

# School Portfolio

2019-2020 through 2022-2023

## Woodmont High School

An International Baccalaureate School

2831 W. Georgia Rd. Piedmont, SC 29673

Mr. Joseph Foster, Principal

Greenville County School District

Dr. W. Burke Royster, Superintendent

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Woodmont High School

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

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

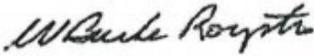
### Required Signature Page

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.

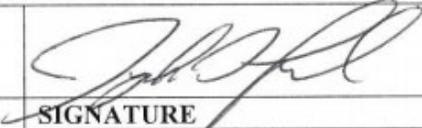
### Assurances for the School Renewal Plans

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		
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Joseph D. Foster		3/24/19
PRINTED NAME	SIGNATURE	DATE

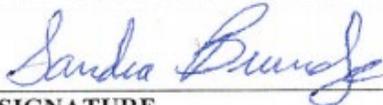
#### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Phillip Yates		3-12-19
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Sandra Brundage		3-22-19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2831 West Georgia Rd, Piedmont, S.C. 29673

SCHOOL TELEPHONE: (864) 355-8600

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

## Stakeholder Involvement for School Renewal

### Position

### Name

- |   |                    |
|---|--------------------|
| 1. Principal  | Joseph D. Foster   |
| 2. Teacher  | Jennifer Robinson  |
| 3. Parent/Guardian  | Karina Finkbeiner  |
| 4. Community Member                                       | Elizabeth Hotaling |
| 5. Paraprofessional                                       | Susan Anderson     |
| 6. School Improvement Council Member                      | Phillip Yates      |
| 7. Read to Succeed Reading Coach                          | Jamie Whitlock     |
| 8. School Read to Succeed Literacy Leadership Team Lead   | Sandra Brundage    |
| 9. School Read to Succeed Literacy Leadership Team Member | Kim Whitmire       |

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

Assistant Principal	Adam Smith
Assistant Principal	Chuck Winney
Assistant Principal	Melissa Patterson
Assistant Principal	Chawana Goodwin
Assistant Principal	Tatiana Shea
Instructional Coach	Jamie Whitlock
Freshman Academy Coordinator	Kellyn Finlay
AP/IB Coordinator	Dan Wilkie
Athletic Director	Chris Carter
School Read to Succeed Literacy Leadership Team	Sandra Brundage
	Jena Broome
	Jena Taylor
	Nick Elliot
	Rachel Ginn
	Jennifer Robinson
	Robert Bouldin
	Luke Drevets
	Colleen Wallace
	Melissa Sims

**Early Childhood Development and Academic Assistance Act (Act 135) Assurances**

(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> 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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (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.

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b>  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><b>Parenting and Family Literacy</b>  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><b>Recruitment</b>  The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b>  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**

Woodmont High School's portfolio was developed to document the changes for a five-year period beginning with 2018-2019 and ending 2022-2023. The portfolio reflects the needs of the school as determined by its own self-reflection and needs assessment, but also the recommendations of the district, state, and community entities. The district provided surveys to faculty, parents, and students which allowed stakeholders to self-assess and the results of these tools and surveys gave us a detailed look at the components of our school as well as the instructional program. Further, the feedback provided strengths and weaknesses to guide the school's areas of focus. Specific stakeholders that provided vision and leadership during this process include the Leadership Team, the Administrative Team, SIC, PTSA, the Freshman Academy Staff, department and course level teams, teachers and student organizations.

### **Three key areas of focus include:**

- Improving graduation rate with instructional, truancy, and individualized strategies for students along with ACT and EOC preparation.
- Implementing research-based instructional practices that focus on academic diversity, evidence of student learning, and increased academic achievement.
- Emphasizing and maintaining school policies that focus on school safety and productive learning environments.

Materials and resources on which this current Portfolio is based include the Every Child Succeeds Act, the Read to Succeed Act, the SC Department of Education Strategic Plan, the State Technology Plan, The Greenville County Schools' Education Plan, and EEDA 2005. Current research in the areas of best practices, effective tools for technology integration and assessment principles that clearly and specifically relate to instruction and student learning provided the foundation of the professional development plan. In 2019-2020, the faculty and staff of Woodmont High will focus on effective strategies to improve graduation rate and student achievement, the implementation of effective instructional practices that address academic diversity and evidence of student learning, and emphasize policies that maintain school safety and productive learning environments.

## Executive Summary

Woodmont High School has a proud tradition of academic excellence, community involvement, and athletic success. Our student body has continued to grow which has presented our school with a unique set of circumstances to serve our diverse student population. Our mission is to provide a comprehensive high school which strives to promote a climate of respect, knowledge, and caring while creating active, productive, lifelong learners who understand the multicultural world in which we live. Our belief is that all students can be successful so we are committed to providing educational experiences that prepare our students to be productive citizens. Our school motto is Scientia est Potentia, “Knowledge is Power”, and we strive to serve every student every day.

