunch attendance rosters Course passage rates
9. Employ literacy coach	2018-2023	Mike Noel, Principal		District	Evidence of activities/programs

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 38% in 2016-17 to 53% 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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Biology EOCEP SC SDE Website	**38** % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	**School Projected**	41	44	47	50	53
		School Actual 48					
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					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Environmental Science class for those students enrolled in Systems 44/Read 180.	2018-2023	Science Teachers	None	None	EOC Scores for those students who took Environmental Science before taking Biology 1
2. Sheltered Biology 1 Classes	2018-2023	Gabe Chen - Teacher	None	None	EOC scores of sheltered class Lesson plans
3. Continue use of subscription to Gizmos	2018-2023	Science Teachers		District	Evidence of use and demonstrations
4. Continue Professional Learning communities within departments and full faculty	2018-2023	Instructional and Administration Teams	None	None	Dates of meetings posted on portal PLC minutes
5. Create and update professional development Google classroom	2018-2023	Instructional Team	None	None	Copies of PD materials
6. New-comer program	2018-2023	ESOL Teachers - Blanca O'Connor & Lori Elsner	None	None	Data from ESOL teachers Lesson Plans
7. MasteryConnect/ TE21 Benchmarks	2018-2023	Biology Teachers and MasteryConnect Lead		District	School Activity Report Benchmark Results EOC Scores
8. SMART lunch/ Redo policy	2018-2023	Biology Teachers and Administrative Team	None	None	SMART lunch attendance rosters Course passage rates
9. Employ literacy coach	2018-2023	Mike Noel, Principal		District	Evidence of activities/programs

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 31% in 2016-17 to 46% 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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
US History and the Constitution EOCEP SC SDE Website	**31** % of HS students scoring A, B, and C on US History EOCEP (2016-17)	**School Projected**	34	37	40	43	46
		School Actual 36.6					
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					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Revision of course flow to allow every student to take Current Events before taking US History	2018-2023	Social Studies Department Chair – Justin Moore Administrator over Social Studies Department – Lee Murphy	None	None	Master Schedule Rosters of students enrolled in Current Events EOC scores from students who took Current Events prior to US History
2. Continue use of primary sources and informational texts	2018-2023	Social Studies Department	None	None	Lesson Plans Observations
3. Emphasize content literacy	2018-2023	Social Studies Department	None	None	Lesson Plans Observations
4. Purchase EOC prep books	2018-2023	Social Studies Department Chair – Justin Moore	$25 per book	School	Unit Plans incorporating prep books
4. Continue Professional Learning communities within departments and full faculty	2018-2023	Instructional and Administration Teams	None	None	Dates of meetings posted on portal PLC minutes
5. Create and update professional development Google classroom	2018-2023	Instructional Team	None	None	Copies of PD materials
6. New-comer program	2018-2023	ESOL Teachers - Blanca O'Connor & Lori Elsner	None	None	Data from ESOL teachers Lesson Plans
7. MasteryConnect/ TE21 Benchmarks	2018-2023	US History Teachers and		District	School Activity Report Benchmark Results

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		MasteryConnect Lead			EOC Scores
8. SMART lunch/ Redo policy	2018-2023	US History Teachers and Administrative Team	None	None	SMART lunch attendance rosters Course passage rates
9. Employ literacy coach	2018-2023	Mike Noel, Principal		District	Evidence of activities/programs

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

PERFORMANCE GOAL: 5 Increase the average ACT Composite Score for the graduating class from 15.4 in 2016-17 to 18.8 in 2022-23. **PERFORMANCE GOAL: 6 Increase** the average SAT Composite Score for the graduating class from 950 in 2016-17 to 995 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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) **15.4**	**School Projected**	**17**	**18**	**18.2**	**18.4**	**18.8**
		School Actual 15.7					
SC SDE Website	(2016-17) **19.4**	**District Projected**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
		District Actual 18.7					

