Carolina High School & Academy Portfolio

School Portfolio 2019 - 2020

Michael Delaney, Principal
Burke Royster, Superintendent

Scope of Plan: 2018 – 2019 through 2022 – 2023

Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Carolina High School & Academy

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(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		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Michael Delaney		3/29/2019
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Suzanne Sitzler		3/29/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Lauren Whitaker		3/29/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2725 Anderson Rd., Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-2300

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Michael Delaney
2.	Teacher	Sara Lloyd
3.	Parent/Guardian	Kerri Susko
4.	Community Member	Dr. Hairston
5.	Paraprofessional	Rebecca Pridgeon
6.	School Improvement Council Member	Rogene Avery
7.	Read to Succeed Reading Coach	Suzanne Sitzler
8.	School Read To Succeed Literacy Leadership Team Lead	Lauren Whitaker
9.	School Read To Succeed Literacy Leadership Team Member	Bonnie Egan

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

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

Selection	Assurance
○ 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.

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INTRODUCTION TO THE CAROLINA HIGH SCHOOL & ACADEMY PORTFOLIO

The Carolina High School & Academy school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this portfolio are based upon the 90-90-90 (90% minority, 90% poverty, 90% academic performance at or above grade level) schools' research. This initiative promotes strategies that are research-based and are relevant to schools like ours. These categories were selected because we agree that the philosophies written into the initiatives will lead to CHS becoming an excellent school. Within each category is a description of the intent of the category, a brief summary of where we are as a school, and our next steps.

This school portfolio is a living document that describes our school and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student achievement. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout our school. It also shows how all of the parts fit together to make our school a positive place for our students.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

Portfolio Leadership Team

Michael Delaney	Principal
Wanda Littlejohn	Instructional Specialist
James Dusso	Assistant Principal
Amanda Stewart	Assistant Principal
John Pachter	Assistant Principal
Lauren Whitaker	Instructional Coach
Sharon Higgins	Magnet Coordinator
Thomas Fair	Athletic Director
Leah Platt	Guidance
Rebecca Pridgeon	School Secretary
Lisa Gist	Bookkeeper

*All staff members were involved in the development of the school mission statement and school action plan. *

EXECUTIVE SUMMARY

Student Achievement

Teachers at Carolina High School and Academy keep abreast of the latest methods of delivering instruction through rigorous professional development opportunities offered at both the district and school level. Teachers have also taken advantage of staff development opportunities that are offered through the nearby universities in addition to attending local and national conferences. Because we recognize that students learn in different ways, teachers are encouraged to try a variety of instructional strategies to meet the needs of all students. We encourage all staff to be involved in professional development opportunities to increase student learning. Our highest priority is to implement the learned strategies to carry out our vision and closing the achievement gaps we have identified. Teachers are encouraged to work together in collaborative teams at the departmental level to plan vertically to ensure a continuum of learning that makes sense for all students. Teachers are also encouraged to perform cross-curricular planning to help students make connections between content areas. This is especially important as we continue deliver instruction through the Project Based Learning (PBL) model which includes integrated curriculum classes. Teachers are placed in cohorts based on expertise for professional development purposes to encourage collaboration and collegial conversations about instruction.

We have determined through studying our achievement and opportunity gaps that it is important to raise the rigor of the curriculum for all of our students. We believe the Standards in Practice process is the best way to achieve this goal. By combining grade level standards-based instruction and differentiated instructional practices with project based learning, we will increase our students' learning.

Using Student Achievement Data

We have systematically tried to use data to drive our decisions about the instructional program. The data has been made available to all teachers, parents, and students. In using the data, the teachers are making data-driven instructional decisions to help move all students to the next level.

We have used data in the following ways:
- Identifying areas of weakness on EOCEP exams to improve curriculum and scheduling.
- Using graduation rates to closely identify what percentage of growth we need to satisfy the requirements of the next level on the State Report Card.
- In the classroom, teachers use diagnostic tests, writing samples, quizzes, tests, group work, Individual Assessments of Knowledge and Thinking, and other forms of assessment to determine student progress. These types of assessments are helpful in shaping instructional strategies to accommodate the students' different learning styles. Additionally, teachers conduct a data conference at the end of each project to analyze student growth and determine necessary steps to continue growth.

With PowerTeacher, GCSource, and Enrich, teachers will be able to access the test data on their students more quickly. This will help us to address the achievement gaps more effectively.

Student Support Systems

Recognizing that some students need support beyond that which is available in the classroom, CHS has worked with the district to provide a variety of special services.

We have four teachers that serve students with learning disabilities through both an inclusion model and educational support classes. We also have two self-contained special education teachers that offer multiple core and elective classes. When a teacher believes that a student has special needs that require attention, the student is referred to the Assistance Team (A-Team). The purpose of the A-Team is to try to match student needs with resources that are available through the school, district, and community.

Summary of Progress

The past five years have been transitional. We have a clear path for increasing student achievement laid out before us. We are currently implementing Project Based Learning through the norms and protocols of the New Tech Model. We have been focusing on creating rigorous projects that are standards-based and contain a variety of instructional strategies that meet the needs of all students.

Next Steps

We are focused on implementing and being stewards of the mission and vision of Carolina High School and Academy. Our goal is to increase the rigor in the courses we teach and provide meaningful and relevant projects and support for every student. To accomplish this, we plan to:

- Incorporate a project-based learning environment for all students, 9th-12th grade, to create a culture of trust, responsibility, and respect
- Examine student assessment data regularly, as a whole faculty and in grade level teams
- Establish collaborative teams of teachers to prepare lessons/projects that foster a new learning environment for all students
- Provide meaningful professional development for the staff that is geared toward implementing the mission and vision of the school

Teacher and Administrator Quality

We strive to improve our instructional and organizational priorities, because improvement must be continuous and rigorous. As a staff, we are constantly evaluating all aspects of the school to ensure effective instruction and success. All teachers and administrators of the school are focused on student achievement and providing the most positive educational experience for all students. Teachers and administrators are continually working together to evaluate and refine instructional practices.

Summary of Progress

As we work to refine instructional practices, the format and objectives of professional development change slightly each year. Professional development is delivered in a rigorous fashion consistent with how teachers are expected to facilitate instruction through Project Based Learning. During the 2018 – 2019 school year, teachers were challenged with earning their Implementer Badge through the New Tech Network. In order to earn this badge, teacher must submit evidence as well as demonstrate their skill or practice in the areas of: eliciting and addressing student need to knows, course planning,

project planning, culture and process management, use of echo, and engaging all students through scaffolding and differentiation. The NTN badging process through Echo provides online support through access to resources and training modules. Additionally, our instructional specialist and instructional coach provide differentiated support to teachers through faculty-wide trainings and work time, department level training, optional teacher-requested workshops, and project simulations for teachers to experience what effective PBL looks, sounds, and feels like. In order to build capacity in our building, our leadership team consisting of our department chairs has participated in several full day professional development sessions in order to be equipped to be effective implementers of PBL as well as support others in their department.

Next Steps

- Ensure all staff members are prepared for a project-based learning environment
- Ensure all instruction is standards based and the new South Carolina Standards are implemented
- Ensure all teachers are being observed on a regular basis and provided effective feedback
- Continue to reflect on and evaluate all areas of the school to ensure the most efficient use of resources are used to positively impact student achievement and classroom instruction
- Ensure the staff continues to participate in professional development activities that are rigorous, relevant, and in line with the goals of the school

School Climate

We have continued to improve the school climate by providing students with a safe and inviting learning environment. The entire school participated in a project on the culture and structure of project-based learning at the beginning of the year in order to prepare students for school year and establish a clear understanding of the protocols, norms, Ideal Graduate characteristics, and expectations. The willingness and ability of our entire staff to develop positive relationships with students as well as to communicate with one another has allowed for a pro-active approach in addressing students' feelings and behaviors. Teachers are encouraged to take time to intentionally build positive culture in their classrooms through the implementation of culture days between projects as well as integrating culture-building techniques into the day-to-day design of their lessons. Teachers continue to learn and develop ways to connect with our students and cultivate a safe and positive learning environment for everyone. This year, teachers requested to learn more about Adverse Childhood Experiences and have attended professional develop opportunities on ACE's, resiliency, and mindfulness practices.

Summary of Progress

Teachers and administrators have been working to improve the learning environment in the building. With a focus on providing students with a rigorous and relevant PBL curriculum model, students have noticed a positive change and desire to learn through these authentic, challenges, and collaborative experiences. Students describe the staff members as being part of their family and the staff members often treat students like they are their own children.

