TRAVELERS REST
HIGH SCHOOL
Greenville County School District

Strategic Planning and Portfolio

2018-2019 through 2022-2023

Mr. Louis Lavely
Principal, Travelers Rest High School

Dr. W. Burke Royster
Superintendent, Greenville County Schools

<p style="text-align:center">**SCHOOL RENEWAL PLAN COVER PAGE**</p>

SCHOOL NAME: Travelers Rest High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(one year)*

Required Signature Page
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 et seq. (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.
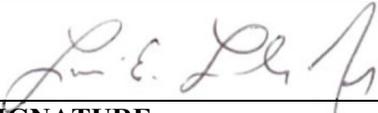
Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	03.29.2019
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Louis E. Lavely	*Louis E. Lavely*	03.29.2019
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL
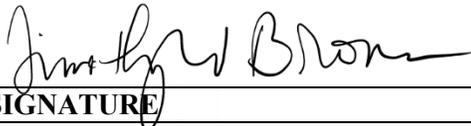
Mr. Timothy Brown	*Timothy W Brown*	03.29.2019
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Stephanie Rees	*Stephanie Rees*	03.29.2019
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 301 N. Main Street, Travelers Rest, SC 29690

SCHOOL TELEPHONE: (864) 355-0000

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Lou Lavely
2.	Teacher	Sonja Airline
3.	Parent/Guardian and Paraprofessional	Amy Small
4.	Community Member	Brandi Amidon
5.	School Improvement Council Member	Erin Smith
6.	Read to Succeed Reading Coach	NA
7.	School Read To Succeed Literacy Leadership Team Lead	Stephanie Rees
8.	School Read To Succeed Literacy Leadership Team Member	Ashley Gordon

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

	Position	Name
9.	Assistant Principal	Andrew Baker
10.	Teacher	Kirby Alford
11.	Teacher	Arielle Case
12.	Teacher	Robbie Cole
13.	Teacher	Peter Simms

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

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

○ Yes ○ No ● N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
● Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
● Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
● Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
● Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
○ Yes ○ No ● N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
● Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
○ Yes ○ No ● N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes ○ No ● N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

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

Table of Contents

Introduction

In the spring of 2018, TRHS was introduced to the Advanced Ed self-study and decided to facilitate the seven areas through the administrative team. The principal, three assistant principals, assistant administrator, and instructional coach each submitted their survey responses. The administrative team then discussed the results and determined a united response.

During that time, Andrew Baker, an assistant principal, and Stephanie Rees, the instructional coach, led faculty members in updating the school portfolio by assessing the Advanced Ed self-study as well as the latest SC Report Card and local data. This group designed an action plan that was adopted by consensus and then presented to administrators, department chairs, and SIC members for approval.

Executive Summary

The city of Travelers Rest is in an era of growth and change. We continue to see the development of Main Street which attracts many visitors to our small town. The city is also in the process of several housing developments that may mean growth for the student population of TRHS in the near future.

The theme for the 2017-2018 school year was *We Are TR* to emphasize the community-based aspect of the school culture. As one of the few high schools in Greenville with a true feeder pattern, Travelers Rest High School often becomes the center of the community. The Travelers Rest community is highly supportive of our students and their various activities. Throughout spirit week, local businesses decorate with blue and gold to show their support.

In its evolution as a small town high school in a large metropolitan school district, Travelers Rest High School has made great strides. As an International Baccalaureate Diploma School, students experience change in their learning as impacted by the seven strands of the IB curriculum and the five areas of interaction. Truly, we address the "global community" in our mission statement with this program. The ninth grade academy continues to monitor and adjust its format, its programs, and its gains.

While our diversity is not apparent in our racial makeup (24% minority), it is clearly evident in our socio-economic breakdown. Our school serves the largest geographic attendance zone in Greenville County, ranging from the North Carolina State line to the north, Pickens County to the west, and the attendance areas of three other high schools on the east and south. This attendance area includes highly educationally motivated subdivisions surrounding Furman University and exclusive gated communities. We also serve impoverished government housing projects, mobile home parks, and traditionally lower income communities. TRHS currently has a 54.7% poverty rate, which does not reflect the poverty rate of the city of Travelers Rest which is less than 20%.

A large demographic sub-group at Travelers Rest High School is our students with disabilities. We continue to make small gains for students with IEP's and 504's.

Our challenges continue to be a reduced budget, demands on teachers to learn and incorporate initiatives and programs on top of existing professional expectations, and a poverty rate that has grown significantly in five years. While parents are involved, we would like to increase that involvement.

Over time (five years) we have made gains in all areas. We have dropped at one time or other, but we do seem to come back. We credit our Professional Learning Communities and Power Hour with much of the success in student achievement. The IB and MYP, AP classes, and the continuation of dual credit courses in conjunction with Greenville Tech sets our students on a path of academic preparedness for college. We were at the top of the county and state in EOC scores. As is our tradition, extra-curricular activities continue to enhance the school experience. The student body demonstrated character and commitment to the community by raising over $40,000 for local charities. In 2018, Student Council was named a US Gold Level Honor Council for the tenth consecutive year, one of only two schools in SC to achieve this honor.