SAT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) 950	**School Projected**	**959**	**968**	**977**	**986**	**995**
		School Actual 964					
SC SDE Website	(2016-17) **1089**	**District Projected**	**1098**	**1107**	**1116**	**1125**	**1134**
		District Actual 1089					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Naviance Test Prep for those students signed up to take the ACT and/or SAT	2018-2023	11th & 12th grade Guidance Counselors		District	Handouts given to students about accessing test prep
2. Implement unit in Freshman Success that includes test taking strategies, GPAs, class rank, overview of state and national tests	2018-2023	Freshman Success Teachers	None	None	Lesson Plans Observations
3. Modify administration of PSAT and discussion of results. Use results to identify students who should take ACT and SAT during their junior year.	2018-2023	Guidance Counselors Instructional Team	None	None	Testing Schedule Evidence of meeting with students

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):	AVERAGE BASELINE	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**	93	94	95	96	97
		School Actual 92					
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					

SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	School Projected	92	93	94	95	96
		School Actual 91.2					
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	District Projected					
		District Actual 94.7	95.0	96.0	97.0	98.0	99.0
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected	82	83	84	85	86
		School Actual 81.9					
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	District Projected					
		District Actual 89.3	90.0	91.0	92.0	93.0	94.0

SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**School Projected**	**78**	**79**	**80**	**81**	**82**
		School Actual 77					
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					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. All third year students will receive a practice test through Google Forms before the actual test so they can get used to the format and types of questions that are on the WIN Ready to Learn Assessment.	2018-2023	Katie Smith, Instructional Coach Scotti Henson, Instructional Coach	N/A	N/A	Evidence of Google Form being sent Copy of Practice Test
2. A meeting will be held with all third year students explaining the importance of the test as well as the	2018-2023	Administrative and Instructional Teams	N/A	N/A	Minutes and/or agenda from the meeting

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
benefits to earning certificates that are available with this test.					
3. Analyze the data from the previous year's test to see what areas need to be focused on for the following school year. The faculty will incorporate these skills/concepts in lesson plans where it fits in with their curriculum.	2018-2023	Faculty of Berea High School	N/A	N/A	Copy of data analysis Lesson plans
4. Any student who earns a silver, gold, or platinum certificate will also earn a cord to wear at graduation.	2019-2023	Senior Administrator, Senior Guidance Counselor, and WIN Testing Coordinator	$2-4 per cord	District and Local Funds	List of students who earned silver, gold, and platinum certificates for the current year's graduation class.

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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1 SC SDE Website	21.9% A, B, C (2016-17)	**School Projected Hispanic**	**24.9**	**27.9**	**30.9**	**33.9**	**36.9**
EOCEP English 1 SC SDE Website		**School Actual Hispanic 26.3**					
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**					
EOCEP English 1 SC SDE Website	16.7% A, B, C (2016-17)	**School Projected AA**	**19.7**	**22.7**	**25.7**	**28.7**	**31.7**
EOCEP English 1 SC SDE Website		**School Actual AA 38.3**					

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**					
EOCEP English 1 SC SDE Website	6.3% A, B, C (2016-17)	**School Projected SWD**	**9.3**	**12.3**	**15.3**	**18.3**	**21.3**
EOCEP English 1 SC SDE Website		**School Actual SWD 10.9**					
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**					
EOCEP English 1 SC SDE Website	18.7% A, B, C (2016-17)	**School Projected LEP**	**21.7**	**24.7**	**27.7**	**30.7**	**33.7**
EOCEP English 1 SC SDE Website		**School Actual LEP 24.4**					
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**					

EOCEP English 1 SC SDE Website	26.9% A, B, C (2016-17)	**School Projected SIP**	**29.9**	**32.9**	**35.9**	**38.9**	**41.9**
EOCEP English 1 SC SDE Website		**School Actual SIP 37.9**					
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	**District Projected SIP**	**48**	**51**	**54**	**57**	**60**
EOCEP English 1 SC SDE Website		**District Actual SIP 56**					
EOCEP Algebra 1 SC SDE Website	32.9% A, B, C (2016-17)	**School Projected Hispanic**	**35.9**	**38.9**	**41.9**	**44.9**	**47.9**
EOCEP Algebra 1 SC SDE Website		**School Actual Hispanic 20.4**					
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**					
EOCEP Algebra 1 SC SDE Website	26.4% A, B, C (2016-17)	**School Projected AA**	**29.4**	**32.4**	**35.4**	**38.4**	**41.4**
EOCEP Algebra 1 SC SDE Website		**School Actual AA 19.8**					