Next Steps

- Ensure all instruction is rigorous and challenging for students through project based learning
- Ensure students are being held accountable for their learning

- Continue to provide support for students during instruction
- Continue to provide students with relevant learning experiences that challenge them inside and outside of the classroom
- Continue to build upon school spirit and school pride in the building
- Increase AP offerings and passing rates
- Increase dual credit opportunities
- Maintain and increase enrollment numbers
- Increase service learning and volunteer opportunities
- Increase the use of Culture Days and other strategies; such as ACE's and Resiliency training

Significant Challenges

- The poverty index is 80.4%, with a 100% free lunch status, which presents many challenges for our students physically, emotionally, socially, and academically
- A highly transient school population hinders learning continuity
- Many students work part-time and full-time jobs to support their families
- There is a large population of special education students resulting in a max graduation rate of 92-97% each year
- ESOL population has increased to 35.8% of the overall student population
- On average 72% of students enter the 9th grade reading three to four grade levels below the 9th grade
- Student attendance rates are consistently low each year, with last year's being 91%
- Parental support and involvement is consistently low

Significant Accomplishments

HOSA (2016-2019)

- Anna Musenga – 3rd place in Prepared Speaking in 2016
- Taylor Smith – Top 5 in Human Growth and Development
- Carlos Arroyo, Christain Barksdale, and Sebastian Gomez – Top 5 in Medical Innovation in 2016
- Chantelle Levesque – Outstanding HOSA Member and Gold in the Barbara James Service Award in 2016
- Anna Musenga – Silver in the Barbara James Service Award in 2016
- Christian Barksdale & Sebastian Gomez- 2nd in Biomedical Innovation 2017
- DeAra Craig- Outstanding HOSA Member 2017
- Darby Alvarenga and Diana Hoyos Lopez- 3rd place in Certified Emergency Response Team 2018
- Mackenzie Holley- Top 5 in Home Health 2018

Science Olympiad (2016-2019)

- Sebastain Gomez and Destany Patterson placed 1st in Air Trajectory in 2016
- Ryan Flowers and Ryan Semler placed 3rd in Bridge Building in 2016
- Andy Le and Juan Rodriguez placed 6th in Electric Vehicle in 2016
- Andy Le and Conner Dorchen placed 6th in GeoLogic Mapping in 2016
- Ellery McNeill and Alex Lockwood placed 6th in Robotic Arm in 2016

- Ellery McNeil, Ryan Semler, and Claire Roberson placed 6th in Experimental Design in 2016
- The team received 8th place in 2016
- Tyelen Gray and Sebastian Gomez placed 3rd in Towers in 2017
- Ellery McNeill and Jacob Levesque placed 3rd in Robot Arm in 2017

Fine Arts (2016 – 2019)

- All Region Band 2016: Luis Gamboa
- 5th Place at Henry Laurens Invitational Marching Band competition
- "25 on 25: Voices from the Westside" Art Show, 2016
- 17 works of art submitted to Scholastic Art Awards/Southeast-at-Large Region, 2016
- SCAEA Western Region "Youth Art Month" Show, 2017
- 6 works of art submitted to the "Women in Art" show, 2017
- 1 Gold, 3 Silver, 2 Honorable Mention Key Awards, Scholastic Art Awards, 2017
- Community Mural, Welcome Park Apartments, 2017
- 2nd place in Photography and 3rd place in Digital Media in GCS District Art Show, 2018
- Submission to "Congressional Art Show", 2018
- SCAEA Western Region "Youth Art Month" Show, 2018
- 2 works of art submitted to the "Women in Art" Show, 2018
- 100% Pass rate AP Studio Art portfolios
- 1 Silver Key, 2 Honorable Mentions, Scholastic Art Awards, Southeast-at-large, February, 2019

School Report Card

- Life Scholarship – 30.3% eligible
- Retention rate – 5.3% (1.3% in Greenville County)
- Graduation Rate – 11.6% increase over the last three years

Scholarships

Scholarships 2015-2016
- 1 $2000 scholarship to Newberry College for Science Olympiad
- 1 $1000 PLTW Scholarship
- 1 $500 Daybreak Scholarship
- Life Scholarship total of $780,000
- Warrior Grant $44,000
- SC Tuition Grant $23,800
- McMillan Scholarship $16,000
- Sirrine Scholarship $20,000
- Hope Scholarship $56,000
- SC Baptist Scholarship $500
- NGU Grant $1,000
- Deans Academic Scholarship $4,000
- Marching Band Scholarship $600
- Carleton Scholarship $46,510
- Palmetto Fellows $58,300

- Presidential Scholarship $120,000
- Watson-Brown Foundation Scholarship $12,000
- Wofford First Generation Scholar $100,000
- Wofford Merit Scholarship $64,000
- Limestone Dean's Scholarship $5,500
- Provost Scholarship $6,500
- GCS Golf Scholarship $3,000
- Wofford Grant $20,000
- "I Can" Grant $1,000
- Delta Sigma Theta Scholarship $1,000
- Clemson Scholar $28,000
- MLK Dreams in Action Scholarship $3,000
- Herman Lay Scholarship $214,236
- Foothills Scholarship $51,200
- NGU Church Related Vocation Scholarship $800
- Greenville Tech Culinary Scholarship $1,000

Scholarships 2017-2018
- Presidential Grant $6.000
- Palmetto Fellows $134,000
- Clemson Palmetto Pact $12,000
- Orange Carpet $36,000
- Presidential Grant $6,000
- Gateway to Clemson Scholarship $8,000
- Belltower Scholarship $128,000
- Furman Grant $463,404
- Life Scholarship $1,720,000
- Wingate Trustee Scholarship $180,000
- Wingate University Scholarship $48,000
- Wofford First Generation $80,000
- Wofford College Grant $19,200
- AHAM Scholarship $13,000
- Watson Brown Scholarship $16,000
- Sirrine Scholarship $4,000
- Curtis Harkness Scholarship $1,000
- Winthrop Garnet Scholarship $12,000
- Winthrop Fellows Scholarship $4,000
- Winthrop University Grant $4,000
- Palmetto Girls State $4,000
- Queens University Scholarship $96,000
- Lander Bearcat Award $16,000
- Lettie Pate Whitehead Scholarship $4,000
- Newberry Academic Scholarship $25,600
- McMillan Scholarship $34,000
- SMC Athletic Scholarship $69,740
- Mary Baldwin Scholarship $72,000
- Xavier University Scholarship $36,000
- Tusculum Scholarship $44,000
- First in Family Award $2,000
- Tusculum Opportunity Grant $6,704

- Southern Wesleyan Presidential Scholarship $16,000
- Army Emergency Relief $13,600
- Urban League GTC Dreamer $6,000
- Lillian Simpson Scholarship $3,000
- Allen Athletic Scholarship $79,680

Grants

- 2015 – Fluor Daniel Engineering Grant
- 2015 – LiveWell Greenville Healthy School Grant
- 2015 – Walmart Grant of $1000 for the Marching Band
- 2016 – Brighter Futures Fund of $2215
- 2016 – Fluor Corporation Grant for Engineering

SCHOOL PROFILE

The School Community

Carolina High School, located in Greenville County, was established in the 1956 -1957 school year as a 9th – 12th grade public high school to serve the students from both Welcome High School and Parker High School upon their closings. With fourteen high schools located within the Greenville County School District's borders Carolina was selected as a magnet school beginning in the 1995 – 1996 school year. This led to Carolina High School becoming Carolina High School and Academy. The specialized curriculums for Carolina include both a Pre-Engineering Program and a Health Professions Program. At its peak, the enrollment for Carolina was approximately 1300 students; however these numbers have decreased over the years as needs and composition of the community have changed. Carolina High School joined the New Tech Network and began implementing Project Based Learning in the 2014-2015 school year.

Today, Carolina High School and Academy has approximately 730 students who are served by51 classroom teachers, including three academy teachers and an academy program coordinator. The original Carolina High School building was demolished in 2006 to make way for the new facilities currently used today. The new building includes 48 classrooms, two gymnasiums, a library, an auditorium, athletic/amenities, and two computer labs.

Carolina's current student population consists of 41.9% African Americans, 34.8% Hispanic/Latinos and 16.1% Caucasians, with the remaining 7.2% classified as other than those noted. Currently, freshmen compose 38.8% of the student population, sophomores 27.1%, juniors 20.3%, and seniors make up 13.7% of the total enrollment. The magnet program has a current enrollment of 142 students which makes up approximately 19.5% of the student population. Currently, 100.0% of the student population is on Free/Reduced Lunch. This number reflects the school's poverty index of 80.4%. Our primary feeder schools—Tanglewood Middle School, Lakeview Middle School, and Hughes Middle School—each have a poverty index of 87.8%, 80.9%, and 57.0% respectively.

In 2011, Mr. Michael Delaney became the principal. Mr. Delaney is a former Assistant Principal, Director of the Freshman Academy, and mathematics teacher for Carolina High School and Academy.