School Profile

School

301 North Main Street
Travelers Rest, SC 29690
Telephone: (864) 355-0000
Fax: (864) 355-0088
www.greenville.k12.sc.us/trest/

Grades: 9th - 12th Grade

Enrollment: 1,177

School Location: Just north of downtown Travelers Rest on Highway 276

Principal: Louis E. Lavely, Jr.

email: *llavely@greenville.k12.sc.us*

Our thirteen year old campus includes three computer labs, Promethean Boards in all classrooms and labs, agricultural shop and greenhouse, state of the art science labs, art studio with kiln room, band practice field. Athletic facilities include football stadium, soccer stadium, baseball field, softball field, four tennis courts, paved track, weight room, fitness room, three gymnasiums, and two practice fields.

In 2018-2019, each student received their own chromebook for school use. Teachers have modified instruction to take advantage of this new resource.

During the last five years, enrollment has ranged between 1150 and 1265. Ethnic demographics have remained steady for at least five years. White students represent approximately 76%, Black 14%, Hispanic 6%.

Free and reduced price lunch and poverty rate have steadily increased for the last 10 years. The poverty rate, for example, has risen from 28% in 2002-2003 to 54.7% currently.

Never satisfied with the status quo, the partnership of students, parents, administration, and faculty at Travelers Rest High School constantly seek ways to improve both the content and scope of students' learning, the quality of their lives, and their overall drive to become lifelong learners.

Attendance Area (Community)

Recently the Travelers Rest community has experienced significant economic growth and has transformed from a basically textile to a diversified base. Several industrial firms have located in the area, and some existing firms have expanded their operations.

By far the most significant factor in a citywide renewal is the completion of the 26+ mile Greenville County Swamp Rabbit walking biking trail that meanders through the town and in front of Travelers Rest High School. New businesses, primarily retail and restaurants, have opened along the trail in the city limits.

Travelers Rest High School serves the most widespread attendance area in Greenville County, roughly stretching from the North Carolina line to the east and north, the Pickens County line and Berea to the west, and Cherrydale Shopping Center and Sans Souci to the south. Furman University lies within the area, and North Greenville University lies just outside the attendance area. The small town of Travelers Rest lies entirely in the area; upscale communities such as Cliff's Valley and Stratford Forest/Green Valley lie in the area as well as government subsidized housing communities such as Boulder Creek. A large number of students come from the

rural areas in the attendance zone. The balance of students come from lower middle class homes, sub-divisions, apartments, and mobile homes.

Faculty and Staff

Administrators...5
Teachers 58
Certified Academic Staff 11
Support Staff 32
%Teachers with Advanced Degrees 63.9%
% Teacher Attendance 93.5%

Certified Staff

Gender
Male 45%
Female...55%

Among the certified faculty there are five administrators, 58 classroom teachers, a part-time ESOL teacher, one IB coordinator, one instructional coach, one athletic director, five school counselors, and two media specialists. The support staff consists of eleven maintenance staff workers, seven cafeteria workers, one school resource officer, one ISS aide, six clerical workers, one nurse, one athletic trainer, two content recovery aides, and one teaching aide.

	Our School	Change from Last Year
Average teacher salary	$51,411	Up from $50,246
Percent of teachers on continuing contract	75.4	Up from 69.4
Percent of teachers returning from previous year – current year	86.7	N/A
Percent of teachers returning from previous year – three year average	84.9	Down from 86.4
Percent of teacher vacancies for more than 9 weeks	0.0	Down from 1.7
Prime instructional time	87.3	Up from 86.2
Student-teacher ratio in core subjects	33.5 to 1	Up from 30.6 to 1
Percent of inexperienced teachers teaching in core classes	13.5	N/A
Number of inexperienced teachers teaching in core classes	5	N/A
Percent of out-of-field teachers teaching in core classes	0.0	N/A
Number of out-of-field teachers teaching in core classes	0	N/A

Leadership

Decision-making at Travelers Rest High School ranges from faculty-based decisions such as implementing Power Hour, administration-controlled decisions such as use of facilities, personnel decisions, and final disciplinary determinations. Additionally, faculty members have input in decisions regarding their budgets in departmental meetings and coordinated with department heads. A Faculty Council has advised the principal about decision-making also. Most decision-making at TRHS relies on communication and cooperation between staff members to help the responsible party reach the appropriate decision for the matter under consideration.

Intra-departmental opportunities also exist for faculty members to have a voice in the courses they prefer to teach, in the courses offered by their departments, how many sections of which courses to make available, textbook adoption, and in supplemental resources regarding curriculum. Mostly these decisions are reached by consensus.

The principal delegates authority through assistant principals and others regarding the daily operation of the school. Some departments report directly to the principal while others deal with an assistant principal.

While faculty input is bound by constraints of board policy, opportunities for input as well as leadership development are abundant at Travelers Rest High School.