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					
EOCEP Algebra 1 SC SDE Website	4.2% A, B, C (2016-17)	School Projected SWD	7.2	10.2	13.2	16.2	19.2
EOCEP Algebra 1 SC SDE Website		School Actual SWD 2.0					
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					
EOCEP Algebra 1 SC SDE Website	26.6% A, B, C (2016-17)	School Projected LEP	29.6	32.6	35.6	38.6	41.6
EOCEP Algebra 1 SC SDE Website		School Actual LEP 16					
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					

EOCEP Algebra 1 SC SDE Website	28.6% A, B, C (2016-17)	**School Projected SIP**	**31.6**	**34.6**	**37.6**	**40.6**	**43.6**
EOCEP Algebra 1 SC SDE Website		**School Actual SIP 19.5**					
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	**District Projected SIP**	**34**	**37**	**40**	**43**	**47**
EOCEP Algebra 1 SC SDE Website		**District Actual SIP 29**					
EOCEP Biology SC SDE Website	38.7% A, B, C (2016-17)	**School Projected Hispanic**	**41.7**	**43.7**	**46.7**	**49.7**	**52.7**
EOCEP Biology SC SDE Website		**School Actual Hispanic 26.5**					
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**					
EOCEP Biology SC SDE Website	23.4% A, B, C (2016-17)	**School Projected AA**	**26.4**	**29.4**	**32.4**	**35.4**	**38.4**
EOCEP Biology SC SDE Website		**School Actual AA 25.9**					

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**					
EOCEP Biology SC SDE Website	12.1% A, B, C (2016-17)	**School Projected SWD**	**15.1**	**18.1**	**21.1**	**24.1**	**27.1**
EOCEP Biology SC SDE Website		**School Actual SWD** **6.4**					
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**					
EOCEP Biology SC SDE Website	29.1% A, B, C (2016-17)	**School Projected LEP**	**32.1**	**35.1**	**38.1**	**41.1**	**44.1**
EOCEP Biology SC SDE Website		**School Actual LEP** **22.9**					
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**					

EOCEP Biology SC SDE Website	37.4% A, B, C (2016-17)	**School Projected SIP**	**40.4**	**43.4**	**46.4**	**49.4**	**52.4**
EOCEP Biology SC SDE Website		**School Actual SIP 28.3**					
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	**District Projected SIP**	**51**	**54**	**57**	**60**	**63**
EOCEP Biology SC SDE Website		**District Actual SIP 35**					
EOCEP US History and the Constitution SC SDE Website	25.3% A, B, C (2016-17)	**School Projected Hispanic**	**28.3**	**31.3**	**34.3**	**37.3**	**40.3**
EOCEP US History and the Constitution SC SDE Website		**School Actual Hispanic 31.7**					
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		**School Actual Hispanic 43**					
EOCEP US History and the Constitution SC SDE Website	27.2% A, B, C (2016-17)	**School Projected AA**	**30.2**	**33.2**	**36.2**	**39.2**	**42.2**
EOCEP US History and the Constitution SC SDE Website		**School Actual AA 36.9**					

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**					
EOCEP US History and the Constitution SC SDE Website	2.5% A, B, C (2016-17)	**School Projected SWD**	**5.5**	**8.5**	**11.5**	**14.5**	**17.5**
EOCEP US History and the Constitution SC SDE Website		**School Actual SWD 25.8**					
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**					
EOCEP US History and the Constitution SC SDE Website	18% A, B, C (2016-17)	**School Projected LEP**	**21**	**24**	**27**	**30**	**33**
EOCEP US History and the Constitution SC SDE Website		**School Actual LEP 22.3**					
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**					