Geographic Location

Greenville, South Carolina, is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2010 census data, Greenville County has more than 451,219 residents, a 10.0% increase since the 2005 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations such as Michelin, General Electric, Hitachi and BMW to the region.

According to the 2010 census data, the homeownership rate in Greenville County was 67.9%. The median annual household income for Greenville in 2010 was $48,518 while 66,329 persons were living below the poverty level.

There are twelve universities and colleges in the local area: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville College, Southern Wesleyan University, Spartanburg Methodist College, USC Upstate, Tri-County Technology College and Wofford College.

Carolina High School and Academy Community

According to 2010 census data, the average per capita income was $36,296, while 21.5% of families reported $14,999 or less. Approximately 40% of adults are high school graduates while 7.0% have Bachelor's Degrees or better. Residents reported ethnicity as 54.2% Caucasian, 32.4% African-American, 15.8% Hispanic and 0.4% Asian. 93.0% of households reported English as the primary language. The workforce includes the following types of jobs:

Management, Professionals and Related	15.0%
Sales and Office Occupations	23.4%
Service Occupations	26.2%
Construction and Maintenance	17.4%

Employment Status

Our community is largely employed in the same area in which they live, with approximately 58.0% working in zip code area 29611. The occupational employment data indicates that 35.0% are white-collar workers, 38.0% are blue-collar workers, and 26.0% are service workers. This data further indicates that 8.0% of persons residing in the area are unemployed. (Source: U.S. Census Bureau, Census 2010.)

Housing Information

Percentage of Household

Family Households	67.0%

Married Couple Family	38.0 %
Female Householder, No Husband Present	23.0%
Nonfamily Households	33.0%
Householder Living Alone	26.9%
Householder 65 Years and Over	24.8%
Households with Individuals Under 18	35.4%

Housing Occupancy

Occupied housing units 84.9%

Vacant housing units 15.1%

Housing Tenure

Owner occupied 55.8%

Renter occupied 44.2% (Source: U.S. Census Bureau, Census 2010.)

School Facilities

Carolina High School and Academy and the district are both committed to providing a safe and clean environment for learning. A safety plan, which includes all procedures for fire, tornado, earthquake, bomb threat evacuation and other emergencies, is in place and is updated yearly. Teachers have supervisory duties before classes, between classes and during lunch. The school nurse and other designated personnel are trained in First Aid/CPR.

Specific safety concerns regarding all buildings and grounds at the school site are handled by the school district maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of custodians performs basic cleaning and maintenance operations in every classroom every day.

Other aspects of the school/district safety program include:
- District safety committee
- Bus evacuation drills
- Fire/ Evacuation drills
- Lock down drills
- Fire safety inspections
- Campus supervision
- Two AED's
- Team of first responders
- Certified Athletic Trainer

Classroom Discipline/Learning Climate

Carolina High School and Academy provides a disciplined, but stimulating, learning climate. Parents are encouraged to become involved in our school community by helping with their child's homework and actively supporting their child's successes. Student discipline is the responsibility of all Carolina High School and Academy stakeholders.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, CHS offers many opportunities for student participation and recognition.

The school recognizes student achievement by offering incentives such as, field trips, t-shirts, certificates, ice cream socials, and award banquets. Students are encouraged and expected to maintain appropriate behavior at all times. Student handbooks and other information about school and classroom policies are distributed and discussed on a regular basis. Our school norms were developed collaboratively by our staff and include: Be fully present, Be mindful of communication, Collaborate and work with a growth mindset toward our mission, and Foster a Safe Environment. Students and faculty uphold these norms within an environment of Trust, Respect, and Responsibility.

Subject matter and courses are reviewed on a regular basis. Curricula have been developed in alignment with state academic standards and local needs. All stakeholders are encouraged and welcomed to be active participants in this process.

Counseling and Other Student Support Services

Students at CHS receive a broad range of quality support services from an outstanding staff. Carolina High School and Academy has three full time guidance counselors. The goal of our guidance department is to support the personal, social, emotional, educational, and career development of all students. Counselors work with all stakeholders to help each student become a responsible and productive citizen as well as take steps toward achieving their goals.

A district social worker upon school requests along with a mental health counselor work with all stakeholders to ensure that all students attend school on a regular basis and to make home visits for students who do not attend school regularly.

Carolina High School also provides intensive EOC preparation, career guidance, and college preparation. Our students also can take advantage of Virtual School to keep them on track for graduation.

During our first year of the implementation of the On-Track program, teachers, administrators, counselors, and other stakeholders use a data and open lines of consistent communication to wrap around and support students in our 9th grade who may be struggling in the areas of attendance, academics, or behavior.

Our school is a host site for a free GHS mobile health clinic for students to have access to a nurse

practitioner on our campus at scheduled times each month.

Communities in Schools has an established presence in on campus and diligently works to support all students through small group sessions, one-on-one sessions, and being an advocate for students who may need additional support.

Partnerships

Carolina High School and Academy envisions our families, staff, and community working together to help our children succeed. This goal is a shared responsibility. We see a need to explore and develop new strategies in an attempt to involve our community because we believe that proactive cooperation will help us and our students meet the challenges of a fast-paced, ever-changing world.

We have developed a partnership initiative, as a part of our comprehensive school wide improvement plan, to ensure that our partners have the opportunity to contribute to and benefit from these endeavors. We foresee a reciprocal agreement between the school and community members. We already have many reciprocal opportunities for our students and would like to expand this effort. We want continuous long-term relationships which will help to educate all students, provide possible shadowing/internships, and will in turn train future professionals in these fields. It is our belief that our students have much to offer, as well as learn from, their community. We will continue to look for ways to develop two-way partnerships.

Carolina High School and Academy has established partnerships with parents, community leaders, and businesses in order to enhance the educational experience and prepare our students for life beyond high school. Following are examples of existing partnerships:

- Guest speakers in classrooms from local government and law enforcement agencies and local media and military representatives are utilized to help develop students into successful citizens.
- Business leaders on Career Day speak to classes to introduce students to different businesses for the purpose of developing students into quality employees.
- Local businesses and individuals, including alumni, donate money, supplies, and services to support various academic, athletic, and arts endeavors.
- Several engineering firms and manufacturing businesses volunteer through mentoring, financial contributions, and sponsorship of engineering competitions to support the Carolina Academy Engineering program.
- The school works closely with Greenville Technical College to involve students in career fairs, technical classes, Early College classes, and to bring speakers to talk to classes. Other colleges and universities also speak to various classes and student groups during the Carolina High and Academy College Fair each year.
- Department of Motor Vehicles provides a Third Party Testing Program at Carolina High.
- Developed a network of speakers with the community and businesses.
- Created an active and vibrant School Improvement Council.

- Mrs. Means, Job Coach, provides opportunities for non-paid training and job shadowing for 11th graders and paid work experiences for 12th graders.
- Greenville Health System has created an intense course for students in the Health Academy
- Vocational Rehab opens cases for qualified students to help with job training and support.
- Westminster Presbyterian Church
- Welcome Baptist Church
- Grace Church
- YMCA
- Carolina partners with Junior Achievement to help create workshops designed for school-age students
- General Electric
- Army and National Guard
- Fellowship of Christian Athletes
- Tanglewood Community Watch Group
- Home Depot partners with Carolina high to employ students
- Hispanic Alliance

Community Leadership Description

The community leadership of Carolina High School and Academy is comprised of an assortment of individuals and professionals. Leaders in business, law, technology, engineering, law enforcement, finance, military, journalism, the arts, hospitality, education, health professions, and government influence the community of Carolina High School. From informing and educating the students on a variety of career options to providing mentoring, inspiration and support, these leaders impact the Carolina community in a positive way. The following list is a sample of leaders who help:

- GE Community Leader - Ms. Kat Coffman, GE Corporation
- MedEx Program Coordinator - Mr. Al Squire
- Vocational Rehabilitation - Randall Vincent
- Greenville County Sherriff's Office
- United Ministries
- Upstate Hispanic-American Women's Association – Sara Montero
- Fluor Corporation - Nicholas Williams and Cesar Rodriquez
- Diversity Leadership Institute – The Riley Institute
- United Community Bank
- Hispanic Alliance - Adela Mendoza
- Capital Partners – Matt Reeves and Amy Poon
- PRISMA Health Systems – Dr. Christen Hairston
- Home Depot – South Pleasantburg Store
- Alpha Kappa Alpha Sorority, Inc.
- Herff Jones – Andy Waters

School Personnel

The teaching staff at Carolina High School and Academy includes 51 teachers. 47.0% of these teachers have advanced degrees. 78.4% returned from the previous year. The staff is comprised of 41.1% male teachers and 58.8% female teachers. In the year of 2018, the attendance rate for teachers was 93.0%, the average salary was $43,069, and the overall student to teacher ratio is 14.3 to 1.

