

Greer High School School Portfolio 2018-2019



Greer High School Greenville County Schools

Principal, Justin Ludley
3000 East Gap Creek Road
Greer, South Carolina 29651
864.355.5700

www.greenville.k12.sc.us/greerhs

COMMUNITY ♦ TRADITION ♦ DETERMINATION

Superintendent, Dr. W. Burke Royster
Scope of Plan 2018-19 through 2022-23



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Greer High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)

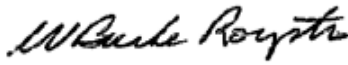
Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Justin Ludley		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O’Connor		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dexter Reaves		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Lori Martin		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3000 E Gap Creek Rd., Greer, SC 29651

SCHOOL TELEPHONE: (864) 355- 5700

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	<u><i>POSITION</i></u>	<u><i>NAME</i></u>
1.	Principal	Justin Ludley
2.	Teacher	Ginny Gause
3.	Parent/Guardian	Dexter Reaves
4.	Parent/Guardian	James Kennedy
5.	Community Member	Sandy Huff
6.	Paraprofessional	Marvin Miller
7.	School Improvement Council Member	Jenny Perry
8.	Read to Succeed Reading Coach	NA
9.	School Read To Succeed Literacy Leadership Team Lead	Lori Martin
10.	School Read To Succeed Literacy Leadership Team Member	Megan Pavelka
11.	School Read To Succeed Literacy Leadership Team Member	Nathan Flounders
12.	School Read To Succeed Literacy Leadership Team Member	Matt Landreth
13.	Assistant Principal	Matt Phillips
14.	Instructional Coach	Juanita Smith
15.	IB Coordinator	Mary Smith
16.	Director of School Counseling	Dr. Sharon Knight
17.	Media Specialist	LeAnn Kiser
18.	ESOL Teacher	Patricia Kubes
19.	Special Education Teacher	Meg Leffel
20.	SRO	Perry Bowens

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Academic Assistance, PreK–3</p> <p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Academic Assistance, Grades 4–12</p> <p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parent Involvement</p> <p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Staff Development</p> <p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Collaboration</p> <p>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).</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Developmental Screening</p> <p>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.</p>

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>



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INTRODUCTION TO THE SCHOOL PORTFOLIO GREER HIGH SCHOOL

The Greer High School portfolio documents changes and progress in our efforts to improve our school. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Greer High School and includes actual evidence of our work. It defines who we are, our vision, goals, plans, and progress for the school, as well as achievements in the context of our school demographics, needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of fostering student learning in preparation for life after high school.

In developing the strategic plan for Greer High School, input was received from a variety of stakeholders including: teachers, administrators, counselors, support staff, PTA members, SIC members, parents, and community members. This collaboration included feedback about our existing programs and culture as well as consideration for the core beliefs, vision, and mission that will establish Greer High Schools' pathway for student success for the next five years.

**GREER HIGH SCHOOL
EXECUTIVE SUMMARY
2017-2018**

Student Achievement

- In 2018, Greer High School's graduation rate was 82.3% which qualified as Good on SC School Report Card. Faculty and staff continue to work very hard to support students succeeding academically, socially, and emotionally by utilizing the MTSS (multi-tiered systems of support) framework which includes wrap-around support from teachers, administrators, counselors, a behavior interventionist, an attendance interventionist, and support staff for all students.
- End of courses scores in 2017-2018 saw an increase in three of the four areas. Greer High School teachers and instructional leaders collaborate in content area professional learning communities focusing on data driven instructional strategies to meet the needs of all learners. For 2019, students at Greer High School have already demonstrated considerable growth, especially in English.
- The mean composite score on the ACT for twelfth grade students at Greer High School in 2018 was 17.1. Students have opportunities to work on ACT and SAT test preparation activities in their academic and Advisory classes and independently through the Naviance test preparation platform. Greer High School has also had test preparation consultants work with students in preparation for the ACT over the last four years.
- The cumulative percentage of students receiving a 3 or above on AP examinations remained at 36%. Student enrollment has increased dramatically in the International Baccalaureate program at Greer High School. In 2017, 67% of the International Diploma candidates received the full International Baccalaureate diploma Greer High School students and staff are continuing to increase rigor, comprehension, and achievement in classrooms to better prepare students for college and/or career courses and opportunities in high school and beyond.

Teacher and Administrator Quality

Faculty and staff are very committed to making a positive difference in the lives of Greer High School students and in the Greer community. Greer is a close-knit community and a significant percentage of the staff are Greer High alumni. Over seventy percent of the professional staff hold advanced degrees. There are six National Board certified teachers along with several teachers currently pursuing advanced degrees. The average years teacher have been at GHS is 9 – ranging from teachers in their first year to a career of forty-two years. Thirty one teachers have taught only at Greer High School. All teachers, professional staff, and administrators are highly qualified and participate in ongoing and comprehensive professional development opportunities offered at Greer High School, in Greenville County School district facilities, and across the state of South Carolina. Staff members are dedicated to constantly learning and growing to be able to offer quality educational experiences for our students.

School Climate Summary

The culture and climate of Greer High School is healthy and remains a continual focus of improvement so that we can provide quality educational service to our students and community. Students are supported academically, socially, and emotionally through the Freshman Academy, Advisory teachers, and a network of support that includes classroom teachers, counselors, administrators, a behavior interventionist, an attendance interventionist, and support staff. Greer High School staff continually work to enhance business and community partnerships that positively impact students and communicate events, initiatives, and achievements with parents and community members through an up-to-date and comprehensive website, social media, and weekly phone blast messengers to the community. Greer High School staff focuses on developing positive partnerships with parents to support our students.

Challenges from the Past Three Years

Challenges that face Greer High School are a reflection of our society. Today's students have grown up in a world of media entertainment and keeping content relevant and engaging can be a challenge. Teachers have to meet the diverse needs of all their students in relatively large classes. The poverty level of our students has steadily increased (more than half our students receive free or reduced meals) and our students come with a large variety of educational experiences, resources, and learning gaps. Greer High School's percentage of English Language Learners has continued to increase. Greer High School staff continues to work hard to build instructional capacity in the ability to meet the needs of EL Learners. While we are seeing improvement in positive partnerships, parental and community engagement in the educational process still has room for growth. Students' academic habits, attitudes and behaviors continue to challenge educators. Staff focus daily on building rapport and mentoring relationships to positively influence our students' academic, social, and emotional growth. State and national curricular expectations continue to evolve and become more rigorous. Teachers and staff must continually grow and adjust to changes in content standards and expectations for depths of knowledge for students. Greer High teachers are challenged to keep up with ever-changing technological advances and stay on the cutting edge of innovation in teaching and learning.

Accomplishments and Awards from the past 3 years

A significant, ongoing accomplishment involves Greer High School's progressive approach to utilizing innovative programs to support students. These programs include: the Freshman Academy, the Advisory program, Language Live, Read 180 and System 44, Mastery Connect, Advanced Manufacturing, Health Science, Virtual Enterprise, Agriculture, Service Learning, Peer Tutoring and community outreach opportunities through groups such as the Leo Club and Student Government. We have also recently implemented a virtual lab where students are able to take virtual classes during the school day.

As of the fall of 2017, Greer High School is 1:1 with each student having a Chromebook. We have implemented the use of Google Apps for Education throughout the professional learning series for teachers and in classrooms for students. Teachers use Google Classroom as a tool in their classes as well as a tool for flipped professional development opportunities.

We have completed our third year with Discovery Education – Digital Learning Corp. This has increased the resources available to our students and helped our teachers leaders build instructional capacity and train their colleagues with new and innovative skills and strategies.

The Counseling Department plays an active role with our students. Each counselor meets individually with each student during the year to set goals and discuss class choices. Counselors stay with the student during their high school years to build relationships with students and their families.