EOCEP US History and the Constitution SC SDE Website	33.7% A, B, C (2016-17)	**School Projected SIP**	**36.7**	**39.7**	**42.7**	**45.7**	**48.7**
EOCEP US History and the Constitution SC SDE Website		**School Actual SIP 38**					
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	**District Projected SIP**	**45**	**48**	**51**	**54**	**57**
EOCEP US History and the Constitution SC SDE Website		**District Actual SIP 42**					
ACT Graduating Class	Composite 15.2 (2016-17)	**School Projected Hispanic**	**16**	**17**	**18**	**19**	**20**
ACT Graduating Class		**School Actual Hispanic 15.4**					
ACT Graduating Class	Composite 17.6 (2016-17)	**District Projected Hispanic**	**18.0**	**19.0**	**20.0**	**21.0**	**22.0**
ACT Graduating Class		**District Actual Hispanic 17.3**					
ACT Graduating Class	Composite 14.7 (2016-17)	**School Projected AA**	**16**	**17**	**18**	**19**	**20**
ACT Graduating Class		**School Actual AA 15.0**					

ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	17.0	18.0	19.0	20.0	21.0
ACT Graduating Class		District Actual AA 15.7					

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**	
1. Continue Professional Learning communities within departments and full faculty	2018-2023	Instructional and Administration Teams	None	None	Dates of meetings posted on portal PLC minutes	
2. Create and update professional development Google classroom	2018-2023	Instructional Team	None	None	Copies of PD materials	
3. New-comer program	2018-2023	ESOL Teachers - Blanca O'Connor & Lori Elsner	None	None	Data from ESOL teachers Lesson Plans	
4. MasteryConnect/ TE21 Benchmarks	2018-2023	EOC Teachers and MasteryConnect Lead		District	School Activity Report Benchmark Results EOC Scores	
5. SMART lunch/ Redo policy	2018-2023	EOC Teachers and Administrative Team	None	None	SMART lunch attendance rosters Course passage rates	
6. System44/ Read 180	2018-2023	Lee Murphy – Asst. Principal, Lauren Taylor – Teacher, April		District	EOC Scores Lexile Growth	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Thomason – Teacher			Number of students who move from System 44 to Read 180
7. Sheltered English, Algebra, and Biology Classes for students exiting New Comer Program	2018-2023	Sheltered English Teachers	None	None	EOC scores of sheltered class Lesson plans
8. Inclusion Classes for English 1 and Algebra 1 students who qualify	2018-2023	Inclusion Teachers and Administrator over Special Education	None	None	Inclusion Class Rosters EOC scores for inclusion students
9. Employ literacy coach	2018-2023	Mike Noel, Principal		District	Evidence of activities/programs

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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17) 73	**School Projected**	**75**	**76**	**77**	**78**	**80**
		School Actual 70.8					
Graduation Rate	(2016-17) 87	**District Projected**	**86**	**87**	**88**	**89**	**90**
		District Actual 84					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Publicize graduation requirements and assist students in scheduling appropriate courses.	2018-2023	Guidance Counselors Advisory Teachers	None	None	Evidence of information given
2. Continue program of study that includes career clusters and majors	2018-2023	Guidance Counselors	None	None	EEDA reports Records of meetings
3. Advise students in course selection, monitor academic progress; complete individual graduation plans	2018-2023	Guidance Counselors Advisory Teachers	None	None	Registration and guidance records IGP meeting documentation

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Implementation and continuation of On Track program	2018-2023	Grade Level On Track Teams		District	Minutes from On Track Meetings Early Warning System Data
5. Continue programs to recognize students for academic achievement and progress	2018-2023	Renaissance Instructional Team Freshman Academy Teachers and Administrators		Jostens School Funds	Rosters of qualifying students Record of incentives given
6. Enroll identified students in Virtual School	2018-2023	Guidance Counselors			Confirmation of enrollment Records of student conferences Final Grade Reports
7. Refer all students who have 10 consecutive absences to district drop out specialist	2018-2023	Attendance Clerk District Dropout Prevention Specialist			Evidence of Contacts
8. Monthly meetings with graduation team to discuss students who have withdrawn and try to get documentation to remove student from our cohort	2018-2023	Graduation Team			Graduation Documentation Notebook Google Sheet
9. Assign every student an advisor that stays with them for four years.	2018-2023	Advisory Teachers			Advisory Rosters

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
10. New-comer program	2018-2023	ESOL Teachers - Blanca O'Connor & Lori Elsner	None	None	Data from ESOL teachers Lesson Plans
11. SMART lunch/ Redo policy	2018-2023	EOC Teachers and Administrative Team	None	None	SMART lunch attendance rosters Course passage rates