### Findings for Student Achievement:

- EOCEP courses need improvement, however the English 1 pass rate was 73% in 2018, up from 69% in 2017. The Algebra 1 pass rate was 57.4%, the Biology pass rate was 69.3%, and the US History pass rate was 73.2% in 2018.
- The AP overall pass rate was 39% with 472 exams being scored.
- The majority of 2018 graduates (65.7%) earned a platinum, gold, or silver certificate on career readiness assessments.
- The 4-Year Graduation Rate was 79.9% in 2018.
- The International Baccalaureate had 31 fully immersed students and 15 diploma candidates in 2018.

### Findings for Teacher and Administrator Quality:

- Over 112 profession development sessions have been offered to teachers and 77 days of off-campus professional development opportunities have taken from teaching staff.
- Teacher attendance is 95.29% (PowerSchool 3/5/2019) and teacher retention rate for 2018 is 81%.
- In 2017 Woodmont had a Top Ten District Finalist for Teacher of the Year, a Golden Apple Teacher of the Year, and Athletic Director of the Year.

### Findings for School Climate:

- 83% of our parents in 2018 are satisfied with the learning environment.
- 72% of students are satisfied with the learning environment and 75% of students are satisfied with the social/physical environment.
- Student: teacher ratio in core subjects was 24.5:1 in 2018.

The past three years have presented Woodmont with unique challenges that have required innovative, ongoing solutions. Our Poverty Index, currently around 51.7%, is a contributing factor in the areas of behavior, student attendance, and academic achievement. The lack of technology access for a significant portion of our students at home continues to be a problem even with the increase of technology in the building. Due to the district technology implementation plan, Woodmont is slated to become a personalized learning school in 2019-2020.

Woodmont has also experienced many notable accomplishments. The Fine Arts department continues year after to year to exceed expectations and provide students with amazing opportunities to express themselves. The theater program, The Wildcat Players, has won numerous awards. The program was

presented with Educational Theatre Association Outstanding School Award in 2018. Also, they received an Excellent rating at the Palmetto Dramatics Association festival in 2018. Other awards include the 2016 SC Theatre Association High School Play Festival 1<sup>st</sup> Place, All Star Acting Awards, People's Choice Award, and Best Movement and 2017 All Star Acting Award. Theater also won the a Superior Rating at the 2017 Palmetto Dramatic Association at Dorman High School and Superior Rating at the 2018 Palmetto Dramatic Association at Winthrop University. The marching band has received a Superior Rating from 2014 to 2018 and our orchestra received an Excellent Rating at the Concert Performance Assessment. Academically, our International Baccalaureate Diploma Program is growing as we now offer 19 courses for grades 11-12 and a full-time IB/AP Coordinator. Woodmont continues to find ways to reach all students by offering over 27 clubs and activities. Among these are the award winning agricultural program that includes FFA, and JROTC program. Students at Woodmont are able to grow and thrive both inside and outside the classroom.

## School Portfolio

Located in the town of Piedmont, Woodmont High School is currently the southernmost school in Greenville County. The town, founded in 1850 as a mill town on the banks of the Saluda River, is split between Anderson and Greenville Counties. Woodmont High School has served as a source of community spirit and pride in Piedmont since 1967. In 2005-2006 the new facility, a 290,000 square foot, state of the art building opened to students. That same year rezoning efforts in the district added over 400 students to the population. Over the years enrollment has steadily increased, with our student population now above 1,800. Enrollment grew so quickly that a new 400 student addition was built in 2013.

Our student population is diverse in socioeconomic background. Some students come from poverty stricken areas while others come from affluent neighborhoods. This leads to differing academic backgrounds as well—some students are well prepared for high school and college, while others enter below grade level expectations. Regardless of their differences, the Woodmont student body shares a desire for success and a mutual respect for each other.

Students who enroll at Woodmont High School become ingrained in the culture of the school first through the Freshman Academy which sets them on the path to success. Woodmont students are given a plethora of opportunities to find their niche including an award-winning Fine Arts department, an Agricultural Department that regularly participates in horticulture and livestock competitions, and a large CATE department that includes Teacher Cadet, Foods and Nutrition, and an Army JROTC program. Students have the opportunity to participate in rigorous academic programs such as Duel Credit, AP, and IB. The National Honor Society and Beta Club recognize outstanding academic achievement in our students. Our students with special educational needs can participate in the Occupational Diploma program and we partner with outside businesses to offer workforce opportunities for those students. Our Peer Tutoring program is an inclusive way for students to make connections and collaborate for success. Our athletic program has thirty-four sports team in fourteen sports. We participate in region 1 AAAAA.

Mr. Joseph Foster leads our administrative team of four Assistant Principals, one Administrative Assistant, and an Instructional Coach. Woodmont High School also has an Intervention Specialist, and two School Resource Officers to support administration and student success.

Woodmont High School has faculty of ninety-eight full time teachers, one Media Specialist, one Technology Integration Specialist, seven School Counselors, and one AP/IB Coordinator. The current staff includes both veteran teachers and those new to the profession. Eleven teachers have National Board Certification and 67% of the teachers have an advanced degree. Woodmont has four teachers pursuing certification through PACE, and four teachers pursuing certification through GATE.

Non-instructional staff members are an integral part of our team and are encouraged to attend school meetings and functions. Their work is critical to the safety and quality of our instructional program. Also on staff are six special education aides, one plant manager, twelve custodial workers, and a food service staff of thirteen. Non-instructional personnel serve on our School Improvement Council. Parents have an opportunity to be involved in school decisions through the School improvement Council or Parent Teacher Student Association.