Our SIC is active in school and the community. We have partnered with Chandler Creek Elementary to hold community meetings and events. Students from various clubs and extracurricular groups participate in these community events. Other honors and awards include:

- Our Teacher of the Year, Rick Schwartz, was first runner-up for GCS Teacher of the Year.
- Accredited as an International Baccalaureate World School
- 67% of 2016-2017 International Baccalaureate Full Diploma Candidates received the prestigious IB Diploma
- In 2017-2018, 552 dual enrollment credits were earned by Greer High School students, 146 International Baccalaureate courses taken, and 97 Advanced Placement courses taken.
- The Senior Class of 2017-2018 Earned Over 4.1 million in College Scholarship Offerings
- The Senior Class of 2018 earned 42 Career Certifications
- The Student Body Raised over \$30,000 during 2018 Spirit Week for Charity
- Virtual Enterprise Program continues to garner many state, regional, and national awards relative to its business plan. They were state champions for the fourth year in a row for their business plan and performance. In April of 2018, they returned to NYC to earn fourth place in the International competition. The VE team will again compete in the International Competition in April 2019.
- Greer High School Band students are consistently recognized in All-County and All-Region Bands. This year marks the eighth consecutive year that the band program has earned superior ratings in both marching band and concert band. Last year GHS Band won the Outstanding Performance Award (OPA) from the South Carolina Band Directors Association (SCBDA). Students have also participated in and earned superior ratings in Solo and Ensemble.
- Greer High's Choral Music Program has members that are consistently recognized at the state level in both group and individual for performance and sight reading.
- Greer High School's Art Program continues to have students recognized for their award winning art entries in local, state, and national competitions. (Artisphere, PTSA Reflections, City of Greer, etc.)
- In 2018-2019, the Service learning Program completed over 4,000 hour of service.
- Greer High has a great tradition of excellence in athletics. In the past eight years, multiple team region championships have been achieved as well as individual state championships. Our football team was the 2018 Upstate Champions.
- Greer High School's Athletic Director in 2019 was awarded the SCAAA Braveheart Award, NIAAA State of Merit Award and Region 2-AAAA Athletic Director of the Year.
- South Carolina Teaching Fellows Award Winners
- Watson Brown Scholarship Award Recipients

SCHOOL PROFILE

According to the catalogue of Greer High School, in the mid-1870s Miss Sallie Cannon offered eight years of school in Greer in a small house near J.L. Green's residence. From that humble start, the Greer schools have had remarkable growth along with the town. In fact, there have been six different locations for the high school.

In 1922, Davenport High School was completed. It was named for Mr. D.D. Davenport who paid most of the \$150,000.00 construction cost. The class of 1923 published the first yearbook, *The Bantam*. In the same year the eleventh grade was added, and Mr. Bill Gambrell was the coach of Greer High's first football team. The class of 1924 had four literary societies, which, according to former class member Edward C. Bailey, "studied journalism, writing, and poetry." They published *Pep*, a literary journal.

In 1927, Elizabeth Jones won the school-wide competition for writing the best "Alma Mater", which is still being sung today. The school motto, "Parantes pro Civitate" (preparing for citizenship), the coat of arms (containing the State Palmetto Tree, the yellow jacket, the peach) and first class ring were selected in 1935.

In 1940-41, Greer High had its first band, the first edition of the Greer High Times was distributed with a subscription rate of fifty cents per year, and the yearbook changed its name from *The Reflector* to *Le Flambeau*.

Davenport served as Greer's high school until 1953 when the building on North Main Street was completed. Davenport then became Davenport Junior High School until it was destroyed by fire in 1970. The auditorium was added to the North Main Street campus in 1955-56. Greer High School was renovated and enlarged in 1970 when the new library and additional air-conditioned science classrooms on the first floor were added.

In 1974, the Piedmont Heritage Fund sponsored a school program to get students interested in the history and heritage of Greer. The result was a magazine, *Clingstone*. It was called "*Clingstone*" because to most of us, peaches are... "at the heart of Greer -- a kind of witness that the seeds of the past are still growing in the present. The flesh of the clingstone peach clings to the most important part of the fruit: the seed, which passes its lasting qualities on to succeeding generations; we want to do the same in this magazine"(Clingstone, Winter, 1974).

Today Greer High School is one of 14 high schools in the Greenville County School District. It is located on East Gap Creek Road in Greer, South Carolina on 107 acres of land and contains 275,000 square feet of floor space which is equivalent to 6.3 acres. This amount of space is also the equivalent of 91 houses each containing 3000 square feet. Greer High School is a grade 9 through 12 public school built in 1998 that can accommodate up to 2000 students but currently houses over 1200 students with 69 full time instructional staff members as well as 4 full time administrators 1 part time administrator, 2 media specialists, 5 school counselors, a mental health counselor, an Instructional Coach, an IB coordinator, an Attendance Intervention Clerk, and a Behavioral Interventionist.

Our Agriculture Program that includes a functioning greenhouse, the Health Science class, and our Advanced Manufacturing Program continues to attract students. Greer High School's 110 classrooms have direct and wireless internet access; occupied classrooms are equipped with Promethean Boards; Science Labs, Computer Labs, and Virtual Enterprise Laboratories; a Fine Arts wing equipped with various stage production, scene shop and dressing rooms, a Theatre/Auditorium with Computer Tech

Lighting and Sound Room, and a Choral Room; a multi-purpose Commons Area that houses a PTA Student Store, the School Cafeteria, and a faculty dining room; a spacious media center; and an athletic program that boasts a gymnasium with a seating capacity of 2000+, an auxiliary gymnasium, weight training rooms, wrestling room, and a community football stadium that seats 6,000 spectators. The site includes a lighted baseball field, two softball fields, one soccer field, one football field, six tennis courts, a nine-lane track and high jump area. Also available are restrooms, ticket booths and storage facilities.

The school is designed in an “H” format. The commons area doubles as a cafeteria. The auditorium seats 600. Classrooms are housed on both the first and second floors. On the second floor science classrooms surround a science research lab. The Media Center is located on the first floor. It has 35 computers available for student use. This year all students were issued Chromebooks. All occupied classrooms are equipped with Promethean Boards. Many teachers utilize document cameras as a supplemental tool.

Greer High is fortunate to have active participation by the PTA, SIC, Athletic Boosters, and Band and Choral Boosters. The PTA supports our teachers by funding teacher grants twice a year as well as sponsoring various events (Teacher Appreciation Week, etc.). The PTA and Athletic Booster Club also provide scholarships for our students.

Greer High Faculty and Staff

The Greer High Faculty consists of sixty-seven full time teachers, two half-time, and one teacher who is shared with another school. The faculty is assisted by five administrators, an Instructional Coach, an IB Coordinator, two media specialists, an Athletic Director. Four school counselors are assigned students by grade level and rotate with the students allowing counselors to work with the same students for four years. A Director of School Counseling leads the department and serves as counselor for off-grade level students. Sixty-one percent of our professional staff are female. The ethnic breakdown is 92% Caucasian, 7% African American, and 1% Latino. Over three-fourths of the professional staff hold advanced degrees. There are six National Board certified teachers along with several teachers currently pursuing advanced degrees. The average years teacher have been at GHS is nine – ranging from teachers in their first year to a career of forty-two years. Thirty - one teachers have taught only at Greer High School.

Four special education aides work with teachers and students in two occupational diploma classes and one intellectual disabled class. Other positions include attendance clerk, media clerk, behavioral interventionist, attendance interventionist, ISS coordinator, receptionist, bookkeepers, guidance clerk, nurses, cafeteria, and custodial staff.

Greer High School Students

The current enrollment at Greer High School is just over twelve hundred students. These students include students of various ethnicities, abilities, and socioeconomic status. Our students participate in classes ranging from AP/IB, honors, fine arts, and career classes to occupational diploma classes and an intellectual disabilities class. Our “Advanced Manufacturing Program” that was added four years ago continues to grow. Three years ago courses in Health Science, Agriculture Science/Nursery/Garden, and four Dual Credit classes were added. More than seventeen percent of our students are classified as special education. Greer High qualifies for Universal Breakfast with over fifty-four percent of our students receiving free or reduced meals. Each teacher at Greer High is dedicated to assisting students to reach their highest potential.

Greer High School has a diverse and transient student population. Since August 24, 2018 137 students have enrolled and 162 have exited. In the spring of 2015, student enrollment at Greer High School was 18% Hispanic, 58% Caucasian, and 20% African American. The spring of 2019, our enrollment was 24% Hispanic, 49% Caucasian, and 21% African American. The primary language spoken for our student population is English; however, an increasing number of students list another language as primary including Spanish, Vietnamese, Chinese, and Japanese. Approximately 65% of our ESOL students are still working to reach proficient levels in English. Many of our students are second or third generations of Greer High students. Many students attend Greer High School on choice. We also have international students who enroll based on interest in our programs like the International Baccalaureate program.

Greer High School serves over 170 students who are classified as special education. For the last 3 years, the Special Education students have represented from 11% to 17% of our school population with LD being the largest group. To better prepare our special education students, Greer High began inclusive practices along with tutorial classes for academic assistance for students needing the additional assistance. In addition to classroom instruction, our Occupational Diploma Program students are given the opportunity to train with employment specialists and our Intellectual Disabled students are taught skills needed for quality living and working opportunities.

The poverty index for our students has for 2017-2018 was 56.6%.

Greer High School's retention rate has steadily declined over the past few years, from 4.7% in 2016 to 3.4% in 2017 to 1.8 % in 2018. The student attendance rate at Greer High School in 2016-17 was 93.4% and 94.05% in 2017-2018.