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 (TBD).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Through Freshman Success classes, students will explore all the opportunities offered during their high school years to earn G+ credentials.	2018-2023	Freshman Administrator Freshman Success Teachers	N/A	N/A	Lesson Plans
2. During the registration process each year, courses that earn G+ credentials will be emphasized and students will be encouraged to register for these classes.	2018-2023	Guidance Advisor Teachers Teachers of courses where G+ credentials can be earned.	N/A	N/A	Copies of Promotional Materials Rosters of G+ classes
3. Informational meetings will be held for parents to relay the value of earning G+ credentials and encourage them to have their students sign up for these courses.	2018-2023	Guidance Administration Team Instructional Team	N/A	N/A	Agenda and/or handouts from meeting
4. Ninth and tenth grade students will have the opportunity to shadow at the career center to see what is offered and what G+ credentials can be earned.	2018-2023	Guidance	N/A	N/A	Copy of information sent to 9th and 10th graders Roster of students who attended the shadowing days

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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	54	**School Projected**	**57**	**60**	**63**	**66**	**69**
		School Actual 70					
PowerSchool	(2016-17) **74**	**District Projected**	**77**	**81**	**84**	**87**	**90**
		District Actual 80					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 9th grade Advisory	2018-2023	Advisory Teachers	None	None	Rosters Grade Check Form
2. Meetings with freshman who are failing at the end of Q1 and Q3	2018-2023	Freshman Academy Administrator and Guidance Counselor	None	None	List of students failing at end of Q1 and Q3 Evidence of meetings
3. On track team meetings	2018-2023	9th grade On Track teams	None	None	Minutes from On Track team meetings
4. New-comer program	2018-2023	ESOL Teachers - Blanca O'Connor & Lori Elsner	None	None	Data from ESOL teachers Lesson Plans
5. SMART lunch/ Redo policy	2018-2023	EOC Teachers and Administrative Team	None	None	SMART lunch attendance rosters Course passage rates
6. System44/ Read 180	2018-2023	Lee Murphy – Asst. Principal, Lauren Taylor – Teacher, April Thomason – Teacher		District	EOC Scores Lexile Growth Number of students who move from System 44 to Read 180
7. Sheltered English, Algebra, and Biology Classes for students exiting New Comer Program	2018-2023	Sheltered English Teachers	None	None	EOC scores of sheltered class Lesson plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
8. Inclusion Classes for English 1 and Algebra 1 students who qualify	2018-2023	Inclusion Teachers and Administrator over Special Education	None	None	Inclusion Class Rosters EOC scores for inclusion students

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

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

PERFORMANCE GOAL: 12 Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17) 28	**School Projected**	31	34	37	40	41
		School Actual 29					
PowerSchool	(2016-17) **52**	**District Projected**	**52**	**55**	**58**	**61**	**65**
		District Actual **51**					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify those students who are gifted and talented and have information meetings with them and their parents about the benefits of AP classes	2018-2023	Guidance Counselors AP Teachers			List of gifted and talented students Evidence of meetings
2. AP Teachers provide promotional materials during student registration	2018-2023	AP Teachers			Copies of promotional materials
3. Freshman and Sophomore Honor level teachers identify and encourage gifted and talented students to take AP level courses	2018-2023	Honors Teachers			Evidence of meetings

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attend Shining Stars yearly to help fill the positions needed for the upcoming school year.	2018-2023	Principal, Mike Noel	n/a	n/a	Resumes of the candidates with whom the principal spoke
2. Continue taking student teachers	2018-2023	Principal, Mike Noel and Cooperating Teachers	n/a	n/a	List of student teachers and their cooperating teachers
3. Use programs like Call Me Mister to help find people of diversity for the building.	2018-2023	Principal, Mike Noel	n/a	n/a	Emails and any other correspondence with teacher recruitment agencies

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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	93.3	**School Projected Students 80.3**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SC SDE School Report Card Survey	96.6	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 92.5					