Michelin is an important corporate sponsor that gives their time to mentoring students as well as financially through teacher grant opportunities. A local church works with the school to provide

students with Backpack Fridays for our most impoverished students. Woodmont also takes part in the Greenville County School District's Free Summer Lunch Program.

**School Personnel Data**

*Table 1: Experience*

Years Experience	0-5	6-10	11-15	16-20	21-25	26+
Number of Certified Personnel	31	18	20	12	12	12

*Table 2: Education*

Bachelors	Bachelors + 18	Masters	Masters + 30	Doctorate	Gifted/Talented	AP	IB
32	8	45	9	4	29	17	17

*Table 3: Demographics and Attendance*

Gender	Race	Attendance
50 Male 64 Female	7 African American 2 Hispanic 105 White	95.29%

**Student Population Data:**

*Table 1: Demographics*

Grade Level	Total in Grade	Asian	Black or African American	Hispanic	American Indian or Alaskan Native	Two or more races	Native Hawaiian or Other Pacific Islander	White	Other
9	512	7	119	27	1	28	0	330	
10	431	2	99	33	2	22	2	271	
11	391	1	95	30	1	21	1	242	
12	390	0	92	22	0	11	1	264	
Total	1724	10	405	112	4	82	4	1107	

*Table 2: Key Demographics*

Free Lunch	Reduced Lunch	Bus Transport	Gifted and Talented	504	Special Education	AP Enrollment	IB Enrollment
32.8%	5.8%	57.7%	20%	72 students	265 IEP's	223 students in one or more class	109 students enrolled in more class

## Programs and Initiatives:

- Advanced Placement
- Band and Color Guard
- Beta Club
- Career Day
- Chess Club
- College Application Day
- Comic Book Club
- Duel Credit
- ESOL
- Farm Day
- Fellowship of Christian Athletes
- Freshman Academy
- Future Farmers of America
- Interact Club
- International Baccalaureate
- International Club
- JROTC
- Junior Civitan Club
- Juniors Service Organization
- Mock Trial
- Mu Alpha Theta Honor Society
- Music Club
- National Art Honor Society
- National Honors Society
- National Science Honor Society
- Occupational Diploma Program and Peer Tutoring
- Project Lead The Way
- Satellite Diploma Program
- Student Government Association
- The Wildcat Players
- Winter Guard
- Winter Percussion
- Young Adult Book Awards Program
- Youth in Government

## **Mission, Vision, and Belief**

Our mission, vision, and beliefs are communicated annually to stakeholders at the beginning of the year in the Annual Report to the Community at the first PTSA meeting.

### Mission

Woodmont International Baccalaureate High School is a comprehensive high school which strives to promote a climate of respect, knowledge, and caring while creating active, productive, lifelong learners who understand the multicultural world in which we live.

### Vision

Woodmont High School educates, encourages, and equips students to be lifelong learners and prolific members of society that help change and strengthen the world.

### Beliefs

Woodmont High is committed to providing educational experiences that prepares students to be productive citizens of the 21st Century. Our school motto-Scientia est Potentia (Knowledge is Power)-serves as a constant reminder of our mission to prepare students for the challenges of adulthood.

## Data Analysis and Needs Assessment

The School District of Greenville County has unified goals that are required for all schools in the district, though it does not dictate the strategies the schools must use to attain the goals. Our goals at Woodmont High School align to the goals of the district.

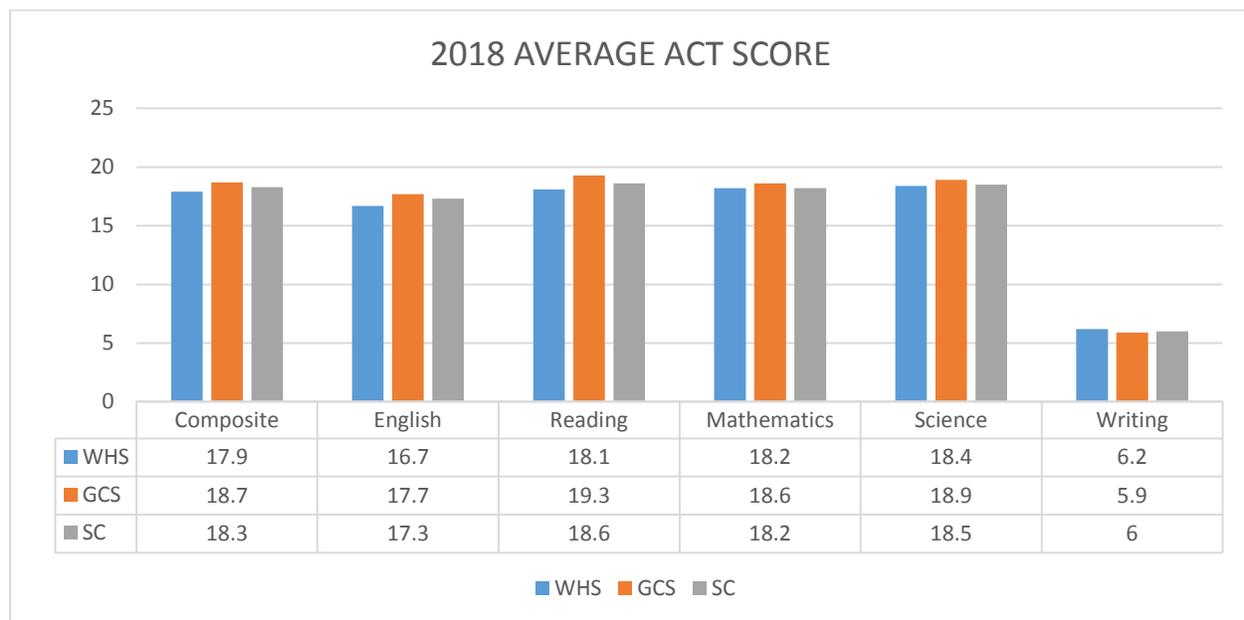
***Goal 1: Improving graduation rate with instructional, truancy, and individualized strategies for students along with ACT and EOC preparation.***