Student Population

Carolina High School and Academy has had many highs and lows in enrollment. At one time, in the 60's, the enrollment reached a high of 1300 students. After several years of declining enrollment, the number of students began to increase again when the magnet school was established. The following charts and graphs provide significant data on enrollment trends, attendance, disability, ethnicity, Free/Reduced Lunch, etc.

Carolina High School & Academy Enrollment by Ethnicity 2018-2021

Population	2017-2018	2018-2019
Asian	0.14%	0.27%
Black	42.920%	42.10%
Hispanic	34.45%	35.70%
White	17.8%	16.04%

Carolina High School & Academy Free/Reduced Lunch

Starting in the 2016-2017 school year, 100% of the students receive free breakfast and lunch daily and continue to do so present day.

Special Education

Approximately 15.9% percent of Carolina High School and Academy students are identified with

special needs with a range of disabilities. The school provides several funded programs which focus on assisting "at risk" students and the special needs of all students—particularly those identified as exceptional. This assistance provides both during and after-school programs with specialized instruction. Carolina High School and Academy also has an English as a Second Language program as this population increases. In addition to those students with disabilities, Carolina serves fifteen students as mandated by Section 504 of the Rehabilitation Act of 1973 and its subsequent amendments. It is notable that the special needs populations, and 504 groups, have increased significantly in the most recent data collection period.

Percentage of Carolina High School & Academy Population with Disabilities

Mentally Disabled/Educable	7.7%
Emotional Disability	3.4%
Other Health Impairment	12.9%
Specific Learning Disability	63.8%
Multiple Disabilities	5.2%
Orthopedic Impairment	0.0%
Speech/Language Impairment	1.0%
OTHER	6.0%
All	100.0%

Attendance

Student attendance rates at Carolina High School and Academy have declined over the past few years.

Rate of Attendance 2017 – 2021
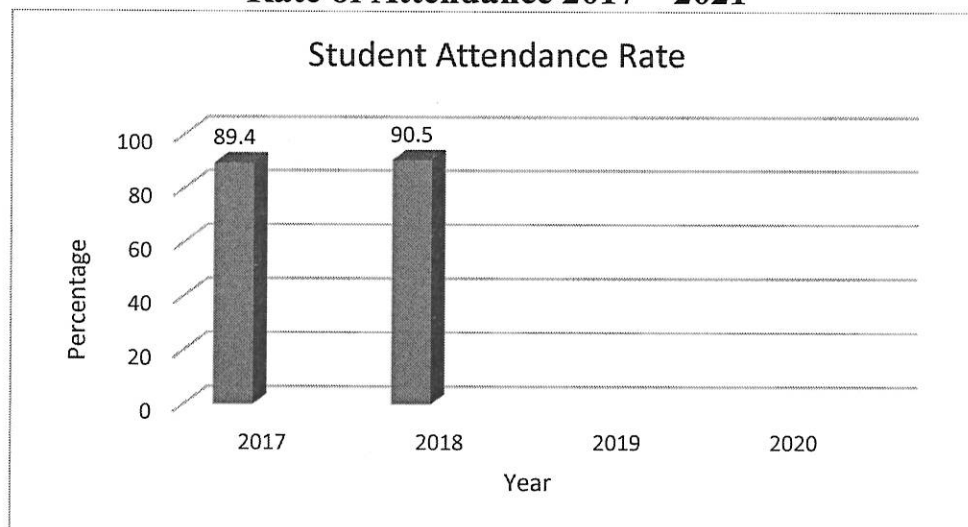
MAJOR ACADEMIC FEATURES

Magnet Program

Carolina High School features two magnet programs in which students from across the district can apply. These programs include Health Sciences and Engineering. The Health Science program has produced National Health Professions Winners. Students who enter the Health Science magnet will enjoy working in a project-based environment. The Engineering program features the nationally certified Project Lead the Way curriculum. Engineering students work in a project-based environment as well.

Project Based Learning

Carolina High School uses Project Based Learning as the curriculum model school-wide. Carolina High School partnered with the New Tech Network in 2014 and had added a grade level to the implementation plan each year until the entire school was learning using this model in the 2017-2018 school year. New Tech Network is a nonprofit organization that helps transform schools into an innovative learning environment. This new approach features dynamic and relevant curriculum where students take control of their learning, while teachers facilitate and provide support. To enhance this initiative, all students are issued a Dell laptop to complete coursework.

Advanced Placement Courses

- Calculus
- Environmental Science
- Art Studio
- English Language

Technology

- South Carolina Virtual School-credit recovery
- One to one Dell Latitude laptops

MISSION, VISION, VALUES, AND BELIEFS

Mission Statement, Vision, and Beliefs

Mission: To help students reach their full potential through engaging experiences that are academically excellent and socially equitable.

Carolina High School and Academy's Beliefs:
The faculty and staff of Carolina High School and Academy believe:

- That we can empower students to succeed as lifelong learners through individual and collaborative efforts
- That all students will adhere to and reach the high expectations we set forth and model
- That our diversity and challenges will make us stronger and not be an obstacle or excuse in our way
- That we will treat all members of our school, our community, and our stakeholders with the respect and dignity they deserve
- Our students and our parents are our customers and we will serve them to the best of our abilities, creating a dynamic partnership

Shared Vision

Our vision is to create a culture in which the school and community foster academic excellence and the social development of all students in a safe and inviting learning environment.

The following are the curriculum, instruction, assessment, and environmental factors that will support our vision for CHS students:

Curriculum will be or consist of...

- Academically Rigorous
- Authentic
- Applied Learning
- Active Exploration
- Adult Connections
- Effective Assessment Practices
- Standards Based
- Relevant
- Challenging

We envision a rigorous, standards based curriculum that is relevant and innovative. It must be clear, concise, structured and sequential, yet flexible. We continue to work toward integration of an inquiry, process, and performance based curriculum across content areas and a structure that encourages research and real-world application.

Instruction will be...

- Engaging
- Challenging

- Student-Centered
- Truly Integrated
- Aligned with assessment
- Differentiated according to learning styles
- Flexible
- Geared for mastery

Such instruction must be facilitated by enthusiastic teachers, individualized, varied according to learning styles, and flexible. We must deliver accurate, current instruction that is conducive to critical thinking, provides real world experiences, and enhanced with technology. Teachers must use ongoing reflective assessment and research to monitor and adjust instruction.

Assessment will be or consist of...

- Aligned with standards
- Mastery-Based
- Balance between Collaborative and individual
- Appropriate and Effective Feedback
- Differentiated
- Performance-based
- Relevant
- Ongoing

The faculty recognizes that improved assessment will positively impact student achievement. Teachers must use varied assessment methods, including authentic, formal and informal, rubric-based, and self-reflective strategies. The present climate demands assessment both consistent with standardized test formats and geared to address diverse learning styles.

Environment will be or consist of...

- Safe, secure, comfortable, and caring
- Trust, Respect, and Responsibility
- Structured and disciplined
- Unbiased
- Personalized
- Challenging and engaging

Students will be...
- Engaging in experiences that are academically excellent and socially equitable
- Empowered to succeed as independent lifelong learners
- Adhere to and reach the high expectations we set forth and model
- Treated with respect and dignity

The faculty's vision for the school environment includes small class sizes, adequate instructional materials, and appropriately maintained technology and support within a state-of-the art facility.

CHS Graduate Profile

	Aware:	**Eligible:**	**Prepared:**
9th Grade	Structures that will ensure ongoing awareness and value building about college & career options • Advisory • Culture Building • Who Were You Meant To Be? • Exposure to Colleges, Universities, and Careers	Annual course offerings aligned to college eligibility • Choice of Course Level • Integrated ELA/Comp Apps • Integrated Algebra/Science • Integrated Biology/World Geography	Annual skill and attribute development of learning • Three Standardized Tests • Exhibitions and Presentations of Learning Throughout the Year • SWLO-Aligned PBL & PrBL
10th Grade	Structures that will ensure ongoing awareness and value building about college & career options • Advisory • Culture Building • Community Awareness • Exposure to Post-Secondary Opportunities	Annual course offerings & assessments aligned to college eligibility requirements • PSAT Testing • Integrated ELA/World History • Integrated Chemistry/Algebra • Integrated Geometry and Foundations in Animation	Annual skill and attribute development and presentations of learning • One CRA in Each Core Content Area • End of Year Exhibition and Presentation of Learning • SWLO-Aligned PBL & PrBL
11th Grade	Structures that will ensure ongoing awareness and value building about college & career options • Advisory • Internship Opp. • Portfolio Development • Community Service and Awareness • Exposure to Colleges/Careers	Annual course offerings & assessments aligned to college eligibility requirements • ACT for All Students • Integrated Physics /Pre-Calculus • Integrated ELA/Government & Economics • AP Offerings	Annual skill and attribute development and presentations of learning • Dual Enrollment if Qualified • 2 CRAs in Each Core Content Area • End of Year Exhibition and Presentation of Learning • SWLO-Aligned PBL & PrBL
12th Grade	Structures that will ensure ongoing awareness and	Annual course offerings & assessments aligned to college eligibility	Annual skill and attribute development and presentations of learning

	value building about college & career options • Advisory • Community Service • Internship Opp. • Finalize Portfolio • CRA Reflections • Exposure to Colleges/Careers	requirements • COMPASS Test • Integrated ELA/Service Learning • US History • AP Offerings • Dual Credit Offerings	• Dual Enrollment • Senior Portfolio Development & Defense • SWLO-Aligned PBL & PrBL