Major academic programs

- **The Freshman Academy** – 9th grade students are served by a dedicated Freshman Academy staff and are provided opportunities to celebrate success, set academic goals, participate in character education activities, and receive personalized intervention and support.
- **Personalized Learning** – Greer High School is a 1 to 1 school where every student is assigned a Chromebook. The faculty participates in personalized professional development focused on enhancing instruction through the use of personalized learning so that students' differentiated learning needs are met.
- **“Graduation Plus” offerings in Career and Technology Education** include Advanced Manufacturing, Project Lead the Way, Agriculture, Health Science, and Virtual Enterprise. The Advanced Manufacturing lab facilities are state of the art and the program prepares students for opportunities in Welding, Machine Tools, Mechatronics, or Building Construction at the Bonds Career Center in the 11th and 12th grades.
- **The International Baccalaureate Program** – Greer High School provides opportunities for open enrollment to the IB diploma program where students can participate in a two-year concurrent, global, and rigorous curriculum which lends opportunities for college credit. Participation in the IB program has increased significantly and IB diploma candidates have consistently gained admission to prestigious colleges and universities.

- **Dual Credit** – Students have the excellent opportunity to enroll in Dual Credit courses through Greenville Tech and Presbyterian College that are taught on Greer High’s campus. Classes include: English 101, English 102, Psychology, Sociology, Health Science, and Teacher Cadet.
- **Advanced Placement Courses** – Students are able to enroll in a variety of different advanced placement courses across multiple content areas at Greer High School.
- **The Fine Arts** – Students can participate in Band, Chorus, Orchestra, or Art classes at Greer High School. The Fine Arts department experienced much success during the 2017 – 2018 school year including the Greer High Marching Band earning the SCBDA Outstanding Performance Award that is recognized state-wide as the highest possible award given to a band program in the state of South Carolina. Choral students participated in All-State and District choirs. Art students entered and were recognized in multiple art competitions including Artisphere, PTSA Reflections, City of Greer, and others.
- **Athletics** – Greer High is a traditional power in the state in athletics and offers 33 athletic teams (18 varsity, 15 sub-varsity).
- **Culture of Service** – Service Learning, Peer Tutoring, and Leo Club are a few of the many service opportunities at Greer High School.

Greer High Mission Statement

We build college- and career-ready graduates by connecting students to meaningful educational opportunities that empower them to be productive members of society and lifelong learners.

Our Vision

Students will graduate college- and career-ready and be inspired to make a positive difference in society.

Philosophy

We Believe:

1. Students achieve best in a safe and inviting environment where they are engaged in learning.
2. Students must have highly competent and caring teachers, administrators, and support staff.
3. Students must have equitable and high quality educational opportunities that evolve and change to reflect the world around them.
4. A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
5. A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
6. Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
7. Education is the shared responsibility of students, home, school, business, and community.

8. Curriculum and instruction must meet the needs of all students and prepare each student for success.
9. Having a growth mindset and demonstrating GRIT (Growth, Resilience, Integrity, Tenacity) in pursuing and achieving goals will help students and staff be successful.
10. Providing personalized learning experiences incorporating technology, real-world relevance, and innovative strategies are essential in preparing students to be successful in today's world.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

- On-time graduation rate continues to increase.
- EOC scores continue to be an area of focus. Small group PLC groups collaborate weekly and focus on data and best practices.
- The number of students in AP/IB courses continues to increase as we offer additional AP/IB courses and grow the IB program.
- Juniors are given the opportunity to select either the ACT, SAT, or neither.

Greer High Four-Year Cohort Graduation Rate			
2015	2016	2017	2018
84.40	81.60	86.50	82.30

End of Course Test Results - Passing

EOC	2015	2016	2017	2018
Algebra 1 / Mathematics for the Technologies 2	85.8	80.7	60.3	57.1
Biology 1 / Applied Biology 2	94.1	83.1	70.2	60.4
English 1	78.1	80.2	70.9	75.7
US History and the Constitution	70.1	77.6	65.9	79.1

Advanced Placement Results

	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19
English Language	30	8	6	32	7 23.3	1 12.5	3 50	
English Literature	19	33	23	41	4 21.1	11 33.3	7 30.4	
Calculus AB	45	35	34	28	9 20	15 42.8	8 23.5	
Calculus BC	11	5	7	8	5 45.5	3 60	7 100	
Computer Sci Princip		18	21	24		4 22.2	5 23.8	
Statistics		7	8	21		0 0	2 25	
Biology	21^	8	7	16	5^ 23.8	3 37.5	4 57.1	
Chemistry				7				
U.S. History	16	21	16	8	8 50	5 23.8	8 50	
European History		11	20	24		4 36.4	4 20	
Macroeconomics	12	8	4	0	6 50	4 50	4 100	
U.S. Government	12	8	4	0	4 33.3	5 62.5	3 75	
Human Geography	30	22	39	28	14 46.7	11 50	13 33.3	
Studio Art		1 FAC				1 100		
Art History		1 FAC				0 0		
Music Theory	1 FAC	1 FAC			1 100			
Totals:	197	186	189	237	63 32	67 36	68 36	

International Baccalaureate Results

	Number of Students Tested				Number/Percentage of Students Scoring 4 to 7			
	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19
English A1 HL	10	9	16	18	8	7	8	
					80	77.8	50	
French B HL	1		1	1	1		1	
					100		100	
French B SL		1	12	14		1	9	
						100	75	
French ab initio SL		2	11	7		1	7	
						50	63.6	
Spanish B HL	1	1	3	3	1	1	3	
					100	100	100	
Spanish B SL			11	16			8	
							72.7	
Spanish ab initio SL	9	6	13	7	4	5	9	
History of Americas HL	6	8	15	15	2	5	4	
					33.3	62.5	26.7	
Biology HL		7	13	12		2	2	
						28.6	15.4	
Biology SL	8				1			
					12.5			
Mathematics SL	9		7	3	4		4	
					44.4		57.1	
Math Studies SL	2		7	11	0		3	
					0		42.8	
ITGS SL				7				
IB Business Management HL	1				0			
					0			
IB Business Management SL		2				0		
						0		
Visual Arts HL	5				0			
					0			
Visual Arts SL		7	15	12		5	2	
						71.4	13.3	
Totals	52	43	124	126	21	27	60	
					40.4	62.8	48.4	

Extended Essay

	A	B	C	D	E (=F)	No Grade	Total Tests	Pass # %
2016	0	0	2	3	0	0	5	2 40.0
2017	0	0	4	1	1	0	6	4 66.7
2018	0	0	2	8	0	1	11	2 18.2
2019							14	

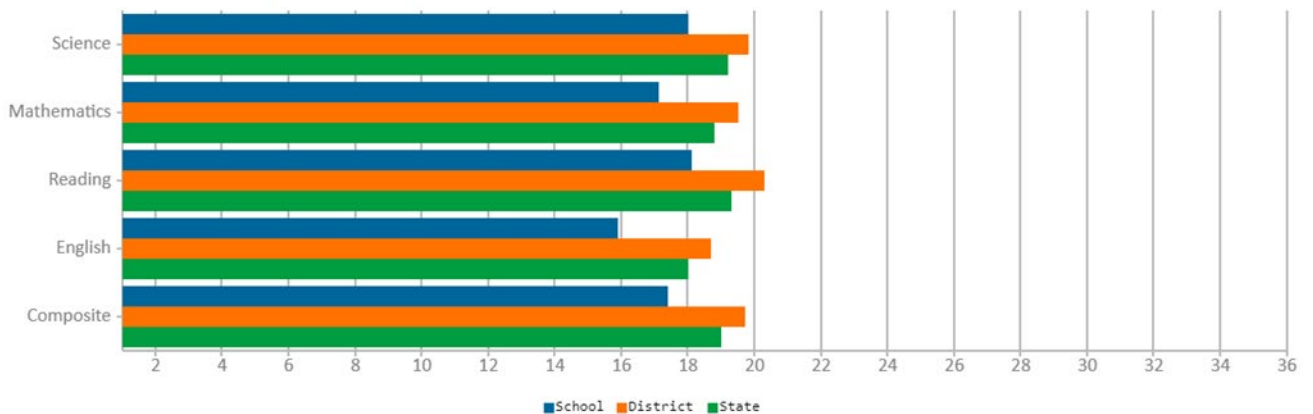
Theory of Knowledge

	A	B	C	D	E (=F)	No Grade	Total Tests	Pass # %
2016	0	0	1	4	0	0	5	1 20.0
2017	0	2	3	1	0	0	6	5 83.3
2018	0	0	2	3	6	0	11	2 18.2
2019							14	