Student Population

Student Enrollment:

2014-2015 1,156
2015-2016 1,166
2016-2017 1,154
2017-2018 1,092
2018-2019 1,177

Sub-populations: Special Education

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Autism	6	2	4	7	4
Intellectual Disabled/Educable	9	6	7	4	3
Emotional Disability	4	1	7	9	2
Other Health Impairment	19	16	30	29	9
Hearing Impairment					1
Specific Learning Disability	110	107	116	105	87
Multiple Disabilities	5	16	15	23	31
Orthopedic Impairment					
Speech/Language Impairment				1	1
Intellectual Disabled/Trainable		10			
Visual Impairment		1	1	0	
Traumatic Brain Injury	1	1	1	1	
Total	154	160	181	179	138

Free and reduced meals%/Poverty index

	2014	2015	2016	2017	2018
FARMS	45.9%	47.4%	46.4%	42.5%	43.1%
Poverty	69.1%	66.6%	55.4%	55.8%	54.7%

Attendance

    2013-2014 ....97.5%
    2014-2015 ....93.6%
    2015-2016 ....93.7%
    2016-2017 ....93.0%
    2017-2018 ....93.8%

Ethnicity/Gender

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Female	553	542	538	530	525
Male	603	622	616	562	619
Asian	6	3	6	7	8
Black/African American	138	155	158	148	158
Hispanic/Latino	70	80	68	72	71
American Indian/Alaska Native	5	4	3	3	3
Two or More Races	35	34	33	31	35
Native Hawaiian/Pacific Islander	0	0	2	3	3
White	902	888	884	828	866
Ethnicity Unknown	0	0	0	0	0

School Academic/Behavioral Programs, etc.

- 30 Athletic Teams
- 20+ Clubs
- Advisor/Advisee Scheduling
- Course Levels – International Baccalaureate, Advanced Placement, College Prep, Honors, and Dual Credit
- International Baccalaureate Diploma School
- Served by Fine Arts Center, Enoree Career Center, and J. Harley Bonds Career Center
- Student Council hosts annual Spirit Week to support local charities
- Broadcasting and Journalism programs
- Community Based Job Training

Academic Honors
- 13 Palmetto Fellows
- 61 Life Scholarships

Athletic Honors
- All State Player in Girls Basketball
- All State Player in Girls Cross Country
- All State Player in Girls Golf
- All State Player in Boys Basketball
- All State Individual Wrestler
- Girls Golf-Region Champions
- Girls Tennis – Region Champions
- Boys Tennis – Region Champions
- Boys Individual Cross Country Region Champion

Fine Arts Honors
- All-State Band Attendees
- 14 students to All-Region Band
- 20 students to All-County Band
- Two students to SC All State Chorus
- Nine students to District Honor Choir
- One Superior Acting
- One Superior Costume
- One Honorable Mention – Makeup

Beta Club State Honors
- National School of Distinction
- 1st place – Club Trading Pins
- 2nd place – Character Skit
- 3rd place – Recyclable Art
- 3rd place - Scrapbook

Fishing Team Honors
- 80+ hours of community service
- All State and All American Fisherman
- Two Top 10 teams – State BASS Points
- Two team qualifiers for BASS HS National Championship
- One team qualifier for FLW/TBF HS National Championship

School/Faculty Honors
- Eight National Board Certified teachers
- Three Region 2 AAAA Coaches of the Year
- Athletic Director of the Year – Region II AAAA
- Childers Teacher Excellence Award Recipient
- South Carolina Council of Teachers of English Leadership Development Award
- State Girls Golf Coaches Association Coach of the Year

In its eighth year of using departmental professional learning communities to enhance student achievement, the school can point to that bi-monthly (plus more informal discussions) initiative as instrumental in increasing student passage rates of school courses as well as EOC improvements.

Travelers Rest High School has the distinction of being an International Baccalaureate School, and the leadership of the program is coordinated onsite. The coordinator assists the principal, parents, and potential IB students in determining their suitability for the program. The coordinator also ensures school compliance of all IB regulations.

Mission, Vision, and Beliefs

Mission Statement: We educate students both academically and socially so that they become responsible citizens of our local and global community.

Vision:

- Curriculum – Our curriculum will be progressive and designed to help students meet all required standards. It must be
    - Real-world relevant
    - Standards-based
    - Research-based
    - Challenging
    - Intra- and inter-disciplinary
    - Diverse
    - Adaptive to students' needs and learning styles

- Instruction – Instruction will be concise, clear, and consistent with strategies appropriate to student needs. It must include
    - Incorporation of multiple learning styles
    - Self-evaluation
    - Emphasis on higher-order thinking skills
    - High expectations for performance and behavior
    - Delivery by highly qualified professionals
    - Creativity to encourage student involvement
    - Flexibility to encourage student growth
    - Interesting and engaging approaches
    - Based on best practices

- Assessment – Assessment must be fair and just and appropriate to the student's needs and learning styles as well as appropriate to the learning objectives. It must be
    - Varied and authentic
    - Flexible to allow for student to demonstrate knowledge in a variety of ways both traditional and non-traditional
    - Continuous
    - Used to monitor and direct instruction
    - Based upon instruction
    - Challenging and aligned with desired student learning