The Why:	**The How:**	**The What:**
To create a culture in which the school and community foster academic excellence and the social development of all students in a safe and inviting learning environment.	**Aware** – Students will understand all post-secondary options and see the importance of college **Eligible** – Students will complete requirements necessary for college entrance **Prepared** – Students will graduate from high school with the skills and dispositions necessary to further their education or begin a career	By developing, applying, and demonstrating College & Career Ready Knowledge, Skills, and Attributes including: • Knowledge & Thinking • Written Communication • Oral Communication • Collaboration • Agency **Through…** • Project- & Problem-Based Learning • College Ready Assessments • Portfolios • Exhibitions of Learning • Dual Enrollment • Community Service • Internships • Advisory Programs

CHS Ideal Graduate Characteristics
1. Accountable
2. Civic-Minded
3. Collaborative
4. Creative
5. Critical Thinker
6. Goal-Driven
7. Passionate
8. Professional
9. Self-Advocate
10. Work Ethic

CHS Ideal Graduate: These ten characteristics were developed by members of our faculty and staff as what our students need to embody upon graduation. With the development of these ten characteristics, our students will be equipped and empowered to achieve success in whatever their chosen path may be.

Student Achievement Needs Assessment

SDE School Report Card
(https://screportcards.com/)

Overall Test Results for ACT

Average ACT Scores from 2017-2021 by Subject

	2016-2017	2017-2018
English	12.8	13.4
Reading	14.7	15.3
Math	15.2	15.5
Science	15.4	15.9
Composite	14.7	15.2
Writing	5.1	5.4

Percent of Students Meeting ACT College-Ready Benchmarks from 2017-2021

	2016-2017	2017-2018
English Benchmark (18)	11.3	19.9
Math Benchmark (22)	5.0	7.1
Reading Benchmark (22)	9.4	15.5
Science Benchmark (23)	5.7	9.4
All 4 Subjects	4.4	6.1

Overall End-of-Course Results

Percentage of Students Passing EOC by Subject 2017-2022

EOC Passage Rate 2017-2022				
	2017	2018	2019	2020
Algebra 1	31.7%	22.0%		
English 1	47.3%	63.0%		
US History	33.3%	36.0%		
Biology	42.7%	31.0%		

Graduation Rate

Four-Year Graduation Rate

84 (2017), 73.9 (2018)
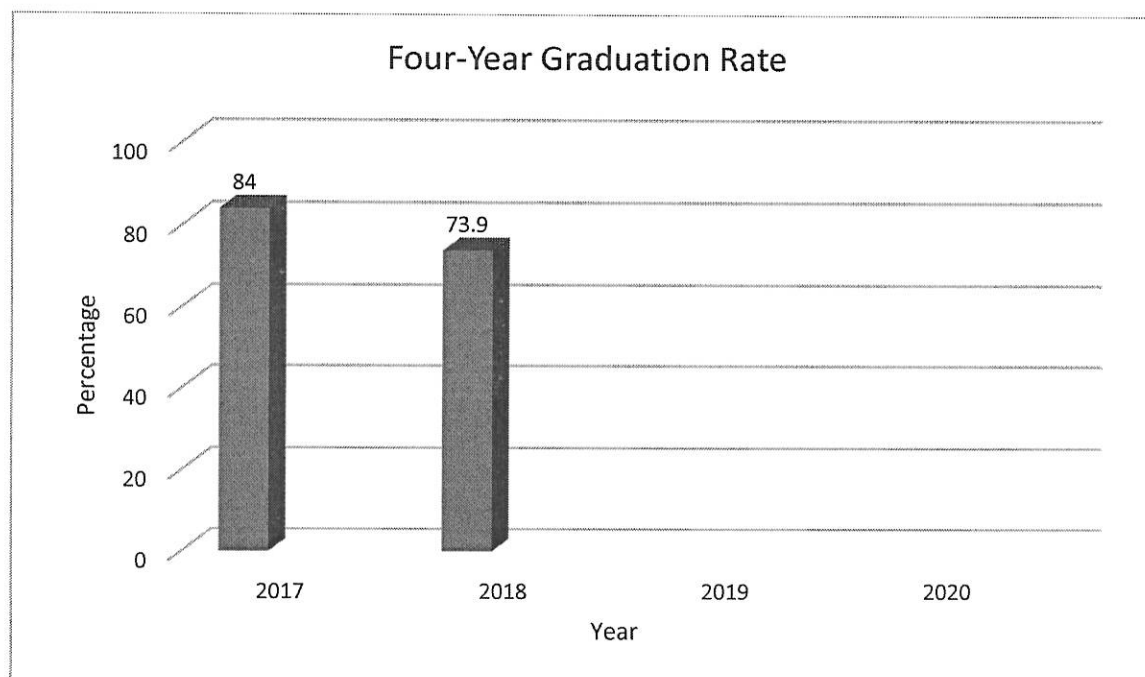
Overall Senior Test Results for SAT

Average SAT Evidence-Based Reading and Writing Score

	2016-2017	2017-2018
Average Score	490	473
Met Benchmark	62%	--

Average SAT Math Scores

	2016-2017	2017-2018
Average Score	475	443
Met Benchmark	15%	--

Average SAT Composite Scores

	2016-2017	2017-2018
Average Score	965	916

AP Passage Rates

Course	2016-2017	2017-2018
Calculus	8.8%	0.0%
Environmental Science	11.8%	18.5%
Art Studio	100.0%	100.0%
Spanish	100.0%	81.2%
English Language & Composition	--	100.0%

TEACHER AND ADMINISTRATOR QUALITY

Professional Development

The driving question for our professional development plan this year is, "How can we as NTN Implementers demonstrate the ability to plan projects that are grounded in standards, authentic, and purposeful?" Teachers were challenged with the task of earning their "Implementer Badge," which is the first of three badges a teacher must earn in order to become a NTN Certified Teacher. In order to earn this badge, teachers must provide evidence of implementing PBL in the following categories: culture and process management, eliciting and using student-developed need to knows, course planning, project planning, echo skills, and scaffolding and engaging all students. The NTN Badging Process provides teachers with online resources and training modules to guide this process. Additionally, teachers have been offered many opportunities to attend PBL simulations in which teachers can experience what effective and culturally-responsive PBL looks, sounds, and feels like. In order to provide more support and build capacity for all of our teachers; our department chairs have participated in two full days of learning about effective PBL implementation. Teachers can also request optional workshops on topics they would like to learn more about. Lastly, teachers have had the opportunity to begin training on Adverse Childhood Experiences and have gone through a professional-led Resiliency Training. The table below shows the various opportunities that teachers have participated in.

2018 – 2019 Plan

Professional Development Calendar 2018-2019			
Date & Time	Location	Topic	Point Value
July			
7/25: 8:00-4:00	Furman University	New Tech Teacher Residency	7 hrs (Ex or PD)
7/26: 8:00-4:00	Media Center	New Tech Teacher Residency	7 hrs (Ex or PD)
August			
8/14: 9:00-12:00	Various	Workshop Carousel	N/A
8/15: 9:00-11:00	Room 101, 104, SCCR	Optional Workshops: IMS, Carolina 101, Asst. Prin.	1 hour (PD) Must attend all three
8/27: 4:00-5:00	Various	Professional Learning Community #1	1 hour (Ex)
8/27: 4:00-5:00	Various	PAS-T Basics	1 hour (Ex)
8/29: 4:00-5:00	Media Center	Faculty Meeting: Backpack Training	1 hour (PD or Ex)
8/30: Planning Periods	Various	Echo and PowerTeacher	N/A
September			