ACT Results for 3rd-year students in 2017-2018

College and Career Readiness 

Average ACT Score Achieved by Students During the 2017-18 School Year



Percent of Students Meeting ACT College-Ready Benchmarks

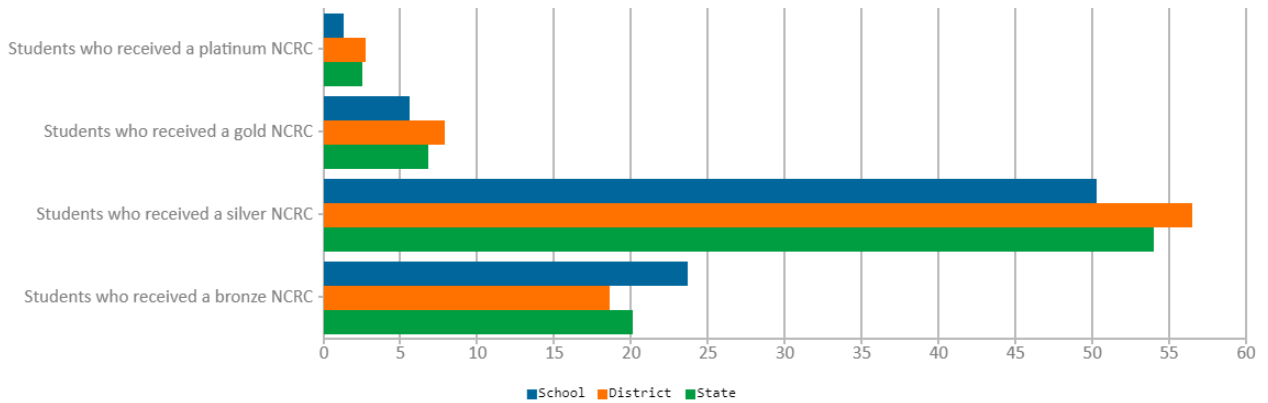
English Benchmark Score:18	Math Benchmark Score:22	Reading Benchmark Score: 22	Science Benchmark Score:23	All 4 subjects
30.00	13.50	24.30	12.90	6.60

SAT Results for Seniors in 2018

Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
37.2	522	492	1014

College and Career Readiness i

Percent of Students Earning Platinum, Gold, Silver, or Bronze National Career Readiness Certificate (NCRC)



Percent and Number of Students Taking Career Readiness Assessment and Earning NCRCs

	Total number of students who tested on all three tests. N	Students who did NOT receive an NCRC		Students who DID receive an NCRC		Students who received a bronze NCRC		Students who received a silver NCRC		Students who received a gold NCRC		Students who received a platinum NCRC	
		%	N	%	N	%	N	%	N	%	N	%	N
Our School	304	19.1%	58	80.9%	246	23.7%	72	50.3%	153	5.6%	17	1.3%	4
Our District	4639	14.3%	662	85.8%	3979	18.6%	863	56.5%	2621	7.9%	368	2.7%	127
Statewide	51013	16.6%	8481	83.4%	42545	20.1%	10259	54.0%	27565	6.8%	3445	2.5%	1276

Teacher and Administrator Quality

- Professional Development at Greer for 2018-2019 continued our 2016-2017 focus on student centered learning, literacy, and technology integration.
- Faculty members attended a variety of Professional Development sessions that were sponsored by the school and district on topics that were content specific.
- Faculty members attended content/technology professional development conferences.

Greer High PD 2018-2019		
8/7/2018	CommonLit for Greer High and Greer Middle	Check out the resources of CommonLit - high-quality, free instructional materials to support literacy development for students
8/7/2018	Digital Breakouts Part 1 for Greer High and Greer Middle	Digital breakouts are a fun and challenging way to get students (or staff) interacting with content. They are great for student engagement, and students of all levels respond well to them. Digital breakouts also help students develop the soft skills of perseverance and collaboration. This Part 1 workshop will provide participants the opportunity to complete a digital breakout. *Participants must bring a laptop.*
8/7/2018	Digital Breakouts Part 2 for Greer High and Greer Middle	See description for Part 1. For this Part 2 session, participants will have the chance to work on creating their own digital breakout to meet the needs of their students. Online digital breakout resources will also be explored. *Participants must bring a laptop.*
8/7/2018	Google Forms for Greer High and Greer Middle	Learn how to use Google Forms in your classroom.
8/7/2018	NoRedInk for Greer High and Greer Middle	NoRedInk builds stronger writers through interest-based curriculum, adaptive exercises, and actionable data.
8/7/2018	Project Based Learning in the Classroom for Greer High and Greer Middle	This presentation is designed to give participants a brief introduction to project-based learning (PBL), and answers the questions "Why is PBL important?", "What is PBL about?", and "How does PBL work?"
8/7/2018	Teaching with Stations: Empowering and Engaging Students for Greer High and Greer Middle	The session will address the goals, possible implementations, successes and concerns of teachers using stations to teach in the secondary classroom.
8/7 & 8/2018	Digital Classroom Management for Greer High and Greer Middle	Learn strategies and best practices for managing Chromebooks in your classroom.
8/7 & 8/2018	Discovery Ed SOS Strategies for Greer High and Greer Middle	Discovery Education's Spotlight on Strategies are creative, research-based instructional strategies, created by teachers for teachers. These simple instructional strategies incorporate digital media in meaningful, effective, and practical ways.

8/7 & 8/2018	Engage Students Using Pear Deck for Greer High and Greer Middle	Pear Deck brings the classroom presentation into the 21st century with student engagement with MC questions, text responses, numbers, drawings, draggable pins on images, and more. Pear Deck allows students to be engaged during your presentation. Now, Pear Deck has an add-on for Google Slides that makes transforming your existing presentations a piece of cake! With Pear Deck for Google Slides, you'll be able to add interactive questions and formative assessments directly to your slide deck through the sidebar in Google Slides! You can also create your own questions from scratch. Bring your own device to connect to Pear Deck and see how it works! We will also add engaging questions to your existing Google Slides presentations.
8/7 & 8/2018	Google Drive and Google Classroom Tips, Tricks, and Add Ons, Oh My! for Greer High and Greer Middle	Come learn a few tips and tricks to organize your Google Drive along with helpful add-ons. Google Classroom has some helpful changes. If you haven't used Classroom come to learn how it works great in your classroom and preview the new changes!
8/7 & 8/2018	Quizlet Live for Greer High and Greer Middle	Learn to use Quizlet Live as a collaborative classroom game for study and review.
8/7 & 8/2018	Student Video Creation for Greer High and Greer Middle	Screencastify is a great teacher resource for teachers and students. Teacher can use it to flip their classrooms and provide instruction in your absences. Students can create presentations for projects without the anxiety of standing in front of the class. Class will include basic instruction about the program and ideas for use in your classroom.
8/8/2017	Takeaways from 2018 Tech Conferences	This summer I attended the ISTE Conference. I want to share some of the best technology applications and platforms that I came across. This will be surface level introductions, but could have huge implications on the learning in your classroom and make your life easier! Come see and learn!
8/8/2018	CK-12 for Greer High and Greer Middle	Explore the resources that includes a library of free online textbooks, videos, exercises, flashcards, and real world applications for over 5000 concepts
8/8/2018	Digital Storyboards with StoryBoardThat for Greer High and Greer Middle	Creating a digital storyboard is a great way for students to show knowledge and think critically using images and words. StoryBoardThat is a fun, and user-friendly website that allows students to create storyboards and also provides a wide variety of lesson ideas for teachers. This session will provide teachers with ideas for how to create lessons using StoryBoardThat as well as the step-by-step needed to make a StoryBoardThat assignment successful with your students.
8/8/2018	Google Classroom for Greer High and Greer Middle	This session will focus on understanding and using Google Classroom. New updates to Google Classroom will be addressed.