### 2017-2018 SC SDE School Report Card:

<https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9SCZzaWQ9MjMwMTAyMw>

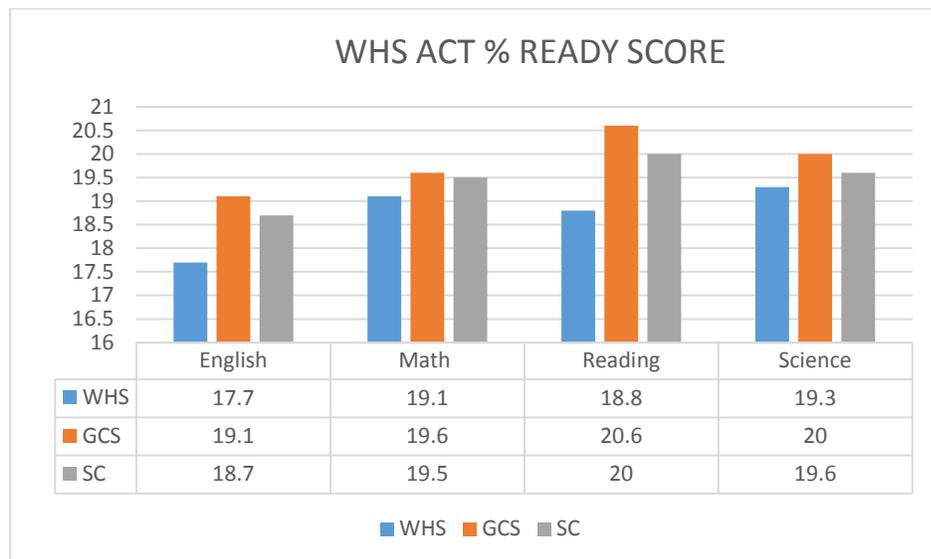
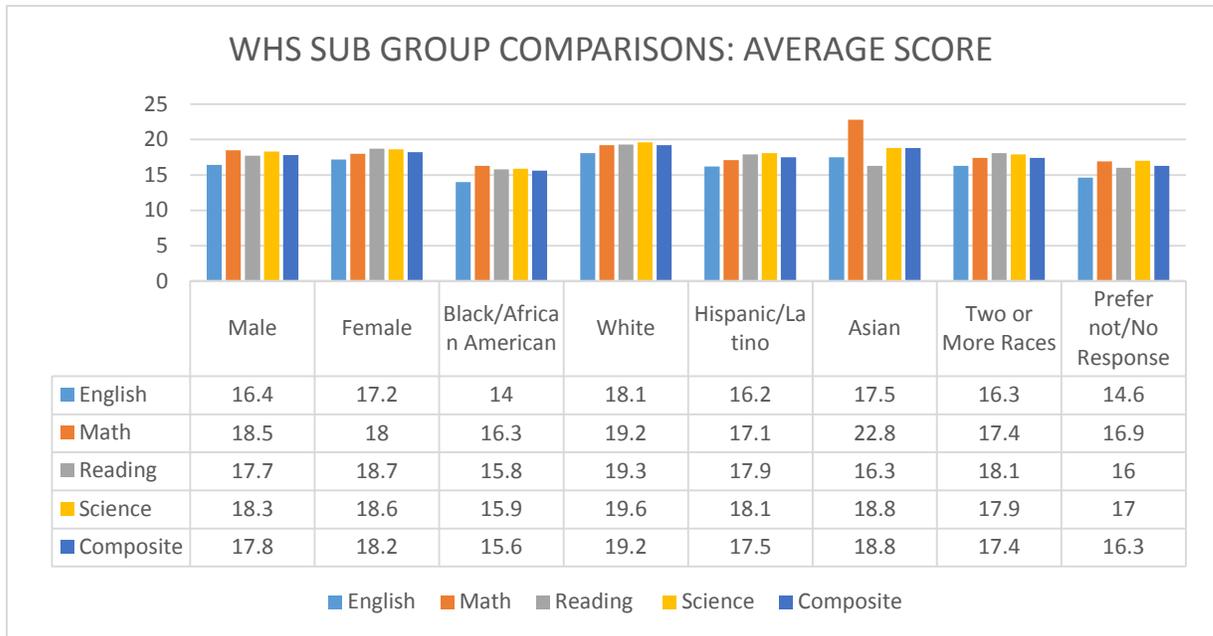
The school report card is the primary evaluation tool of a school's student achievement. Our 2018 Report Card shows success, growth, and improvement in several areas: WIN Data, English I and Algebra 1 EOCEP courses. While we will continue to build on the successes in these areas, we recognize that there are areas for improvement, like the percentage of students meeting ACT College-Ready Benchmarks and our graduation rate.