- Environment – The environment must be safe and free from conditions that would adversely affect student learning. It should give students an equal opportunity to learn in an engaging and positive place for which they will be proud. It must be
    - Enriching and stimulating for the whole student – aesthetically, academically, and socially
    - Inviting to the students, staff, and community
    - Engaging and encouraging of student learning
    - Reflective of atmosphere of respect, support, and compassion for all stakeholders
    - Adequate in terms of resources
    - Clearly reflective of expectations for rigor and excellence

<u>Beliefs and Values</u>:

Travelers Rest High School holds the following beliefs and values with regard to instruction, curriculum, assessment, and environment:

Instruction should
- Be rigorous in nature with high expectations for all students
- Be clearly defined and well-organized
- Be flexible in delivery to accommodate learning styles
- Impart a strong work ethic
- Involve parents as partners in the child's education
- Be assessed in a timely manner
- Be delivered in a respectful and professional manner
- Be presented with conviction and relevance to our world

Curriculum should
- Be aligned with state standards
- Be meaningful
- Offer diversity
- Educate the student as a whole person (academically, socially)
- Reflect cross-curricular integration
- Be current, up-to-date

Assessment should
- Be authentic
- Varied
- Rigorous
- Accommodate different learning styles
- Be used to improve instruction and alter curriculum
- Be aligned with defined learning objectives
- Be continuous
- Be consistent and fair

Environment should
- Be a safe place for all stakeholders
- Be clean and inviting
- Allow for individual expression
- Allow for collegiality among students and staff
- Exhibit a concern for all participants
- Display integrity, trust, truth, respect, and fairness for all
- Allow all students to be successful

School Tagline: **One Community - Cultivating Minds - Expanding Possibilities**

Data Analysis and Needs Assessment

Student Achievement

The ACT:

Average Score

Year	Composite	English	Mathematics	Reading	Science	Writing
2018	17.9	16.4	18.0	18.5	18.2	5.7
2017*	17.1	15.6	17.6	17.4	17.6	5.5
2016*	18.3	17.0	18.3	18.9	18.6	15.6
2015*	18.7	17.4	18.1	19.7	18.9	16.1
2014	20.9	20.4	20.3	22.0	20.6	

*All 3rd year students tested.

Percent Meeting ACT College-Ready Benchmarks

Year	All 4 Subjects	English	Mathematics	Reading	Science
2018	10.8	36.3	22.0	30.0	15.9
2017	8.1	30.6	17.7	26.2	12.3
2016	14.1	41.1	22.2	31.9	23.4
2015	11.4	44.9	20.8	34.7	20.3

WIN Ready to Work:

Percent of students who received certificates

Year	Bronze	Silver	Gold	Platinum	Total
2018	22.5	56.6	6.6	2.5	88.1

End-of-Course Exams

Algebra I EOC

Year	% Passing
2018	53.2
2017	60.7
2016	80.8
2015	92.6
2014	80.7

Biology I EOC

Year	% Passing
2018	61.5
2017	74.8
2016	83.8
2015	86.1
2014	84.5

English I EOC

Year	% Passing
2018	67.0
2017	59.8
2016	74.9
2015	79.8
2014	75.5

US History and Constitution EOC

Year	% Passing
2018	82.5
2017	74.7
2016	81.0
2015	82.5
2014	74.3

Graduation Rate:

Four-Year Cohort Graduation Rate

Year	% Passing
2018	82.4
2017	86.7
2016	83.5
2015	77.9
2014	76.8

Advanced Placement (AP)

Year	Number of Exams Taken	% Passing with score 3-5
2018	127	66.9
2017	172	60.5
2016	172	66.9
2015	190	59.1
2014	157	59.0

International Baccalaureate (IB)

Year	% Passing with score 4+
2018	95.7
2017	90
2016	79
2015	62
2014	50
2013	84

SAT

Year	Percent of Students Tested	Evidence-Based Reading and Writing	Math	Composite Score
2018	45.6	542	512	1054
2017*	48.6	534	513	1048

*The new SAT data (as of 2017) cannot be compared to that of previous years because the redesigned SAT is a different assessment using a different scale.

Teacher and Administrator Quality

Professional Development Calendar for 2018-2019

In 2017-2018, the *Cultivate* Professional Development program was implemented. Each month, teachers are asked to complete two PD sessions – one required and one of their choice. Teachers received a monthly calendar of the various offerings as seen in the list below. Teachers took advantage of this new system in several ways – attended more than required, presented sessions themselves, took advantage of online offerings.

The 2018-2019 PD Emphasis was *Reflect, Refocus, Results*. The district Instructional Protocol guided the required sessions.