8/8/2018	Human Trafficking 101: Technology's Role in Human Trafficking and Our Teens for Greer High and Greer Middle	Come hear Jesslyn Griffith from SWITCH and Jon McWhite from Greer PD give an overview and practical information on how human trafficking is affecting our teens right here in Greenville. Learn the basics, red flags, technology implications, and available resources for teachers in Greenville.
8/8/2018	Update Your Classroom Website for Greer High and Greer Middle	Get your teacher website looking great for the new school year! This session will cover how to use New Google Sites, ways to incorporate a photo slideshow on your website, adding your Google Calendar to your website, and website best practices. Ideas for using Google Sites for teaching will also be explored.
8/17/18	GHS SC YABA Book Award Program	Choose up to 3 books from the 2018-2019 SC Young Adult Book Award. Join the GHS SC YABA Google Classroom and respond to the 3 questions about the book then post a FlipGrid about the book.
9/6/2018	Instructional Protocol - Taking it to the Next Level	Academic Specialists will share Learning Targets and John Hattie's research as teachers reflect on the best way to serve students in the classroom.
9/7/2018	GHS EOC PLC English	Teachers will review samples of students' narrative writing and "TMDG" scavenger hunt/ TDA to begin work on creating our SLO goal.
9/12/2018	OnTrack Training	Teachers will be trained on the new OnTrack system, including its purpose, roles involved, procedures throughout the process(es), etc. Information on 504 procedures will also be presented.
9/13/2018	USH PLC	We will be discussing data from our first major assessment and planning for our next Unit.
9/14/2018	Alg PLC	Algebra 1 and Mastery Connect
9/14/2018	ENG. PLC	ELA - Mechanics & writing standards are our focus this week as work discuss how our students did on their TDA pre-test. This information will help create our SLO goal.
9/18/2018	Freshman Academy	Greer High Freshman Academy teachers will meet monthly to discuss the progress of the Academy and address continuing expectations and strategies for working with 9th grade students.
9/19/2018	PD/Literacy Team	Greer High PD Team will meet on a monthly basis to assess the needs of the faculty and plan the PD sessions for the next month.
9/20/2018	Faculty Council	Each month department chairs meet to discuss the progress of the current school year. Strategies to guide continual improvement of our school will be developed
9/20/2018	SLO training	Teachers will be given expectations and updates on SLO goals
9/21/2018	MasteryConnect	Teachers will learn to use Mastery Connect and TE21 for assessing state standards, create common assessments, and use data to guide instruction.
9/26/2018	Instructional Protocol - Taking it to the Next Level	Academic Specialists will share Learning Targets and John Hattie's research as teachers reflect on the best way to serve students in the classroom part 2.
9/28/2018	Alg. PLC	We will be discussing our benchmarks, MC short assessment, and the district curriculum map

10/1/2018	Electronic PAS-T	Teachers will leave the session with a digital format for their PAS-T portfolio
10/1/2018	USH PLC	A look at data from last year from Standard 3. We designed a Flipgrid lesson for this week and decided the sequence and scope of this unit.
10/2/2018	Classroom Management Roundtable	Teachers will discuss and share strategies on effective classroom management especially in hands on classes.
10/3/2018	CommonLit	Check out the resources of CommonLit - high-quality, free instructional materials to support literacy development for student. Features include Guided Reading, Assessment, and Discussion; informational text; articles in Spanish, Science articles, historical documents, and much more.
10/3/2018	CommonLit for Greer High	Check out the resources of CommonLit - high-quality, free instructional materials to support literacy development for student
10/3/2018	How to Showcase Greer High School's Fine Arts Program	The Fine Arts department will discuss ways to promote the fine arts department at their school. The emphasis will be bringing the artist into the classroom
10/3/2018	Web Based Tools for Math Teachers	Teachers will collaborate on different web based mathematical sites that will enhance teaching and promote student learning. These sites are tools that can be used for instruction, practice and assessment. These added tools provide immediate feedback for the students as well as the teacher. Web based sites target students in classes ranging from Algebra 1 to Calculus.
10/4/2018	Discover Discovery Education	Teachers will explore the various features of DE and select one tool (Board Builders, SOS, Streaming Videos, etc.) and incorporate that tool into a lesson plan.
10/4/2018	Takeaways from 2018 Tech Conferences	This session will focus on resources for enrichment.
10/8/2018	GHS- The Energy Bus	Greer High Faculty will read "The Energy Bus" then record their answers to "What are your takeaways from the Energy Bus? How are these concepts applicable to making a positive impact on students?" to a flipgrid.
10/12/2018	ENG.EOC PLC	MC discussed and planning based on results
10/12/2018	USH EOC PLC	MC discussed and planning based on results
10/17/2018	GCS Observation Tool	The new district observation tool for walkthroughs will be discussed. Teachers will be focusing on collaboration and instructional strategies that enhance student engagement and student centered learning.
10/18/2018	ENG.EOC PLC	TDA discussion
10/18/2018	USH EOC PLC	Data discussion and planning
10/19/2018	Alg EOC PLC	We will be discussing our benchmarks, MC short assessment, and the district curriculum map
10/19/2018	Biology EOC PLC	MC discussed and planning based on results
10/30/2018	Freshman Academy	Greer High Freshman Academy teachers will meet monthly to discuss the progress of the Academy and address continuing expectations and strategies for working with 9th grade students.

10/31/2018	PD/Literacy Team	Evaluation of last month's PD and literacy plans. Planning for going forward with literacy and PD for January.
11/1/2018	Faculty Council	Each month department chairs meet to discuss the progress of the current school year. Strategies to guide continual improvement of our school will be developed
11/1/2018	ENG.EOC PLC	Data discussion and planning
11/1/2018	USH EOC PLC	Data discussion and planning
11/8/2018	Greer High Dept. PLC	Teachers will discuss the Instructional Protocol Document and revisit the departmental focus for the year. This is an optional discussion time based on the instructional needs of the students.
11/8/2018	ENG.EOC PLC	planning and assessment
11/12/2018	Biology EOC PLC	planning and assessment
11/14/2018	Conver-STATIONS @ GHS	Participants will be able to understand the importance of implementing accountable talk and physical movement in small groups. By the end of the session, participants will be able to identify two strategies that allow physical movement and verbal communication on standards-based topics.
11/14/2018	Google Forms to the Next Level	Teachers will expand their knowledge of using Google Forms in their classroom.
11/14/2018	So What the ELL?	This session will teach you the difference between the language levels. You'll also learn about Google Add-Ons and tools you can easily use to accommodate your ELLs!
11/14/2018	Web Based Tools for Math Teachers	Teachers will collaborate on different web based mathematical sites that will enhance teaching and promote student learning. These sites are tools that can be used for instruction, practice and assessment. These added tools provide immediate feedback for the students as well as the teacher. Web based sites target students in classes ranging from Algebra 1 to Calculus.
11/15/2018	Diving into DOK	Participants will develop general knowledge and understanding of DOK levels by evaluating examples of tasks and formative assessments to determine DOK levels.
11/16/2018	Eng. EOC PLC	Next steps discussion
11/16/2018	Alg EOC PLC	We will be discussing our benchmarks, MC short assessment, and the district curriculum map
11/28/2018	GHS Data Dive	We will be engaging into a Data Dive into the new School Report Card system. All staff will be exposed to the updated academic measures and will reflect on how their impact in academic achievement in their classroom directly impacts the school report card and our students' success.
11/29/2018	USH EOC PLC	We will be discussing data from our first major assessment and planning for our next Unit.
11/30/2018	Alg. EOC PLC	We will be discussing our benchmarks, MC short assessment, and the district curriculum map
12/3/2018	Biology EOC PLC	planning and assessment
12/4/2018	Freshman Academy	Preparation for the end of the semester, reviewing successes, and planning for more.
12/5/2018	PD/Literacy Team	Evaluation of last month's PD and literacy plans. Planning for going forward with literacy and PD for January.
12/6/2018	Faculty Council	Reviewing 1st semester, district observation tool, coaching cycles, 2nd semester
12/10/2018	Biology EOC PLC	Discussion on next steps

12/12/2018	Greer High Departments PLC	This month's focus will be Knowledge Base/Comparison to Walkthrough Form of the Instructional Protocol Document. The discussion will include building capacity and enhancing instruction.
12/19/2018	Greer High Dept. PLC	This month's focus will be Knowledge Base/Comparison to Walkthrough Form of the Instructional Protocol Document. The discussion will include building capacity and enhancing instruction.
1/15/2019	GHS SC YABA Book Award Program	Choose up to 3 books from the 2018-2019 SC Young Adult Book Award. Join the GHS SC YABA Google Classroom and respond to the 3 questions about the book then post a FlipGrid about the book.
1/23/2019	CommonLit	In this free webinar, one of our team members will introduce you to CommonLit. You will learn how to differentiate instruction using CommonLit texts and digital tools. Throughout the webinar, we will answer any questions you may have in the Chat and Q&A boxes.
1/23/2019	Data PLC	The professional learning community will research and analyze data in order to determine a need for student growth in one or more academic areas. Research and data will be used to develop a suggested course of action for student improvement in the identified areas.
1/23/2019	MasteryConnect	Teachers will learn to use Mastery Connect and TE21 for assessing state standards, create common assessments, and use data to guide instruction. This session is for non-EOC teachers
1/24/2019	Curriculum Audit Days algebra	EOC teachers will meet with GCS Academic Specialists to collaborate in analyzing and enhancing unit plans (scope and sequence), plans for content delivery methods and differentiation (considering all learners), summative and formative assessments, etc.
1/24/2019	Spanish for Teachers	Teachers will be given instruction on basic Spanish to enable better communication with parents and students. Teachers will use Flipgrid and other tools to improve verbal and written skills.
1/25/2019	Diving into DOK	Participants will develop general knowledge and understanding of DOK levels by evaluating examples of tasks and formative assessments to determine DOK levels.
1/30/2019	GHS Data Dive	We will be engaging into a Data Dive into the new School Report Card system. All staff will be exposed to the updated academic measures and will reflect on how their impact in academic achievement in their classroom directly impacts the school report card and our students' success.
1/30/2019	USH EOC PLC	We will be discussing data from our first major assessment and planning for our next Unit.
1/30/2019	Alg. EOC PLC	We will be discussing our benchmarks, MC short assessment, and the district curriculum map
2/4/2019	Curriculum Audit Days ela	EOC teachers will meet with GCS Academic Specialists to collaborate in analyzing and enhancing unit plans (scope and sequence), plans for content delivery methods and differentiation (considering all learners), summative and formative assessments, etc.
2/4/2019	Curriculum Audit Days sci	EOC teachers will meet with GCS Academic Specialists to collaborate in analyzing and enhancing unit plans (scope and sequence), plans for content delivery methods and differentiation (considering all learners), summative and formative assessments, etc.
2/5/2019	Freshman Academy	Greer High Freshman Academy teachers will meet monthly to discuss the progress of the Academy and address continuing expectations and strategies for working with 9th grade students.
2/6/2019	PD/Literacy Team	Greer High PD Team will meet on a monthly basis to assess the needs of the faculty and plan the PD sessions for the next month.