9/4: Planning Periods	Various	Echo and PowerTeacher	N/A
9/5: 4:00 – 5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
9/12: 4:00 – 5:00	Media Center	Department Chair Meeting	1 hour (PD or Ex)
9/19: 4:00 – 5:00	Various	Department Meeting	1 hour (PD or Ex)
9/24: 4:00 – 5:00	Various	Professional Learning Community #1	1 hour (Ex)
October			
10/3: 4:00 – 5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
10/10: 4:00 – 5:00	Media Center	Department Chair Meeting	1 hour (PD or Ex)
10/17: 10:00-12:00	Various	Westminster Professional Dev.	2 hours (PD)
10/24: 4:00 – 5:00	Various	Department Meeting	1 hour (PD or Ex)
10/29: 4:00 – 5:00	Various	Professional Learning Community #1	1 hour (Ex)
November			
11/7: 4:00 – 5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
11/14: 4:00 – 5:00	Media Center	Department Chair Meeting	1 hour (PD or Ex)
11/26: 4:00 – 5:00	Various	Professional Learning Community #1	1 hour (Ex)
11/28: 4:00 to 5:00	Various	Department Meeting	1 hour (PD or Ex)
December			
12/4: 10:00 – 12:00	Various	Westminster Profession Dev.	2 hours (PD)
12/12: 4:00 – 5:00	Media Center	Department Chair Meeting	1 hour (PD or Ex)
12/17: 4:00 – 5:00	Various	Professional Learning Community #1	1 hour (PD or Ex)
12/19: 4:00 – 5:00	Various	Department Meeting	1 hour (PD or Ex)
January			
1/9: 4:00 – 5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
1/16: 4:00 – 5:00	Media Center	Department Chair Meeting	1 hour (PD or Ex)
1/23: 4:00 – 5:00	Various	Department Meeting	1 hour (PD or Ex)

1/28: 4:00 – 5:00	Various	Professional Learning Community #1	1 hour (Ex)
1/28: 4:00 – 5:00	Various	PAS-T Basics	1 hour (Ex)
February			
2/5: 10:00 – 12:00	Various	Westminster Professional Dev.	2 hours (PD)
2/13: 4:00 – 5:00	Media Center	Department Chair Meeting	1 hour (PD or Ex)
2/20: 4:00 – 5:00	Various	Department Meeting	1 hour (PD or Ex)
2/25: 4:00 – 5:00	Various	Professional Learning Community #1	1 hour (Ex)
2/27: 4:00 – 5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
March			
3/6: 4:00 – 5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
3/13: 4:00 – 5:00	Media Center	Department Chair Meeting	1 hour (PD or Ex)
3/18: 4:00 – 5:00	Various	Professional Learning Community #1	1 hour (PD or Ex)
3/20: 4:00 – 5:00	Various	Department Meeting	1 hour (PD or Ex)
April			
4/4: 10:00 – 12:00	Various	Westminster Professional Dev.	2 hours (PD)
4/10: 4:00 – 5:00	Media Center	Department Chair Meeting	1 hour (PD or Ex)
4/24: 4:00 – 5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
4/29: 4:00 – 5:00	Various	Professional Learning Community #1	1 hour (PD or Ex)
May			
5/1: 4:00 – 5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
5/8: 4:00 – 5:00	Media Center	Department Chair Meeting	1 hour (PD or Ex)
5/15: 4:00 – 5:00	Various	Department Meeting	1 hour (PD or Ex)

2019 – 2020 Professional Development Plan

Professional development for 2019-2020 will continue to support teachers in implementing effective, high-quality, and rigorous Project Based Learning as well as cultivating positive classroom culture. Also, intentional professional development and support will be provided to staff in order to build capacity and sustain PBL implementation within our organization.

New Tech Professional Development Opportunities

As of this year, Carolina High School has joined the South Carolina Learning Network in partnership with the New Tech Network in order to provide training and professional develop to educators on PBL implementation at all levels of our organization with the school district. This opportunity has allowed for our instructional leadership team to participate in monthly intensive trainings through the Coach Development Community with the goal of building capacity to support and maintain PBL implementation within our building. Additionally, teachers will be able to participate this school year in a total of 6 full days of professional development for ELA and Math PBL classrooms.

This July, a team of 10 teachers, instructional coaches, and principals will attend a three-day professional development at the New Tech Annual Conference (NTAC). This conference offers content specific PD, PBL implementation support, Echo support, as well as leadership specific PD. The conference also provides work time for school teams to apply what they are learning by putting it into action and planning for the upcoming school year.

PBL Training

All PBL teachers will be offered professional development that models consistent and effective PBL strategies. Some topics will include:

- IAKTs – Individual Assessment on Knowledge and Thinking
- Rubrics
- Critical Friends
- Assessing Student Work
- Rigor
- Project Planning and Design
- Learning and Inquiry Cycles
- Effective Technology Integration
- Scaffolding and Supporting Diverse Learners

Teacher Residency

A teacher residency will be offered for new PBL implementation teachers. In this 2-3 day professional development, teachers will participate in an initial experience to learn what PBL looks like in the classroom. Teachers will develop and practice initial protocols, norms, and everyday practices in a PBL environment. This cohort of teachers will also begin to plan and develop projects for their PBL classroom.

Regularly Scheduled Meetings

- Faculty meetings offered 1-2 times per month will include relevant professional development based on the needs of the staff

- Teachers can request optional workshops based on need to knows that arise during the badging process and other professional development opportunities
- PBL simulations will be offered for teachers to participate in and experience what effective PBL can look, sound, and feel like
- Leadership team meetings will be held monthly to equip and empower department chairs as teacher-leaders, support clear communication at all levels of our organization, and provide feedback and opportunity for reflection on our progress
- Department meetings will be held monthly to discuss PD from the district level pertaining to state testing, incorporating new standards, and common assignments/assessments; as well as relay important learning from the leadership team meetings.
- Planning periods will be optional or assigned to teachers based on subjects taught and grade level to allow for collaboration in planning projects and analyzing data

First Year and PAS-T Support

First year teachers, teachers new to the school and teachers who will be evaluated through PAS-T will also receive extra support and professional development. These teachers will receive PD on classroom management, planning and instruction, building rapport with students, and other topics as needed.

SCHOOL CLIMATE NEEDS ASSESSMENT

SDE School Report Card (https://screportcards.com/ **)**

Overall School Climate Data

	Student Attendance Rate	Students Suspended or Expelled for Violent or Criminal Offenses
2018	91.0%	5.87%

School Evaluation 2017-2018

	Number of Surveys	Percent Satisfied with the Learning Environment	Percent Satisfied with Social and Physical Environment	Percentage Satisfied with School-Home Relations
Teachers	43	53.5%	72.1%	28.0%
Students	113	56.6%	66.7%	79.2%
Parents	7	N/A	N/A	N/A

Evaluations by Teachers, Students and Parents

Safety Evaluation 2017-2018
- 95.3% of teachers agreed or mostly agreed that they feel safe at school during the day

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 students scoring A, B, and C on the English I EOCEP will increase from 21.3% in 2016-17 to 71.3% 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 students scoring A, B, and C on the English I EOCEP will increase by 10% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 21.3	**School Projected**	31.3	41.3	51.3	61.3	71.3
		School Actual	25.8				
	(2016-17) 61	**District Projected**	64	67	70	73	76
		District Actual	59.3				

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1. Teachers utilize Mastery Connect regularly to track student growth, determine areas for improvement, and plan upcoming lessons accordingly.	September 2018 and ongoing	Whitaker/Littlejohn	$0	District Funds	Mastery Connect usage data, student growth charts, lesson plans
2. Students with low reading assessment scores will be placed in support classes such as Language Live, System 44, or Read180 in addition to English I.	June 2018 and ongoing	Pachter/Delaney	$0	District Funds	Reading assessment data from middle schools, student schedules, pre- and post- test data indicating student growth in reading/writing
3. Provide professional development/training to all staff on planning and implementing Project Based Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Littlejohn/Whitaker	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase from 2.1% in 2016-17 to 52.1% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by 10% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 2.1	**School Projected**	12.1	22.1	32.1	42.1	52.1
		School Actual	19.2				
	(2016-17) 51	**District Projected**	54	57	60	63	66
		District Actual	65.1				

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	EVALUATION
1. Un-integrate Algebra I course and develop master schedule so that CP students are double blocked in math and take the EOC in spring.	June 2018	Guidance	$0	N/A	Master schedule, student schedules	
2. All Algebra I students will learn how to use TI83 calculators and will use them regularly throughout the course.	September 2018 and ongoing	Pachter/Math Dept Head	$0	N/A	Teacher check out list, observations, lesson plans	
3. Teachers utilize Mastery Connect regularly to track student growth, determine areas for improvement, and plan upcoming lessons accordingly.	September 2018 and ongoing	Whitaker/Littlejohn	$0	District Funds	Mastery Connect usage data, student growth charts, lesson plans	
4. Provide professional development/training to all staff on planning and implementing Project Based Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Littlejohn/Whitaker	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.	