SC SDE School Report Card Survey	**87.2**	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 80					
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 84					
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97					
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Provide resources to communicate with parents about student behavior/performance	2018-2023	Administration			Evidence of contacts to parents
2. Inform parents of safety precautions currently in place	2018-2023	Administration			Copies of information shared
3. Continued use of drills – fire, AED, earthquake/tornado, lockdown, bus evacuations	2018-2023	Administration			Dates of drills Copies of procedures
4. Continue teacher certification through safety videos	2018-2023	Teachers			Record of completion of safety requirement
5. Introduce school resource officer to parents and community	2018-2023	Administration/SRO			Record of Meeting
6. Faculty and students watch intruder video yearly	2018-2023	Administration			Record of viewing

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):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17) **2.7**	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 3.3					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.2**	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.4**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Freshman Success courses will emphasize positive habits.	2018-2023	Freshman Administrator Freshman Success Teachers	N/A	N/A	Lesson plans
2. Renaissance program to reward students who have good grades and no discipline	2018-2023	Renaissance Team Members	N/A	N/A	List of Renaissance Members
3. Promote positive mentorships through advisory.	2018-2023	Advisors	N/A	N/A	List of activities done through advisory and list of advisors and advisees.

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 AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	56	**School Projected**	59	63	67	71	75
		School Actual 56					
AdvancED Culture & Climate Surveys	52	**District Projected Secondary**	54	58	62	66	70
		District Actual Secondary 50					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Positive relationships developed through advisory.	2018-2023	Advisors	N/A	N/A	List of activities done through advisory and list of advisors and advisees.
2. Increase teacher presence at extracurricular activities	2018-2023	Teachers	N/A	N/A	List of events that are designated as "Faculty Nights"
3. Survey students to ask ways teachers make them feel like they care.	2018-2023	Guidance	N/A	N/A	Results from survey

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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	(2016-17) **92.1**	**School Projected**	**95**	**95**	**95**	**95**	**95**
		School Actual 91.7					
180th day Attendance Report	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual 95					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement and enforce a uniform make-up/redo policy	2018-2023	Leadership Team Administration			Evidence of policy developed
2. Create, implement, and enforce a clear written attendance policy	2018-2023	Administration; attendance clerk; guidance; teachers; drop-out prevention specialist			Evidence of contacts and meetings; copies of policies publicized
3. Establish a program for recognizing students with perfect attendance or ≤ 5 absences for semester classes or ≤ 3 absences in quarter classes	2018-2023	Attendance Clerk			Lists of students who meet qualification Evidence of rewards given
4. Freshman students will learn how to use the portal to track grades and absences in Freshman Success classes	2018-2023	Freshman Success teachers			Observations in class Lesson Plans
5. Any student who has 3 or more days over in any class will not be allowed to participate in class buyouts, dances, proms, athletic practices and/or games	2018-2023	Attendance Clerk Athletic Director Administration			Lists of students over in days

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 AdvancED 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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	**Afraid – 7 %** **Lonely – 21%** **Angry - 16%**	**School Projected**	**Afraid ≤ 7** **Lonely ≤ 21** **Angry ≤ 15**	**Afraid ≤ 7** **Lonely ≤ 21** **Angry ≤ 15**	**Afraid ≤ 6** **Lonely ≤ 20** **Angry ≤ 14**	**Afraid ≤ 6** **Lonely ≤ 20** **Angry ≤ 14**	**Afraid ≤ 5** **Lonely ≤ 19** **Angry ≤ 13**
		School Actual Afraid –5 % Lonely – 21% Angry – 16%	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**
AdvancED Culture & Climate Surveys	**Afraid – 7%** **Lonely – 14%** **Angry 15%**	**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 – 16%** **Angry – 14%**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue the advisory program where every student has an assigned mentor with whom to build a relationship. The student will stay with their mentor for the entire four years of high school.	2018-2023	Guidance Scheduling Team Advisory Teachers	N/A	N/A	Rosters of Advisory Sessions
2. Continue to use SMART lunch as a time for various clubs and organizations to meet during the school day to provide a variety of places that students can plug in and become involved.	2018-2023	Administration Club and Organization Organizers	N/A	N/A	Schedule of when clubs and organizations meet Rosters of students who are members of these clubs and organizations
3. School guidance counselors and mental health counselors available onsite as needed.	2018-2023	Guidance Counselors Mental Health Counselors	N/A	N/A	List of students served by each group in during the current school year.