September
- 13 Instructional Protocol: Instructional Delivery
- 18 Students with Disabilities: Supporting students with IEPs
  DLC Strategies: Google Location Tools
- 20 Reflect, Refocus, Results: Classroom Culture
  Admin Corner: Firm, fair, consistent in the classroom
- 25 New Teacher Guided Support
  Tech Tuesday: LucidChart
- 27 What CAN you do for ELLs?
  Digital Citizenship and Literacy: What's new in Google
  Book Study: *When kids can't read*
- 28 Book Study: *Start with WHY*
  PD in PJs: Setting the Purpose

October
- 4 Instructional Protocol: Learning Labs
- 16 DLC Strategies: PearDeck
- 18 What CAN you do for ELLs?
  Admin Corner: Admin/Teacher Support
- 23 Counselor Corner: Naviance Updates
- 25 Reflect, Refocus, Results
  Book Study: *When kids can't read*
- 30 New Teacher Guided Support
  Students with Disabilities: Not just another IEP
- 31 Book Study: *Start with WHY*
  PD in PJs: Environment

November
- 8 Instructional Protocol: Environment
- 13 What CAN you do for ELLs?
  Teacher Advocacy
- 15 Evaluate and Access Online Sources
- 20 DLC Strategies
- 27 Admin Corner: Culture and Engagement
- 29 Book Study: *When kids can't read*
- 30 Book Study: *Start with WHY*
  PD in PJs: Knowledge Base (students)

December
- 6 Instructional Protocol: Learning Labs
- 13 Book Study: *When kids can't read*

January
- 10 Teacher Advocacy
- 17 What CAN you do for ELLs?
  New Teacher Guided Support
  Google Apps and Extensions
- 24 Engagement and Formative Assessment
  Admin Corner
- 29 Tech Tuesday: GimKit
  DLC Strategies: NewsELA, CommonLit
  Personalized Learning: Introduction
- 31 Book Study: *Start with WHY*
  PD in PJs: Knowledge Base – Students

February

- 5   Advocacy: Workload and Calendar
- 7   Instructional Protocol: Environment
- 12 Classroom Environment: Introduction
- 13 Teacher Survey Feedback
- 14 Supporting Student Behavior, Part 1
- 19 Research Resources and Media Literacy
      DLC Strategies: Brain Breaks
- 21 Book Study: *When kids can't read*
- 26 New Teacher Guided Support
      Tech Tuesday: Powtoon
- 28 Book Study: *Start with WHY*
      PD in PJs: Environment

March

- 6   Teacher Forum Feedback
- 7   Instructional Protocol: Learning Labs
- 12 Tech Tuesday: PearDeck
- 14 Classroom Environment: Classroom
      Routines
- 19 Admin Corner
- 21 Supporting Student Behavior, Part 2
      Book Study: *When kids can't read*
- 26 New Teacher Guided Support
      DLC Strategies: Classcraft
- 29 Book Study: *Start with WHY*
      PD in PJs: Environment

April

- 30 Instructional Protocol: Assessment

May

- 2   Cultivate 2.0 Introduction

PD Emphasis:

For the 2019-2020 school year, the *Cultivate* professional development program will be revamped to encourage on-going, evidence-based, collaborative professional learning. TRHS instruction will be defined as…

- Relevant
- Inquiry-based
- Collaborative
- Engaging
- Student-centered

Teachers will identify their areas of growth related to the above descriptors and identify a PD series to engage in. Series sessions will function as a mixed-discipline PLC with an emphasis on collaboration around classroom implementation and student growth.

Rational:

- As a school, we have discussed the need to move towards student-centered instruction. However, there is a need for continued emphasis on practical student-centered strategies, discussion of implementation experiences, and student growth results.
- Following the district's lead, TRHS will have a renewed emphasis on making data-driven instructional decisions based on student work and feedback.

Learning Targets:

- Apply student-centered strategies in the classroom to encourage student ownership and provide learning that is personalized to the students.
- Use student feedback and work to set specific goals and to make instructional decisions.

Outcomes Anticipated:

- Teachers will continue to use formative assessments in their classroom that reflect learning targets.
- Results from formative assessments will be used to guide PLC discussions to answer…
  - Where are the students?
  - Where do they need to be?
  - How do we get them there?
- Teachers will create clear goals and tasks and provide appropriate texts for students that are carefully modeled and scaffolded for student success.

Professional Learning Opportunities:

- Professional Learning Communities – bi-monthly, departments meet to analyze student data and make adjustments to continuing instruction
- *Cultivate* – monthly, TRHS teachers will participate in collaborative, on-going discussions that emphasize the implementation of student-centered practices in the classroom and resulting student growth.
- Individual teacher coaching
- New teacher coaching cycles

Follow-up and Sustainability:

- Throughout 2019-2020, teachers will continue to meet in subject area PLC meetings to discuss instructional needs based on student data
- PLCs will submit minutes
- Administrative and CRT walkthroughs that are student-centered

Roles and Responsibilities:

- Instructional Coach
  - Meet with departments and administration
  - Facilitate professional learning opportunities listed above
  - Observations
- Teachers
  - Create formative assessments based on learning targets
  - Data collection
- Administration
  - Student-centered walkthroughs

School Climate Needs Assessment

2017-2018 SDE Survey Result

	Teachers	Students*	Parents*
Number of surveys returned	45	183	35
Percent satisfied with learning environment	97.7%	86.9%	94.3%
Percent satisfied with social and physical environment	100.0%	90.1%	85.7%
Percent satisfied with school-home relations	88.9%	87.3%	84.0%