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

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

PERFORMANCE GOAL: 3 The percentage of students scoring A, B, and C on the Biology EOCEP will increase from 24% in 2016-17 to 74% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Biology EOCEP will increase by 10% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 24	**School Projected**	34	44	54	64	74
		School Actual	21.8				
	(2016-17) 64	**District Projected**	67	70	73	76	79
		District Actual	65.9				

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	EVALUATION
1. Un-integrate Biology course and develop master schedule so that CP students are double blocked in science and take the EOC in spring.	June 2018	Guidance	$0	N/A	Master schedule, student schedules	
2. Provide training to teachers on how to utilize a variety of biology related texts and content specific literacy strategies	September 2018 and ongoing	Littlejohn/Pachter	$0	N/A	Participant roster, classroom observations, assessment data	
3. Teachers utilize Mastery Connect regularly to track student growth, determine areas for improvement, and plan upcoming lessons accordingly.	September 2018 and ongoing	Whitaker/Littlejohn	$0	District Funds	Mastery Connect usage data, student growth charts, lesson plans	
4. Provide professional development/training to all staff on planning and implementing Project Based Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Littlejohn/Whitaker	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.	

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 14.6% in 2016-17 to 64.6% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 10% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 14.6	**School Projected**	24.6	34.6	44.6	54.6	64.6
		School Actual	12.9				
	(2016-17) 58	**District Projected**	61	64	67	70	73
		District Actual	58.4				

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	EVALUATION
1. Teachers utilize Mastery Connect regularly to track student growth, determine areas for improvement, and plan upcoming lessons accordingly.	September 2018 and ongoing	Whitaker/Littlejohn	$0	District Funds	Mastery Connect usage data, student growth charts, lesson plans	
2. Provide professional development/training to all staff on planning and implementing Project Based Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Littlejohn/Whitaker	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.	
3. Students will go through a goal setting experience with teachers and track their own performance over time throughout the year.	Ongoing	US History Teacher(s)	$0	N/A	Student goal-setting forms and reflections.	

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

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

PERFORMANCE GOAL: 5 Increase the average ACT Composite Score for the graduating class from 14.7 in 2016-17 to 24 in 2022-23.

PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from 965 in 2016-17 to 1050 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		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 14.7	School Projected	16.7	18.7	20.7	22.7	24.7
		School Actual	15.2				
	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8

SAT Graduating Class Data

	District Actual	19.2		

DATA SOURCE(s)	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 965	School Projected	915	984	1018	1052	1085
		School Actual 916					
	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual 1089					

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	EVALUATION
1. Provide students with test prep opportunities through workbooks and workshops	October 2018 and ongoing	Stewart/Dusso	$11,200	At-Risk Funds	Student rosters, logs of books checked out, practice test score data	
2. Provide professional development/training to all staff on planning and implementing Project Based Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Littlejohn/Whitaker	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.	
3. Counselors will provide students with training on how to use Naviance's test prep functions and abilities.	Ongoing	School Counselors	$0	N/A	The use of Naviance should increase for our 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):		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**	89	90	91	92	93
		School Actual 88.7					
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 Source	Metric	Label					
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	**School Projected**	86	87	88	89	90
		School Actual 85.7					
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**	72	75	78	81	84
		School Actual 70.8					
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**District Projected**					

Metric	Source		90.0	91.0	92.0	93.0	94.0
% of students that earned Silver, Gold, or Platinum Ready to Work Credential	SC SDE Website	District Actual 89.3	90.0	91.0	92.0	93.0	94.0
		School Projected	62	63	64	65	66
		School Actual 61.9					
% of students that earned Silver, Gold, or Platinum Ready to Work Credential	SC SDE Website	District Projected	68.0	69.0	70.0	71.0	72.0
		District Actual 67.1					

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will provide students with opportunities to complete online modules that are designed to help students develop career readiness skills and prepare for the WIN Ready 2 Work Career Readiness Assessment.	September 2019 and ongoing	Higgins / Whitaker	$0	N/A	Students are completing modules and routinely interacting with the software.
2. Teachers will design projects for students with strong Adult Connections; including community members, local experts, and other professionals, who engage with students throughout their learning experience.	Ongoing	Littlejohn/Whitaker	$0	N/A	Project planning toolkits, critical friends, looking at student work, field trip requests, guest speaker requests.
3. Provide professional development/training to all staff on planning and implementing Project Based Learning while also differentiating to meet the individual needs of each student as indicated by test data.	Ongoing	Littlejohn/Whitaker	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.

EVALUATION

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EOCEP English 1 SC SDE Website	18.3% A, B, C Annual Increase = 10	**School Projected Hispanic**	28.3	38.3	48.3	58.3	68.3
EOCEP English 1 SC SDE Website		**School Actual Hispanic 35.3**					
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	23.6% A, B, C (2016-17) Annual Increase = 10	**School Projected AA**	33.6	43.6	53.6	63.6	73.6

Data Source	Target	Subgroup					
EOCEP English 1 SC SDE Website		School Actual AA 20					
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	5.7% A, B, C (2016-17) Annual Increase = 5	School Projected SWD	10.7	15.7	20.7	25.7	30.7
EOCEP English 1 SC SDE Website		School Actual SWD 7.4					
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	11% A, B, C (2016-17) Annual Increase = 5	School Projected LEP	16	21	26	31	36
EOCEP English 1 SC SDE Website		School Actual LEP 31.9					
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	District Projected LEP	40	43	46	49	52

EOCEP Test		Measure					
EOCEP English 1 SC SDE Website		District Actual LEP 48					
EOCEP English 1 SC SDE Website	21% A, B, C (2016-17) Annual Increase = 10	School Projected SIP	31	41	51	61	71
EOCEP English 1 SC SDE Website		School Actual SIP 34					
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	2.7% A, B, C (2016-17) Annual Increase = 10	School Projected Hispanic	12.7	22.7	32.7	42.7	52.7
EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 7.9					
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	1.3% A, B, C (2016-17) Annual Increase = 10	School Projected AA	11.3	21.3	31.3	41.3	51.3

EOCEP Algebra 1 SC SDE Website						
EOCEP Algebra 1 SC SDE Website		**School Actual AA 7.1**				
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	0% A, B, C (2016-17) Annual Increase = 5	**School Projected SWD**	5	10	15	20	25
EOCEP Algebra 1 SC SDE Website		**School Actual SWD 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	3% A, B, C (2016-17) Annual Increase = 5	**School Projected LEP**	8	13	18	23	28
EOCEP Algebra 1 SC SDE Website		**School Actual LEP 6**				
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	**District Projected LEP**	39	42	45	48	51

Source	Increase	Descriptor					
EOCEP Algebra 1 SC SDE Website		District Actual LEP 34					
EOCEP Algebra 1 SC SDE Website	1.3% A, B, C (2016-17) Annual Increase = 10	School Projected SIP	11.3	21.3	31.3	41.3	51.3
EOCEP Algebra 1 SC SDE Website		School Actual SIP 8.4					
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	27.1% A, B, C (2016-17) Annual Increase = 10	School Projected Hispanic	27.1	37.1	47.1	57.1	67.1
EOCEP Biology SC SDE Website		School Actual Hispanic 18.8					
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	18.9% A, B, C (2016-17) Annual Increase = 10	School Projected AA	28.9	38.9	48.9	58.9	68.9

Source	Target	Baseline					
EOCEP Biology SC SDE Website		School Actual AA 8.9					
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	0% A, B, C (2016-17) Annual Increase = 5	School Projected SWD	5	10	15	20	25
EOCEP Biology SC SDE Website		School Actual SWD 0					
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	18% A, B, C (2016-17) Annual Increase = 5	School Projected LEP	23	28	33	38	43
EOCEP Biology SC SDE Website		School Actual LEP 16.6					
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected LEP	43	46	49	52	55

Data Source	Baseline / Annual Increase	Subgroup					
EOCEP Biology SC SDE Website		District Actual LEP 31					
EOCEP Biology SC SDE Website	23.5% A, B, C (2016-17) Annual Increase = 10	School Projected SIP	33.5	43.5	53.5	63.5	73.5
EOCEP Biology SC SDE Website		School Actual SIP 17.4					
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	8.7% A, B, C (2016-17) Annual Increase = 10	School Projected Hispanic	28.7	38.7	48.7	58.7	68.7
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 12					
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	26.5% A, B, C (2016-17) Annual Increase = 10	School Projected AA	36.5	46.5	56.5	66.5	76.5

EOCEP US History and the Constitution SC SDE Website		School Actual AA 5.4					
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected AA	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual AA 36					
EOCEP US History and the Constitution SC SDE Website	0% A, B, C (2016-17) Annual Increase = 5	School Projected SWD	5	10	15	20	25
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 0					
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	District Projected SWD	27	30	33	36	39
EOCEP US History and the Constitution SC SDE Website		District Actual SWD 25					
EOCEP US History and the Constitution SC SDE Website	3% A, B, C (2016-17) Annual Increase = 5	School Projected LEP	8	13	18	23	28
EOCEP US History and the Constitution SC SDE Website		School Actual LEP 11.4					
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected LEP	37	40	43	46	49