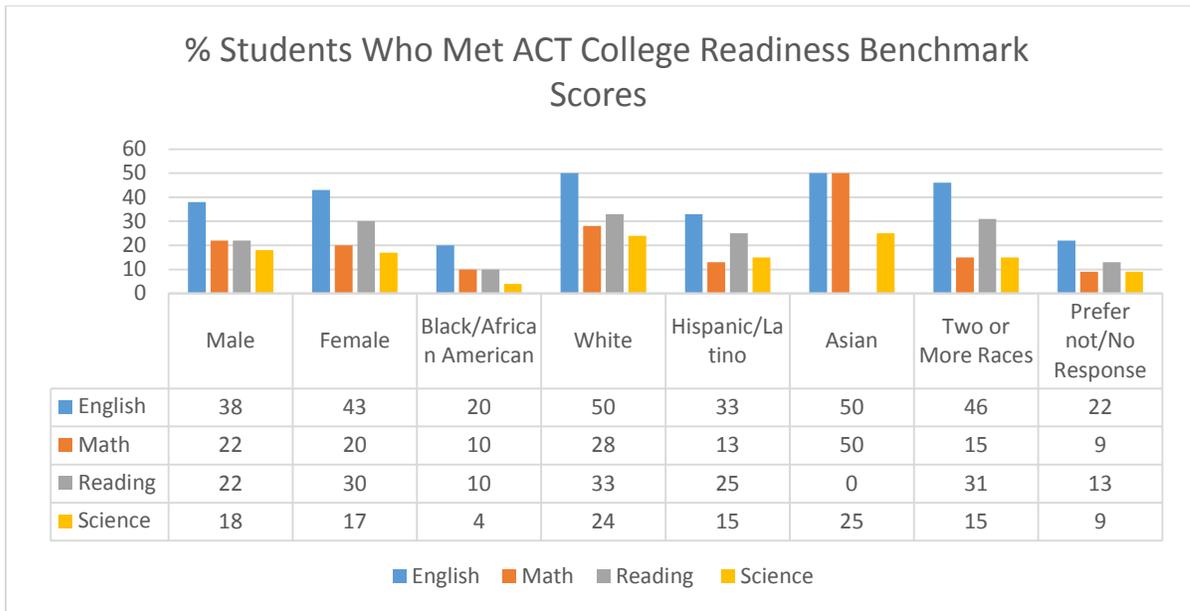
The ACT was administered under a statewide testing program that began in the 2014-2015 school year. All eleventh grade students are given the ACT in the spring. The ACT is a tool that assesses readiness for college. The assessment is based on the ACT College and Career Readiness Standards which are empirically derived descriptions of essential skills and knowledge students need to know to be ready for college. Required by Act 200, ACT scores will be used for federal and state accountability. The ACT consists of four multiple-choice tests (English, mathematics, reading, and science) and a writing test.



As seen above, The ACT presents Woodmont with areas for improvement. Woodmont was below the district and state averages in most categories however we are above district and state in Writing. Subgroup data analysis reveals that males only outperformed females in the area of mathematics and

science, however the gender gaps were not significant. The racial/ethnic data discrepancies are significant. White students consistently performed better than all other students except for Asian students in Math. In English, 89% of African American and 67% of Hispanic students scored Not Ready, compared to 50% of White students. In math, 87% of Hispanics and 90% of African Americans scored Not Ready, compared to 72% of White students. With a high Poverty Index (51.7%), the school must implement strategies that can help close the achievement gaps in these areas.



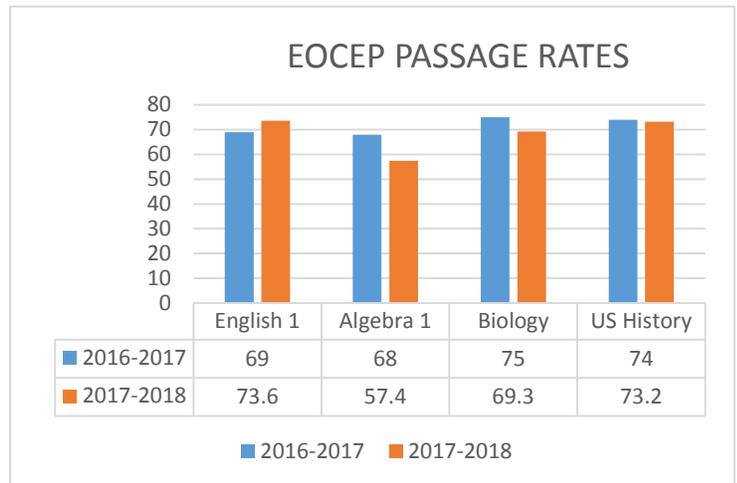


In 2017 The South Carolina Code of Laws, section 59-18-325, required that all third year high school students take a career readiness assessment. In 2018, WIN was administered for Ready to Work (R2W) evaluation to all eleventh grade students to determine student achievement in three key subjects: Applied Mathematics, Reading for Information, and Locating Information. R2W also includes the Essential Soft Skills (ESS) assessment that provides information about a student’s skills in the following five areas: Cooperation with Others, Resolving Conflicts and Negotiation, Solving Problems and Making Decisions, Observing Critically, and Taking Responsibility for Learning. The Essential Soft Skills assessment focuses on skills such as problem solving, goal setting, decision-making, and self-direction, because these skills play a vital role in workplace success.