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

Student Safety

Evaluations by Parents	Percent Agree/ Strongly Agrees	Total Responses
"My child feels safe at school."	91.5	35
"My child's teachers and school staff prevent or stop bullying at school."	73.5	35
Evaluations by Teachers	Percent Agree/ Strongly Agrees	Total Responses
"I feel safe at my school before and after hours."	100.0	45
"The rules for behavior are enforced at my school."	100.0	45

2017-2018 SDE School Report Card

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 31% in 2016-17 to 46% 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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
English I EOCEP SC SDE Website	**30.8** % of HS students scoring A, B, and C on English I EOCEP (2016-17)	**School Projected**	34	37	40	43	46
		School Actual 40.7					
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. Benchmark Incentives	2018-2019	Freshman Academy Coordinator	$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

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

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

PERFORMANCE GOAL: 2) The percentage of HS students scoring A, B, and C on the **Algebra I EOCEP** will increase from 18% in 2016-17 to 33% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Algebra I EOCEP SC SDE Website	**17.5%** of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	**School Projected**	21	24	27	30	33
		School Actual 22.4					
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. Benchmark Incentives	2018-2019	Freshman Academy Administrator	$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

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

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

PERFORMANCE GOAL: 3) The percentage of HS students scoring A, B, and C on the **Biology EOCEP** will increase from 59% in 2016-17 to 74% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Biology EOCEP SC SDE Website	**59.4%** of HS students scoring A, B, and C on Biology EOCEP (2016-17)	**School Projected**	**62**	**65**	**68**	**71**	**74**
		School Actual 45.1					
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) **64**	**District Projected**	67	70	73	76	79
		District Actual 53					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Benchmark Incentives	2018-2019	Freshman Academy Administrator	$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

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

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

PERFORMANCE GOAL: 4) The percentage of HS students scoring A, B, and C on the **US History and the Constitution EOCEP** will increase from 54% in 2016-17 to 69% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
US History and the Constitution EOCEP SC SDE Website	**53.6** % of HS students scoring A, B, and C on US History EOCEP (2016-17)	**School Projected**	57	60	63	66	69
		School Actual 64.6					
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. Benchmark Incentives	2018-2019	Social Studies Assistant Principal	$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

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

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

PERFORMANCE GOAL: 5) Increase the average ACT Composite Score for the graduating class from 18.3 in 2016-17 to 21.5 in 2022-23.

PERFORMANCE GOAL: 6) Increase the average SAT Composite Score for the graduating class from 1049 in 2016-17 to 1094 in 2022-23.

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

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

ACT Graduating Class Data

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) 18.3	School Projected	19.9	20.9	21.1	21.3	21.5
		School Actual 17.6					
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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) **1049**	**School Projected**	**1058**	**1067**	**1076**	**1085**	**1094**
		School Actual 1054					
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. SAT Prep Course	1 semester	SAT Teacher	N/A	N/A	PowerSchool Scheduling
2.					
3.					

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

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

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

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

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

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	**School Projected**	**95.5**	**96.0**	**96.5**	**97.0**	**98.0**
		School Actual 95.1					
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**	**97.5**	**98.0**	**98.5**	**99.0**	**99.5**

		School Actual 97.1					
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	**District Projected**					
		District Actual 94.7	**95.0**	**96.0**	**97.0**	**98.0**	**99.0**
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**School Projected**	**91.5**	**92.0**	**92.5**	**93.0**	**94.0**
		School Actual 91.0					
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**District Projected**					
		District Actual 89.3	**90.0**	**91.0**	**92.0**	**93.0**	**94.0**
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**School Projected**	**66.0**	**67.0**	**68.0**	**69.0**	**70.0**

		School Actual 65.7					
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	District Projected	68.0	69.0	70.0	71.0	72.0
		District Actual 67.1					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	NA	Logs of Meetings and Student Signups for College Entrance Tests, IGP Meetings
2. Test Prep class taught by English and math teachers for college entrance tests.	Continuous	English and Math teacher	0	NA	Master Schedule
3. Naviance Career Readiness Training, Job Fair Expo, Career Speakers, and Job Shadowing/Internship Opportunities	Continuous	Guidance, Administration	0	NA	Attendance Logs

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1 SC SDE Website	16.7% A, B, C (2016-17)	**School Projected Hispanic**	**20**	**23**	**26**	**29**	**32**
EOCEP English 1 SC SDE Website		**School Actual Hispanic NA**					
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	21.3% A, B, C (2016-17)	**School Projected AA**	**24**	**27**	**30**	**33**	**36**
EOCEP English 1 SC SDE Website		**School Actual AA 23.0**					

EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	**District Projected AA**	**41**	**44**	**47**	**50**	**53**
EOCEP English 1 SC SDE Website		**District Actual AA 50**					
EOCEP English 1 SC SDE Website	6.8% A, B, C (2016-17)	**School Projected SWD**	**10**	**13**	**16**	**19**	**22**
EOCEP English 1 SC SDE Website		**School Actual SWD 11.3**					
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	**District Projected SWD**	**17**	**20**	**23**	**26**	**29**
EOCEP English 1 SC SDE Website		**District Actual SWD 20**					
EOCEP English 1 SC SDE Website	11.8% A, B, C (2016-17)	**School Projected LEP**	**15**	**18**	**21**	**24**	**27**
EOCEP English 1 SC SDE Website		**School Actual LEP NA**					
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	28.4% A, B, C (2016-17)	**School Projected SIP**	**31**	**34**	**37**	**40**	**43**
EOCEP English 1 SC SDE Website		**School Actual SIP 36.5**					
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	10.7% A, B, C (2016-17)	**School Projected Hispanic**	**14**	**17**	**20**	**23**	**26**
EOCEP Algebra 1 SC SDE Website		**School Actual Hispanic 23.0**					
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	9.6% A, B, C (2016-17)	**School Projected AA**	**13**	**16**	**19**	**22**	**25**
EOCEP Algebra 1 SC SDE Website		**School Actual AA 12.2**					

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	8.8% A, B, C (2016-17)	**School Projected SWD**	**12**	**15**	**18**	**21**	**24**
EOCEP Algebra 1 SC SDE Website		**School Actual SWD 4.1**					
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	8.3% A, B, C (2016-17)	**School Projected LEP**	**11**	**14**	**17**	**20**	**23**
EOCEP Algebra 1 SC SDE Website		**School Actual LEP 22.6**					
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	15.1% A, B, C (2016-17)	**School Projected SIP**	**18**	**21**	**24**	**27**	**30**
EOCEP Algebra 1 SC SDE Website		**School Actual SIP 18.3**					
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	45.8% A, B, C (2016-17)	**School Projected Hispanic**	**49**	**52**	**55**	**58**	**61**
EOCEP Biology SC SDE Website		**School Actual Hispanic 33.4**					
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	32.7% A, B, C (2016-17)	**School Projected AA**	**36**	**39**	**42**	**45**	**48**
EOCEP Biology SC SDE Website		**School Actual AA 22.6**					

EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	**District Projected AA**	**43**	**46**	**49**	**52**	**55**
EOCEP Biology SC SDE Website		**District Actual AA 27**					
EOCEP Biology SC SDE Website	25.1% A, B, C (2016-17)	**School Projected SWD**	**28**	**31**	**34**	**37**	**40**
EOCEP Biology SC SDE Website		**School Actual SWD 5.7**					
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	27.8% A, B, C (2016-17)	**School Projected LEP**	**31**	**34**	**37**	**40**	**43**
EOCEP Biology SC SDE Website		**School Actual LEP 25**					
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	54.5% A, B, C (2016-17)	**School Projected SIP**	**58**	**61**	**64**	**67**	**70**
EOCEP Biology SC SDE Website		**School Actual SIP 31.5**					
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	36.4% A, B, C (2016-17)	**School Projected Hispanic**	**39**	**42**	**45**	**48**	**51**
EOCEP US History and the Constitution SC SDE Website		**School Actual Hispanic 46.5**					
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	**District Projected Hispanic**	**45**	**48**	**51**	**54**	**57**
EOCEP US History and the Constitution SC SDE Website		**School Actual Hispanic 43**					
EOCEP US History and the Constitution SC SDE Website	23.1% A, B, C (2016-17)	**School Projected AA**	**26**	**29**	**32**	**35**	**38**
EOCEP US History and the Constitution SC SDE Website		**School Actual AA 33.3**					

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 36**					
EOCEP US History and the Constitution SC SDE Website	21.4% A, B, C (2016-17)	**School Projected SWD**	**24**	**27**	**30**	**33**	**36**
EOCEP US History and the Constitution SC SDE Website		**School Actual SWD 13.0**					
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	**District Projected SWD**	**27**	**30**	**33**	**36**	**39**
EOCEP US History and the Constitution SC SDE Website		**District Actual SWD 25**					
EOCEP US History and the Constitution SC SDE Website	30.8% A, B, C (2016-17)	**School Projected LEP**	**34**	**37**	**40**	**43**	**46**
EOCEP US History and the Constitution SC SDE Website		**School Actual LEP 30.0**					
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	**District Projected LEP**	**37**	**40**	**43**	**46**	**49**
EOCEP US History and the Constitution SC SDE Website		**District Actual LEP 37**					

EOCEP US History and the Constitution SC SDE Website	42.2% A, B, C (2016-17)	**School Projected SIP**	**45**	**48**	**51**	**54**	**57**
EOCEP US History and the Constitution SC SDE Website		**School Actual SIP 52.9**					
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 16.5 (2016-17)	**School Projected Hispanic**	**17.0**	**18.0**	**19.0**	**20.0**	**21.0**
ACT Graduating Class		**School Actual Hispanic 15.5**					
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 15.0 (2016-17)	**School Projected AA**	**16.0**	**17.0**	**18.0**	**19.0**	**20.0**
ACT Graduating Class		**School Actual AA 15.6**					