2/7/2019	Faculty Council	Review progress, district observation tool, coaching cycles, and next steps
2/8/2019	Alg. EOC PLC	We will be discussing our benchmarks, MC short assessment, and the district curriculum map
2/13/2019	Vertical w/GMS	Curriculum Teams from Greer High and Greer Middle will meet to discuss data, curriculum updates and changes to develop a plan that promotes student achievement.
2/14/2019	Curriculum Audit Days SS	EOC teachers will meet with GCS Academic Specialists to collaborate in analyzing and enhancing unit plans (scope and sequence), plans for content delivery methods and differentiation (considering all learners), summative and formative assessments, etc.
2/22/2019	Alg. EOC PLC	We will continue to discuss our scope and sequence then move on to common unit tests.
2/22/2019	Eng. EOC PLC	We will be talking about our mythology unit common assessment.
2/26/2019	USH EOC PLC	We will be discussing data from assessments and planning for our next Unit.
3/12/2019	Freshman Academy	Greer High Freshman Academy teachers will meet monthly to discuss the progress of the Academy and address continuing expectations and strategies for working with 9th grade students.
3/13/2019	Math dept. meeting	Math department will meet with Ms. Muller to discuss textbook adoption.
3/14/2019	Faculty Council	Review progress, district observation tool, coaching cycles, and next steps
3/15/2019	Alg. EOC PLC	We will be discussing our benchmarks, MC short assessment, and the district curriculum map
3/20/2019	dept. meetings	Departmental discussion on updates from district and school
3/21/2019	Math dept. meeting	Review Mastery Connect and next steps
3/27/2019	New Lightbox	Lightbox™ is a multimedia educational space that encourages students to see learning in a whole new light. With Lightbox, students receive a true multimedia learning experience that incorporates audio, video, interactive activities, and much more across a variety of professionally developed curriculum.
3/27/2019	Strategies Forum	Teachers will discuss strategies to engage students in the learning process. The focus will be on instructional strategies to increase student engagement while fostering a supportive learning environment.
3/28/2019	Tech tools for assessment	Teachers will be introduced to gimkit, peardeck, and peardeck vocabulary. Teachers will select one tool and create a lesson
4/13/2019	GHS peer to peer	Teachers will observe a colleagues' classroom in action, complete the Google Doc about what they saw, wondered, and next steps for instruction in their classroom.

School Climate Needs Assessment
 Link to [SDE School Report Card](#)

Learning Environment

- Percentage of teachers satisfied with the learning environment in 2016 was 86.7% and increased to 96.6% in 2017 and fell to 90.2% in 2018.
- Percentage of students satisfied with the learning environment rose to 73% in 2016 and 73.8% in 2017 and rose again in 2018 to 76.4%.
- Percentage of parents satisfied with the learning environment fell to 70% (16 survey participants) in 2017 from 92% in 2016. In 2018 the percent rose to 90.9%.
- Percentage of teachers satisfied with the safety during the school day rose to 100% in 2017 from 97.8% in 2016 and 95.8% in 2018.
- Percentage of students satisfied with the safety during the school day has continued to increase from 80.1% in 2016 to 83.8% in 2017 only to drop to 79.3% for 2018.
- Percentage of parents satisfied with the safety during the school day rose to 68.8% in 2017 from 64.3% in 2016 and to 76.3% in 2018.

SCDE Surveys by Teachers, Students, and Parents			
	Teachers	Students	Parents
Number of surveys returned	72	224	55
Percent satisfied with learning environment	90.20%	76.40%	90.90%
Percent satisfied with social and physical environment	97.20%	79.30%	80.00%
Percent satisfied with school-home relations	73.60%	84.10%	69.80%

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

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

PERFORMANCE GOAL: 1 The percentage of HS students scoring A, B, and C on the English I EOCEP will increase from 45 % in 2016-17 to 60 % in 2022-23. Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English I EOCEP SC SDE Website	45 % of HS students scoring A, B, and C on English I EOCEP (2016-17)	School Projected	48	51	54	57	60
		School Actual	55.6				
English I EOCEP SC SDE Website	49% of HS students scoring A, B, and C on English I EOCEP (2016-17)	District Projected *HS only*	52	55	58	61	64
		District Actual	58				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Freshman Academy tutoring sessions	Continuous	All English 1 teachers	0	N/A	Attendance Logs
2. MasteryConnect for District Benchmarks and data analysis by teachers.	Quarterly	All English 1 teachers	0	N/A	Benchmark data and PLC notes
3. All English 1 teachers participate in a PLC that meets 2-4 times a month for data driven, standards based instructional planning.	Continuous	All English 1 teachers	0	N/A	PLC agenda's/minutes, lessons, and unit plans
4. Schedule common planning period for English 1 teachers for data driven, standards based instructional planning.	Daily	All English 1 teachers	0	N/A	Lesson and unit plans
5. Utilize MasteryConnect for teacher created standards based assessments.	continuous	All English 1 teachers	0	N/A	Assessments in MC

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

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

PERFORMANCE GOAL: 2 The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from 22 % in 2016-17 to 37 % in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	22 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	25	28	31	34	37
		School Actual 22.6					
Algebra I EOCEP SC SDE Website	36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	District Projected	39	42	45	48	51
		District Actual 33					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Freshman Academy tutoring sessions	Continuous	All Algebra 1 teachers	0	N/A	Attendance Logs
2. MasteryConnect for District Benchmarks and data analysis by teachers.	Quarterly	All Algebra 1 teachers	0	N/A	Benchmark data and PLC notes
3. All Algebra 1 teachers participate in a PLC that meets 2-4 times a month for data driven, standards based instructional planning.	Continuous	All Algebra 1 teachers	0	N/A	PLC agenda's/minutes, lessons, and unit plans
4. Schedule common planning period for Algebra 1 teachers for data driven, standards based instructional planning.	Daily	All Algebra 1 teachers	0	N/A	Lesson and unit plans
5. Utilize MasteryConnect for teacher created standards based assessments.	continuous	All Algebra 1 teachers	0	N/A	Assessments in MC

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

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

PERFORMANCE GOAL: 3 The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from 53% in 2016-17 to 68% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Biology EOCEP SC SDE Website	53% of HS students scoring A, B, and C on Biology EOCEP (2016-17)	School Projected	56	59	62	65	68
		School Actual	42				
Biology EOCEP SC SDE Website	64% of HS students scoring A, B, and C on Biology EOCEP (2016-17)	District Projected	67	70	73	76	79
		District Actual	53				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Freshman Academy tutoring sessions	Continuous	All Biology teachers	0	N/A	Attendance Logs
2. MasteryConnect for District Benchmarks and data analysis by teachers...	Quarterly	All Biology teachers	0	N/A	Benchmark data and PLC notes
3. Utilize DE TechBook	Continuous	All Biology teachers	0	N/A	DE Tech book data
4. All Biology teachers participate in a PLC that meets 2-4 times a month for data driven, standards based instructional planning.	Continuous	All Biology teachers	0	N/A	PLC agenda's/minutes, lessons, and unit plans
5. Schedule common planning period for Biology teachers for data driven, standards based instructional planning.	Daily	All Biology teachers	0	N/A	Lesson and unit plans
6 Utilize MasteryConnect for teacher created standards based assessments.	continuous	All Biology teachers	0	N/A	Assessments in MC

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

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

PERFORMANCE GOAL: 4 The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 45% in 2016-17 to 60% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
US History and the Constitution EOCEP SC SDE Website	45% of HS students scoring A, B, and C on US History EOCEP (2016-17)	School Projected	48	51	54	57	60
		School Actual	55.6				
US History and the Constitution EOCEP SC SDE Website	58% of HS students scoring A, B, and C on US History EOCEP (2016-17)	District Projected	61	64	67	70	73
		District Actual	60				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. EOC Boot Camp	Every morning and afternoon a week prior to EOCT	All US History and the Constitution teachers	0	N/A	Attendance Logs
2. .MasteryConnect for District Benchmarks and data analysis by teachers...	Quarterly	All US History and the Constitution teachers	0	N/A	Benchmark data and PLC notes
3. All US History and the Constitution teachers participate in a PLC that meets 2-4 times a month for data driven, standards based instructional planning.	Continuous	All US History and the Constitution teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
4. Schedule common planning period for US History and the Constitution teachers for data driven, standards based instructional planning.	Daily	All US History and the Constitution teachers	0	N/A	Lesson and unit plans
6. Utilize MasteryConnect for teacher created standards based assessments.	continuous	All US History and the Constitution teachers	0	N/A	Assessments in MC

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

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

PERFORMANCE GOAL: 5 Increase the average ACT Composite Score for the graduating class from **18.1** in 2016-17 to **21.5** in 2022-23.

PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from **1057** in 2016-17 to **1102** 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.

3

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	(2016-17) 18.1	School Projected	19.7	20.7	20.9	21.1	21.5
		School Actual 17.1					
SC SDE Website	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual 18.7					

SAT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	(2016-17) 1057	School Projected	1066	1075	1084	1093	1102
		School Actual 1014					
SC SDE Website	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual 1089					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student sign-ups for college entrance tests
2. Utilize Naviance	Prior to test day	Advisory teachers	0	N/A	Student participation
3. Practice Test and strategies	Prior to test day	Advisory teachers	0	N/A	Student participation
4. Consultants	Prior to test day	Principal	\$22 per student	School funds & \$10 per student	Student participation

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	School Projected	81.0	82.0	83.0	84.0	85.0
		School Actual	80.9				
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	District Projected	94.0	95.0	96.0	97.0	98.0
		District Actual	93.7				

SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	School Projected	94.0	95.0	96.0	97.0	98.0
		School Actual	93.7				
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	District Projected	95.0	96.0	97.0	98.0	99.0
		District Actual	94.7				
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected	87.0	88.0	89.0	90.0	91.0
		School Actual	86.8				
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	District Projected	90.0	91.0	92.0	93.0	94.0

		District Actual 89.3					
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	School Projected	58	59	60	61	62
		School Actual 57.2					
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	District Projected	68.0	69.0	70.0	71.0	72.0
		District Actual 67.1					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Utilize Naviance for test prep	Prior to WIN	Advisory teachers	0	N/A	Student participation
3. Practice test	Prior to WIN	Advisory teachers	0	N/A	Student participation
3. Focus on low areas from practice test	Prior to WIN	Advisory teachers	0	N/A	Student participation

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EOCEP English 1 SC SDE Website	36% A, B, C (2016-17)	School Projected Hispanic	38	40	42	44	46
EOCEP English 1 SC SDE Website		School Actual Hispanic 45.5					
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	29% A, B, C (2016-17)	School Projected AA	31	33	35	37	39
EOCEP English 1 SC SDE Website		School Actual AA 41.9					

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	16% A, B, C (2016-17)	School Projected SWD	18	20	22	24	26
EOCEP English 1 SC SDE Website		School Actual SWD 22.5					
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	29% A, B, C (2016-17)	School Projected LEP	31	33	35	37	39
EOCEP English 1 SC SDE Website		School Actual LEP 38.4					
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	District Projected LEP	40	43	46	49	52
EOCEP English 1 SC SDE Website		District Actual LEP 48					

EOCEP English 1 SC SDE Website	39% A, B, C (2016-17)	School Projected SIP	41	43	45	47	49
EOCEP English 1 SC SDE Website		School Actual SIP 53.9					
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected SIP	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual SIP 56					
EOCEP Algebra 1 SC SDE Website	15% A, B, C (2016-17)	School Projected Hispanic	17	19	21	23	25
EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 18.6					
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	17% A, B, C (2016-17)	School Projected AA	19	21	23	25	27
EOCEP Algebra 1 SC SDE Website		School Actual AA 20					

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	3.4% A, B, C (2016-17)	School Projected SWD	5	7	9	11	13
EOCEP Algebra 1 SC SDE Website		School Actual SWD 5.4					
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	12% A, B, C (2016-17)	School Projected LEP	14	16	18	20	22
EOCEP Algebra 1 SC SDE Website		School Actual LEP 17.1					
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	District Projected LEP	39	42	45	48	51
EOCEP Algebra 1 SC SDE Website		District Actual LEP 34					

EOCEP Algebra 1 SC SDE Website	21% A, B, C (2016-17)	School Projected SIP	23	25	27	29	31
EOCEP Algebra 1 SC SDE Website		School Actual SIP 25.5					
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	District Projected SIP	34	37	40	43	47
EOCEP Algebra 1 SC SDE Website		District Actual SIP 29					
EOCEP Biology SC SDE Website	37% A, B, C (2016-17)	School Projected Hispanic	39	41	43	45	47
EOCEP Biology SC SDE Website		School Actual Hispanic 29.2					
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	36% A, B, C (2016-17)	School Projected AA	38	40	42	47	49
EOCEP Biology SC SDE Website		School Actual AA 15.8					

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	11% A, B, C (2016-17)	School Projected SWD	13	15	17	19	21
EOCEP Biology SC SDE Website		School Actual SWD 16.3					
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	District Projected SWD	21	24	27	30	33
EOCEP Biology SC SDE Website		District Actual SWD 11					
EOCEP Biology SC SDE Website	12% A, B, C (2016-17)	School Projected LEP	14	16	18	20	22
EOCEP Biology SC SDE Website		School Actual LEP 20.3					
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected LEP	43	46	49	52	55
EOCEP Biology SC SDE Website		District Actual LEP 31					

EOCEP Biology SC SDE Website	21% A, B, C (2016-17)	School Projected SIP	23	25	27	29	31
EOCEP Biology SC SDE Website		School Actual SIP 35.2					
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	33% A, B, C (2016-17)	School Projected Hispanic	35	37	39	41	43
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 39.7					
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected Hispanic	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 43					
EOCEP US History and the Constitution SC SDE Website	25% A, B, C (2016-17)	School Projected AA	27	29	31	33	35
EOCEP US History and the Constitution SC SDE Website		School Actual AA 18.3					

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					
EOCEP US History and the Constitution SC SDE Website	17% A, B, C (2016-17)	School Projected SWD	19	21	23	25	27
EOCEP US History and the Constitution SC SDE Website		School Actual SWD					
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					
EOCEP US History and the Constitution SC SDE Website	23% A, B, C (2016-17)	School Projected LEP	19	21	23	25	27
EOCEP US History and the Constitution SC SDE Website		School Actual LEP					
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected LEP	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual LEP					

EOCEP US History and the Constitution SC SDE Website	29% A, B, C (2016-17)	School Projected SIP	31	33	35	37	39
EOCEP US History and the Constitution SC SDE Website		School Actual SIP 27.5					
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected SIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual SIP 42					
ACT Graduating Class	Composite 15.7 (2016-17)	School Projected Hispanic	16.0	17.0	18.0	19.0	20.0
ACT Graduating Class		School Actual Hispanic 17.6					
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 15.1 (2016-17)	School Projected AA	16.0	17.0	18.0	19.0	20.0
ACT Graduating Class		School Actual AA 16.2					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collaborate with district on developing and formalizing Multi-Tiered Systems of Support (On Track), which offer additional supports or additional enrichment to those who need it.	Continuous	All Staff, On Track Team	0	N/A	Student achievement data for traditionally underperforming student demographic groups
2. Utilize Mastery Connect benchmark and data analysis by EOC teachers to identify gaps in learning to inform instruction.	Continuous	All EOC teachers	0	N/A	Benchmark data and PLC notes
3. Utilize the PLC model in content and departmental groups that meet for data driven instructional planning and collaborate on best practices to meet the needs of all learners.	Continuous	All teachers	0	N/A	PLC agendas and minutes, Student achievement data for traditionally underperforming student demographic groups
4. Specialized classes for low readers (READ 180, Language Live), EL learners, special education students, and credit recovery.	Continuous	Teachers	0	N/A	Benchmark data and pass rates, Student achievement data for traditionally underperforming student demographic groups

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority					
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other					
PERFORMANCE GOAL: 9 By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.					
INTERIM PERFORMANCE GOAL: Meet annual targets below.					