The Applied Mathematics, Locating Information, and Reading for Information tests are assigned a scale score and a level score ranging from Level 3 to Level 6. The Essential Soft Skills test is scored pass/fail so there is no scale score for this test.

Out of 393 students tested in 2018 over 84.7% of students earned a Ready to Work Certificate.

The Education Accountability Act of 1998 required the development of EOC examinations in gateway or benchmark courses. Currently, these benchmark courses are English I, Algebra I, Biology, and US History and the Constitution. The program is called End-of-Course-Examination-Program (EOCEP). EOC passage rates are used in the calculation of the state report card. EOC Exams are the final exams for the courses in which they are given and are weighted as 20% of the final grade for a course.



Due to multiple factors such as teacher turnover and changing exam format, our EOCEP passage rates have been inconsistent over the last five years. We increased from the previous year in only our English I passage rate. However our English and Algebra are at or above the State averages. Strategies should be implemented to continue to improve our EOCEP scores and passage rates.

**WOODMONT HIGH (2301023)**

	Number Tested	Mean	% A	% B	% C	% D	% F
<b>Algebra 1</b>	345	63.7	2.6	7.0	20.6	27.2	42.6
<b>Biology 1</b>	437	68.9	13.7	15.3	17.6	22.7	30.7
<b>English 1</b>	313	69.0	5.8	16.3	27.5	24.0	26.5
<b>U.S. History and the Constitution</b>	404	69.9	11.9	16.3	23.5	21.5	26.7

**GREENVILLE DISTRICT (2301999)**

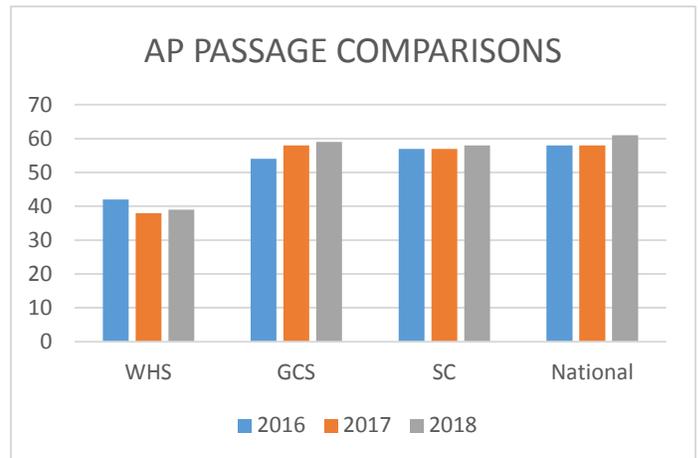
	Number Tested	Mean	% A	% B	% C	% D	% F
<b>Algebra 1</b>	5949	69.9	11.0	16.5	20.5	22.3	29.8
<b>Biology 1</b>	5617	71.0	18.7	17.6	16.2	17.9	29.6
<b>English 1</b>	5523	76.8	23.6	23.1	22.3	15.4	15.6
<b>U.S. History and the Constitution</b>	4796	73.1	17.3	19.4	22.8	18.8	21.7

WHS is proud of the steady increase in Graduation rate with a slight fall in the 2017-2018 school year. We are closing in on the graduation rate for the district and state as we had our highest graduation rate in school history in 2017 and have put in place strategies to bring that back up in 2018. Although the rate has been increasing over the past 5 years, our priority is to continue to grow our graduation rate to ensure our students are graduating high school on time and are prepared and ready for college and careers.