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. Power Hour year-long for all students.	Continuous	EOC Teachers	0	NA	Attendance Logs of Sessions
2. EOC district benchmark and data analysis by EOC teachers.	Quarterly	EOC Teachers	0	NA	Benchmark Data and PLC Notes
3. All EOC teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	NA	Meeting Minutes
4. EL, SPED, Read 180, LanguageLIVE!, Content Recovery and Credit Recover Coursework	Continuous	Specified Teachers	0	NA	Benchmark Data and Pass Rate

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17) 85	**School Projected**	**84**	**85**	**86**	**87**	**88**
		School Actual 82.4					
Graduation Rate	(2016-17) 87	**District Projected**	**86**	**87**	**88**	**89**	**90**
		District Actual 84					

					TBD	TBD	90
Employability Credentialing Rate	Data will be reported in 2020-21	**School Projected**					
		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. 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Continuous	Administration	0	NA	4 Year Graduation Rate, 9GR Lists
2. Credit Recovery, Content Recovery and the SDP strategically to target students that need alternative means for success.	Continuous	Administration and Teachers	0	NA	Credit Recovery, Content Recovery, SDP
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		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. Dual Credit – IB, AP, Gvl Tech	2018-2019	School Counselors	N/A	N/A	PowerSchool Scheduling
2. Increasing vocational certificate opportunities – Law Enforcement and Agriculture	2018-2019	Law Enforcement Teacher Ag Science Teachers	N/A	N/A	Courses scheduled with Gvl Tech
3.					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	80	**School Projected**	**83**	**87**	**90**	**93**	**96**
		School Actual 83					
PowerSchool	(2016-17) **74**	**District Projected**	**77**	**81**	**84**	**87**	**90**
		District Actual 80					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance, Academic, and Behavior Celebrations	1 per quarter	Freshman Academy Administrator	$600	Freshman Academy Funds	Scheduled on school calendar
2. Class Meetings	1 per quarter	Freshman Academy Administrator	N/A	N/A	Scheduled on school calendar
3. Freshman Academy Faculty Meetings	Monthly	Freshman Academy Administrator	N/A	N/A	Scheduled on school calendar

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17) 33	School Projected	36	39	42	45	48
		School Actual 39.7					
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. Increasing Gifted and Talented Academic Courses, including AP, IB, and Dual Credit.	Continuous	Administration, Guidance, and IB Coordinator	NA	NA	PowerSchool Scheduling
2. IGP meetings	Continuous	School Counselors	N/A	N/A	Guidance Schedule
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	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. Recruiting Conferences	Continuous	Principal	N/A	N/A	Scheduled interviews
2.					
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	84.6	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91.3					
SC SDE School Report Card Survey	91.1	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100.0					

SC SDE School Report Card Survey	I/S	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 91.5					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 84					
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Regularly inform parents of school safety policies	2018-2019	Principal	N/A	N/A	Weekly school messengers
2. Maintain school safety plan	2018-2019	Safety Administrator	N/A	N/A	Drill schedule
3.					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **2.2%**	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual 2.3%					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	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 .45					
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. Trauma Informed Leadership – Pilot	2018-2019	Instructional Coach Trauma Informed Specialist			
2.					
3.					

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

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

PERFORMANCE GOAL: 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):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2018-19	**School Projected**	**47**	**51**	**55**	**59**	**63**
		School Actual I/S	47				
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected Secondary**	**54**	**58**	**62**	**66**	**70**
		District Actual Secondary 52	50				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Trauma Informed Leadership – Pilot	2018-2019	Instructional Coach Trauma Informed Specialist			
2.					
3.					

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

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

PERFORMANCE GOAL: 5) Achieve and maintain a student attendance rate of 95% or higher.
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	(2016-17) **93**	**School Projected**	95	95	95	95	95
		School Actual 93.8					
180th day Attendance Report	(2016-17) **95**	**District Projected**	95	95	95	95	95
		District Actual 95					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Attendance Mentor Program	2018-2019	School Counselors	N/A	N/A	Assigned teachers
2.					
3.					

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

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

PERFORMANCE GOAL: 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):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2018-19	**School Projected**	**Afraid ≤ 6 Lonely ≤ 18 Angry ≤ 11**	**Afraid ≤ 6 Lonely ≤ 18 Angry ≤ 11**	**Afraid ≤ 5 Lonely ≤ 17 Angry ≤ 10**	**Afraid ≤ 5 Lonely ≤ 17 Angry ≤ 10**	**Afraid ≤ 4 Lonely ≤ 16 Angry ≤ 9**
		School Actual Afraid – I/S Lonely – I/S Angry – I/S	**Afraid – 6% Lonely – 18% Angry – 11%**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected Secondary**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	**Afraid – 7% Lonely – 16% Angry – 14%**	**Afraid ≤ 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. Trauma Informed Leadership – Pilot	2018-2019	Instructional Coach Trauma Informed Specialist			
2. PD led by school-based mental health counselor	2018-2019	Mental Health Counselor	N/A	N/A	School PD calendar
3.					