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate	(2016-17) 86.5	School Projected	86	87	88	89	90
		School Actual 82.3					
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90

		District Actual 84					
Employability Credentialing Rate	Data will be reported in 2020-21	School Projected			TBD	TBD	90
		School Actual					
Employability Credentialing Rate	Data will be reported in 2020-21	District Projected			TBD	TBD	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue flexible options for students to recover content and credit with credit/content recovery labs.	On going	Administration, counselors, & Teachers	0	N/A	Increased graduation and employability credentialing rate
2. Fully implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track to graduation at each grade level	ongoing	Administration, teachers, counselors	0	N/A	Increased graduation and employability credentialing rate
3. Identification of students at risk to fail tests or not graduate through PowerTeacher and GCSource and developing intervention plans with students and parents.	Continuous	On Track team, School Counselors, Administrators	0 N/A	Documentation within GCSource and counselors' notes	Increased graduation and employability credentialing rate
4. Mentoring identified at-risk students using GCSource and/or the On Track model.	Continuous	All faculty, Behavior Interventionist, Counselors	0	N/A	Documentation of mentoring sessions
5. Assign school counselors by grade level to better track students and assist towards a 4 year graduation.	Continuous	School Counselors	0	N/A	School Counselor student assignments
6. Annual IGP meetings with students and parents.	Yearly	School Counselors	0	N/A	Documentation of IGP meetings

7. Seat Time Recovery (STR).	Continuous	STR Coordinator and Attendance Clerk	0	N/A	STR documentation
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Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase teacher, student, and parent awareness of Graduation Plus, focusing on dual credit, AP, IB, career classes, and certification through marketing and communications.	Yearly	Teachers, school counselors, and webmaster	0	N/A	Power School records
2. Inform student perception and understanding of the value of AP, IB, Dual credit, and Career Classes and Certification during IGP conferences and other orientations and workshops	Yearly	Teachers and school counselors	0	N/A	Power School records
3. Increase enrollment in, CATE, AP, IB, and Early College courses.	Yearly	Teachers, administrators, and school counselors	0	N/A	Power School records
4. Vertical articulation and collaborative planning in and across academic departments to prepare students for college or career ready course work.	Continuous	Teachers, administrators, and school counselors	0	N/A	Departmental meeting agendas

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	56	School Projected	59	62	65	68	71
		School Actual					
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Fully implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track to graduation at each grade level.	Continuous	Teachers, Counselors, and Administrators	0	N/A	Increased 9 th graders on track for graduation
2. Year-long tutoring sessions for all students of through the Freshman Academy.	Continuous	All 9 th grade teachers	0	N/A	Attendance logs of sessions
3. All 9 th grade common subject teachers participate in a PLC that meets for data driven instructional planning.	weekly	All 9 th grade teachers	0	N/A	PLC agendas and minutes
4. Identification of students at risk to fail tests or not graduate through PowerTeacher and GCSource and developing intervention plans with students and parents.	Continuous	School Counselors	0	N/A	Documentation within GCSource and counselors' notes
5. Mentoring at-risk students.	Continuous	All faculty	0	N/A	Documentation of mentoring sessions
6. Academic intervention conferences and annual IGP meetings with students and parents.	Yearly and as needed	School Counselors, teachers, administrators	0	N/A	Documentation of IGP meetings
7. Utilize online credit recovery and virtual school classes for students both during the school day and at home to remain on track.	Continuous	School Counselors	0	N/A	Credit recovery and virtual class signups and completion Master schedule
8. Seat Time Recovery (STR).	Continuous	STR Coordinator and Attendance Clerk	0	N/A	STR documentation

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
9. Utilize Freshman Academy model to provide a small learning community to provide academic, emotional, and social supports for students.	Continuous	Teachers, Administrators, 9th grade counselor	0	N/A	Freshman Academy meeting agendas, student achievement data

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	(2016-17) 45	School Projected	45	48	51	55	58
		School Actual 56					

PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual 51					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Inform student understanding of the value of AP, IB, and Dual credit during IGP conferences. and other orientations and workshops	yearly	Teachers, Counselors	0	N/A	Power School records
2. Conduct informational meetings for parents.	yearly	Teachers, Counselors	0	N/A	Power School records
3. Vertical articulation and collaborative planning in and across academic departments to prepare students for college or career ready course work.	Continuous	Teachers, administrators, and school counselors	0	N/A	Departmental meeting agendas

4. Inform student perception and understanding of the value of AP, IB, Dual credit, and Career Classes and Certification during IGP conferences and other orientations and workshops	Yearly	Teachers and school counselors	0	N/A	Power School records
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Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop and retain high quality diverse teachers	on going	Administration	0	N/A	Retaining quality teachers
2. Attend and recruit teachers from career fairs such as Shining Stars or college events	Spring	Administration	0	N/A	Faculty Demographics
3. Recruit diverse candidates from alternative certification tracks	Spring	Administration	0	N/A	Faculty Demographics

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	73.8	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					

SC SDE School Report Card Survey	73.8	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 76.3					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 84					
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents 88					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue focus on safety through the presence of our school resource officer, required safety drills, maintenance department checklists, and security checks by local law enforcement, and monthly safety evaluations.	Continuous	All Staff	0	N/A	Survey results
2. Behavioral Interventionist developing on going rapport with students and community to communicate safety measures.	Continuous	Behavioral Interventionist	0	N/A	Weekly reports
3. Use school website, school messenger, social media, and email to inform students, parents, and staff about safety measures and procedures.	Continuous	Administrators	0	N/A	Documentation from posts, emails, and phone calls
4. Administrators, faculty, and SRO will supervise students in all locations and report and address safety concerns/incidents immediately.	Continuous	Administrators, Faculty, and SRO	0	N/A	Duty schedules and documentation of investigations
4. All students, staff, and visitors are monitored by displaying school IDs or name badges.	Continuous	All staff	0	N/A	ID machine documentation of IDs made and security camera footage

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual .08					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Behavioral Interventionist will meet with at risk students	Continuous	Behavioral Interventionist, Administrators, Teachers	0	N/A	Weekly reports from the Behavioral Interventionist
2. Faculty and staff will consistently communicate behavioral expectations of all students by referencing the student handbook which will be available for every student, by modeling appropriate behavior, and by holding students accountable for appropriate behaviors.	Continuous	All Staff	0	N/A	Student handbook, documentation of communication
3. Administrators, faculty, and SRO will supervise students in all locations and hold students accountable to positive behaviors.	Continuous	Administrators, Faculty, and SRO	0	N/A	Duty schedules and documentation.

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	55	School Projected	58	62	66	70	74
		School Actual					
AdvancED Culture & Climate Surveys	52	District Projected Secondary	54	58	62	66	70
		District Actual Secondary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Staff will make intentional efforts to develop positive relationships and rapport with students and their parents.	Continuous	All Staff	0	N/A	Faculty meeting presentations, contact logs, open house logs
2. Staff will build positive rapport with students by having them in Advisory classes that address academic, social, and emotional needs from the 10th - 12th grades.	Continuous	Advisory Teachers	0	N/A	Survey Results
3. Freshman Academy staff will collaborate in providing a caring and supportive atmosphere for students in the 9th grade to help with their transition from middle school.	Continuous	Freshman Advisory Teachers	0	N/A	Survey Results

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 th day Attendance Report	(2016-17) 93.4	School Projected	95	95	95	95	95
		School Actual					
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communication with students and parents about attendance expectations and policy in student handbook, on website, teachers' syllabi, Open House, freshman orientation, and weekly messenger.	Continuous	Attendance clerk, attendance interventionist, teachers, administrators	0	N/A	Student handbook, school website, teachers' syllabi, open house agenda, and freshman orientation agenda
2. Report truancy and conduct truancy prevention meetings with students and parents.	Continuous	Attendance clerk, Attendance Intervention Clerk, administrators	0	N/A	Truancy records
3. Daily, automated phone calls to parents for each absence.	Continuous	Attendance clerk	0	N/A	PowerSchool
4. Utilize On Track model and facilitate attendance intervention meetings.	Continuous	Attendance Interventionist	0	N/A	PowerSchool

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid – 6% Lonely – 16% Angry 16 %	School Projected	Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 15	Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 15	Afraid ≤ 5 Lonely ≤ 14 Angry ≤ 14	Afraid ≤ 5 Lonely ≤ 14 Angry ≤ 14	Afraid ≤ 4 Lonely ≤ 13 Angry ≤ 13
		School Actual Afraid 6 % Lonely 16 % Angry 16 %	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 16% Angry – 14%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote and communicate to students and parents the multi-tiered systems of support that is available for students	On going	School Counselor, administrators, teachers, behavior interventionists, attendance interventionist, mental health counselor	0	N/A	Survey Results
2. Offer small support groups for students addressing social and emotional needs.	On going	Counselors	0	N/A	Survey Results
3. Weekly meeting in Advisory with teachers rotating with students	On going	Counselors, teachers, and administration	0	N/A	Survey Results