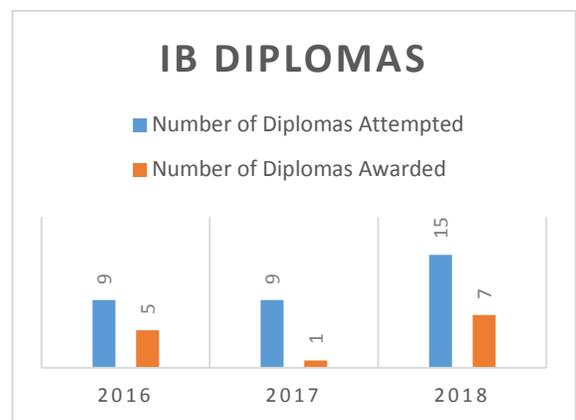
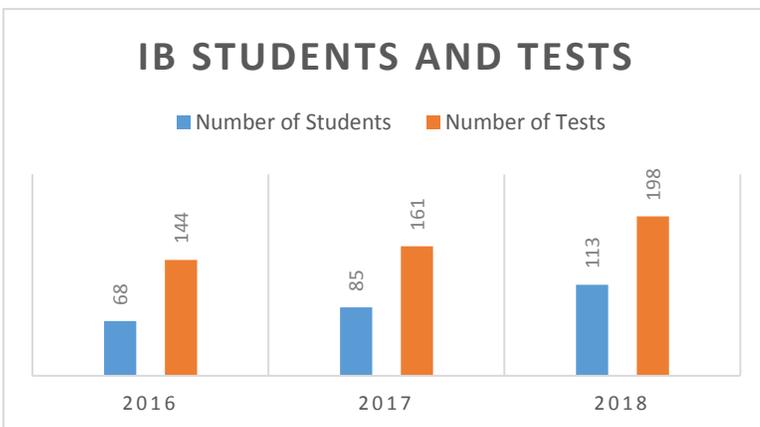
**School Four-Year Cohort Graduation Rate**

	2015	2016	2017	2018
<b>School</b>	68.30	79.30	83.40	80.10
<b>District</b>	84.20	86.80	87.30	83.60
<b>State</b>	80.30	82.60	84.60	81.00

Woodmont High School and our stakeholders believe that a schedule including the Advanced Placement (AP) pathway offers the best possible preparation for university success. WHS encourages students who are capable of a more rigorous academic schedule to enroll in one or more AP courses regardless of whether or not the student is an honors or gifted student. Our average pass rate for 2018 was 39%. We believe that pushing students into courses that were of a higher level of rigor was in the best interest of our students and worth the sacrifice in pass rate and we are proud of the growth in AP enrollment. Methods of improving the school's AP pass rate are being studied, including scheduling and teacher assignments.



Founded in 1968, the International Baccalaureate is a non-profit educational foundation offering four highly respected programs of international education for students aged three to nineteen. Schools authorized to teach IB programs can offer the programs individually or as a continuum. Woodmont became an IB school in 2003. IB enrollment and scores are an area for improvement. In the summer of 2017 five teachers were sent to IB training in various parts of the country to either become initially certified or refresh their content knowledge. We are hopeful for the future of our IB program.



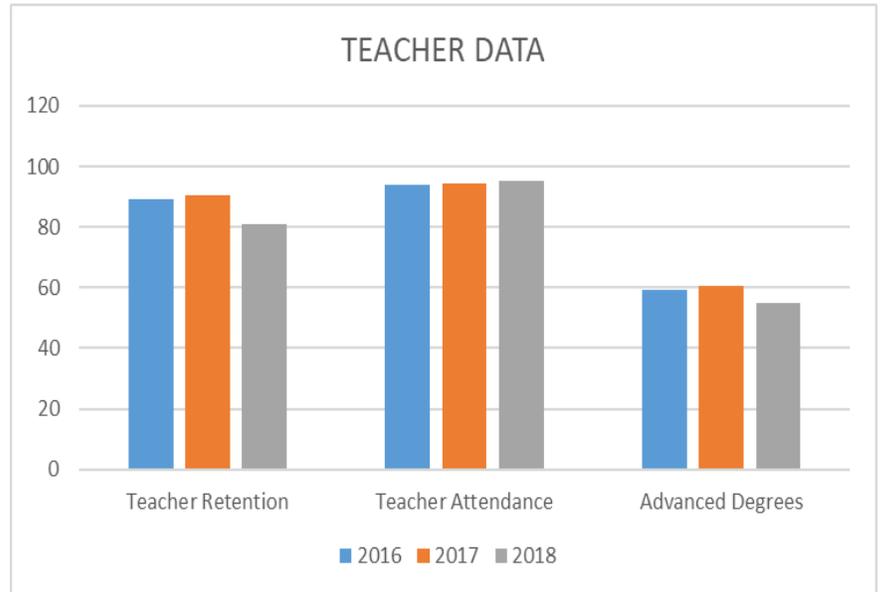
***Goal 2: Implementing research-based instructional practices that focus on academic diversity, evidence of student learning, and increased academic achievement.***

Greenville County Schools requires that all certified faculty members participate in a minimum of twenty-four hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least twelve of the twenty-four hours will be offered by the school. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs. Examination of

participation records for in-district professional development shows many faculty members fell short of the district’s annual minimum PD requirement. Next year teachers will be required to present evidence of obtaining this goal in their exit meeting with the principal.

Professional development must support the goals of teacher quality, school climate, and student achievement. Each summer the administrative team and Instructional Coach meet to self-assess the needs of the school and set professional development goals for the upcoming school year.