Indicator	Baseline	Category					
EOCEP US History and the Constitution SC SDE Website		District Actual LEP 37					
EOCEP US History and the Constitution SC SDE Website	29.3% A, B, C (2016-17) Annual Increase = 10	School Projected SIP	39.3	49.3	59.3	69.3	79.3
EOCEP US History and the Constitution SC SDE Website		School Actual SIP 15.3					
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 14.4 (2016-17)	School Projected Hispanic	15	16	17	18	19
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 13.7 (2016-17)	School Projected AA	14	15	16	17	18

ACT Graduating Class		17.0	18.0	19.0	20.0	21.0
	School Actual AA 13.7					
ACT Graduating Class	Composite 16.0 (2016-17)					
	District Projected AA					
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. Provide professional development/training to all staff on planning and implementing Project Based Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Littlejohn/Whitaker	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.
2. Design the master schedule to include multiple levels of support for students with disabilities, including inclusion and educational support.	June 2018 and ongoing	Guidance/Littlejohn	$0	N/A	Master schedule, teacher schedules
3. Provide professional development/training to ESOL teachers on various content specific literacy strategies	Ongoing	Littlejohn/Whitaker	$0	N/A	Meeting log, classroom observations, progress monitoring data

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION
					INDICATORS OF IMPLEMENTATION
to accompany what regular education teachers are doing.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17) 84	**School Projected**	80	82	84	85	86
		School Actual 73.9					
Graduation Rate	(2016-17) 87	**District Projected**	86	87	88	89	90
		District Actual 84					

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

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION — INDICATORS OF IMPLEMENTATION
1. Virtual School/Credit Recovery	June 2018 and ongoing	Guidance	$0	District Funds	Student rosters, reports of student progress, final grade providing evidence of credit earned
2. Intentional and Flexible Scheduling	June 2018 and ongoing	Guidance	$0	N/A	Master schedule, student registration forms, reports of student progress

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION — INDICATORS OF IMPLEMENTATION
3. 9GR Notebook, An administrator dedicated solely to graduating 9GR's	June 2018 and ongoing	Delaney/Stewart	$0	N/A	Log of graduating 9GR's locations and predicted graduation rate

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

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

PERFORMANCE GOAL: 10 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements as indicated by: 90% earning at least one college credit course (dual/AP/IB), or earning two career specific units, or earning work-based unit credit(s), or achieving an industry certification

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool, College Reports	Class of 2018	**School Projected**	TBD	TBD	TBD	TBD	90%
		School Actual					
PowerSchool, College Reports	Class of 2018	**School Projected**	TBD	TBD	TBD	TBD	90%
		School Actual					

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

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 2016-2017	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	76.3%	**School Projected**	79	82	85	88	90
		School Actual 79.3					
PowerSchool	(2016-17) **74**	**District Projected**	77	81	84	87	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	EVALUATION
1. Design a master schedule that allows for common planning among 9th grade teachers and utilize the time for training/support	August 2018 and ongoing	Pachter	$0	N/A	Master schedule, rosters for teacher participation, meeting agendas	
2. Student goal-setting and conferencing about goals	September 2018 and ongoing	Pachter	$0	N/A	Student goal forms, log of student conferences, student grades	
3. Provide after school tutoring	September 2018 and ongoing	Pachter	$0	Freshmen Academy	Tutoring schedule, roster of students attending	

Performance Goal Area: [X] 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		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2017-2018) 3.08	**School Projected**	8	12	16	20	25
		School Actual					
PowerSchool	(2017-2018) 50.97	**District Projected**	52	55	58	61	65
		District Actual					

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1. Identify GTA students at Carolina	Ongoing	Admin/Counselors	$0	N/A	Lists of GTA students
2. Parent meetings with students and their parents about the effects of an AP program	Ongoing	Admin/Counselors	$0	N/A	Meeting notes, agendas, or lists
3. Monitor student schedules to ensure that students have the opportunity to take AP courses.	Ongoing	Admin/Counselors	$0	N/A	Sample student schedules

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION
					INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

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 2017-2018		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	87	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	87	School Actual Students					
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	100	School Actual Teachers					

Source	Measure	Value					
SC SDE School Report Card Survey	School Projected Parents	84.6	≥90	≥90	≥90	≥90	≥90
	School Actual Parents	84.6					
SC SDE School Report Card Survey	District Projected Students	91	≥90	≥90	≥90	≥90	≥90
	District Actual Students	91					
SC SDE School Report Card Survey	District Projected Teachers	94	≥90	≥90	≥90	≥90	≥90
	District Actual Teachers	94					
SC SDE School Report Card Survey	District Projected Parents	88	≥90	≥90	≥90	≥90	≥90

	88	District Actual Parents		

ACTION PLAN FOR STRATEGY #1:

					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create a culture of trust, respect, and responsibility within all stakeholders	Ongoing	Administration/Teachers	$0	N/A	Culture days, class meetings, student incentives
2. Address violent student behavior immediately and severely	Ongoing	Administration	$0	N/A	Referral Log
3. Ensure policies and procedures are communicated to all stakeholders	Ongoing	Administration/Teachers	$0	N/A	Staff Handbook, student handbook, orientation agendas, weekly principal memos, school website

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-2017) 5.51%	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 5.87%					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.14%	School Projected	≤.07	≤.07	≤.07	≤.07	≤.07
		School Actual 0.14%					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	District Projected	≤.07	≤.07	≤.07	≤.07	≤.07
		District Actual					
							District Actual

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	EVALUATION
1. Restorative Justice Circles	June 2018 and ongoing	School Counselors	$2000.00	District-Wide PD Funds	Restorative Justice Training certificates	
2. Community in Schools (CIS) partnership designated to help identified at-risk students	August 2018 ongoing	Delaney/In-House CIS Representative	Grant Funded	Grant – On-Track	On-site CIS representative	
3. Student character development through PBL and our Ten Ideal graduate characteristics	Ongoing	Delaney	$0	N/A	Sample student rubrics	

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 (2017-2018)		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	49	School Projected	56	62	68	74	80
		School Actual					
AdvancED Culture & Climate Surveys	51	District Projected Secondary	54	58	62	66	70
		District Actual Secondary					

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	EVALUATION
1. Create a culture of trust, respect, and responsibility within all stakeholders	Ongoing	Administration/Teachers	$0	N/A	Culture days, nudge notes, classroom observations	
2. Provide professional development/training to all staff on planning and implementing Project Based Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Littlejohn/Whitaker	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.	
3. Teachers develop and consistently implement classroom behavior plan that aligns with school norms	Ongoing	Administration/Teachers	$0	N/A	Syllabi, Classroom Observations	

Performance Goal Area: [ ] Student Achievement*   [ ] Teacher/Administrator Quality*   [X] 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	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 89.4	**School Projected**	95	95	95	95	95
		School Actual 90.5					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	**District Projected**	95	95	95	95	95
		District Actual 95					

ACTION PLAN FOR STRATEGY #1:

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | EVALUATION |
					INDICATORS OF IMPLEMENTATION
1. Develop and implement a flexible seat time recovery program	August 2018 and ongoing	Dusso	$0	NA	Seat time recovery plan, log of students attending, number of students who fail due to attendance
2. Attendance program that meets regularly for students with chronic absences	September 2018 and ongoing	Guidance	$0	N/A	Meeting agenda, roster of students attending
3. Develop a quarterly student incentive plan for students who miss two days or less	September 2018 and ongoing	Administration	$0	N/A	Incentive plan, log of students receiving incentives

Performance Goal Area: [ ] Student Achievement* [ ] Teacher/Administrator Quality* [X] 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 2017-2018		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid 6 % Lonely 20 % Angry 14 %	School Projected	Afraid ≤6 Lonely ≤18 Angry ≤13	Afraid ≤6 Lonely ≤16 Angry ≤12	Afraid ≤5 Lonely ≤14 Angry ≤11	Afraid ≤5 Lonely ≤12 Angry ≤10	Afraid ≤5 Lonely ≤11 Angry ≤ 10 %
		School Actual	Afraid ≤ Lonely ≤ Angry ≤ *sample size too small to report	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 ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1. Create a culture of trust, respect, and responsibility within all stakeholders	Ongoing	Administration/Teachers	$0	N/A	Culture days, nudge notes, classroom observations, class meetings, student incentives
2. Provide a variety of services to students and build flexibility for students to use these services during the day. Services can include mental health counseling, support from guidance/administrators, and health clinic	Ongoing	Administration/Guidance	$0	District Funds	Log of the number of students utilizing services
3. Provide professional development/training to all staff on planning and implementing Project Based Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Littlejohn/Whitaker	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.