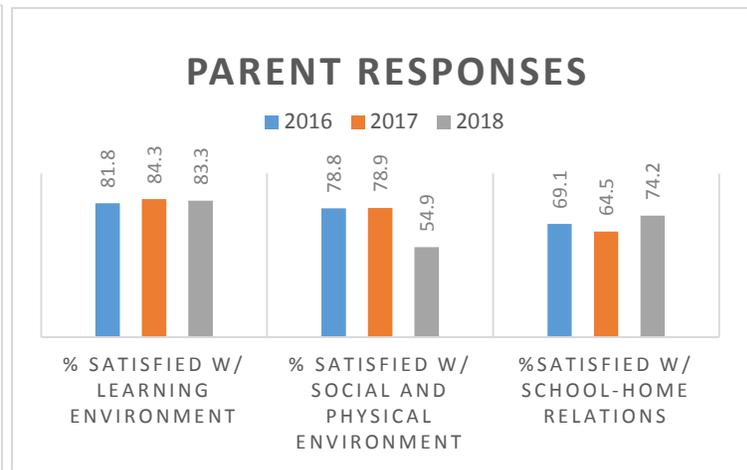
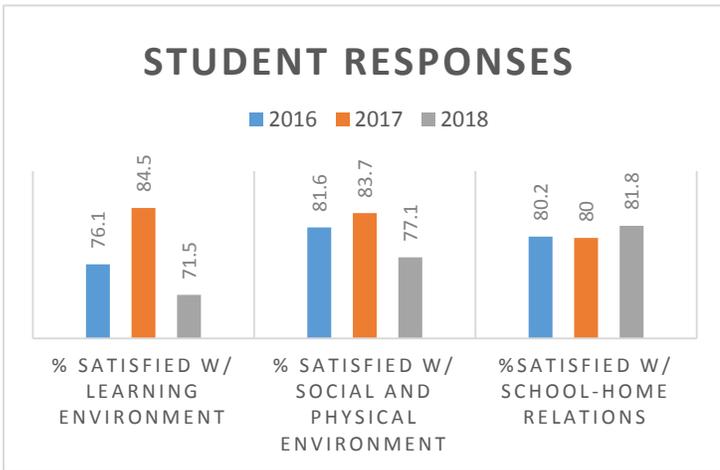
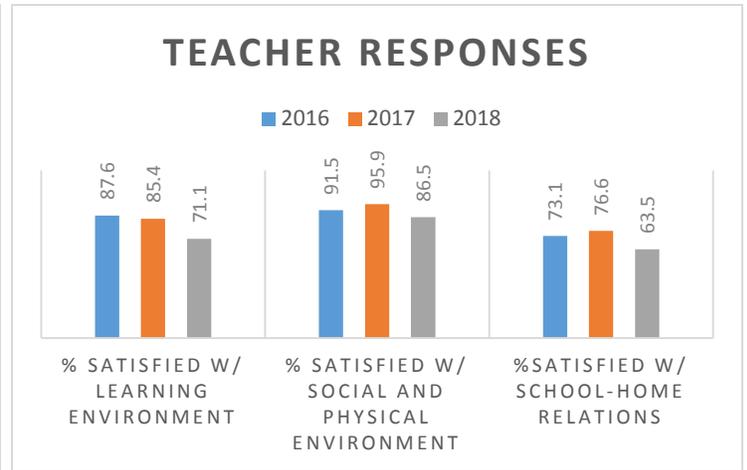
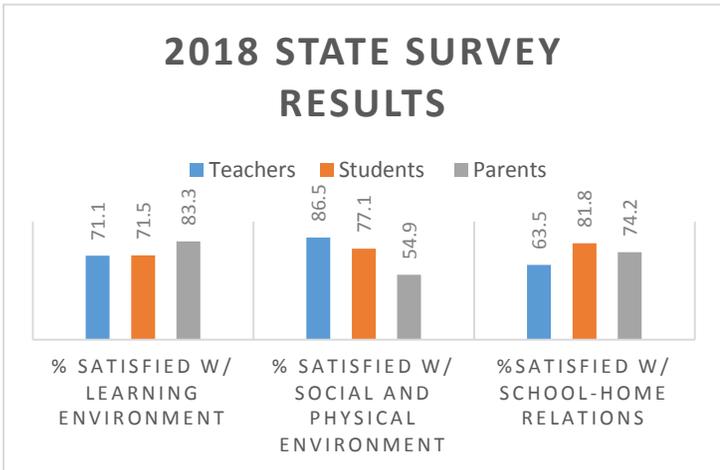
The summer of 2018 produced a change in the professional development model. Connected Academic Teams (CAT) were established and all teams were required to give common assessments. As we move forward collaboration and purposeful planning will require teams to build unit plans that align with standards and student learning strategies. The professional development provided will continue to focus on individualized student learning, technology integration, and effective classroom management strategies.



**Goal 3: Emphasizing and maintaining school policies that focus on school safety and productive learning environments**

School safety is a major concern to parents, students, and other stakeholders in most communities. Annual state surveys taken by the parents, students, and teachers of Woodmont High School reveal that the majority of stakeholders believe that WHS is a safe environment (62.5% of parents, 72.7% of students, and 92.3% of teachers respectively). Programs and policies such as ID badges, Ignore the Door, hall monitoring throughout the day, and the safety features of the front office are measures that have been taken to further protect the students and faculty.

Our lowest scores come in the social and physical environment category. Efforts must be made to improve this.



**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 44% in 2016-17 to 54% 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 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English I EOCEP SC SDE Website	44 % of HS students scoring A, B, and C on English I EOCEP (2016-17)	<b>School Projected</b>	<b>46</b>	<b>48</b>	<b>50</b>	<b>52</b>	<b>54</b>
		<b>School Actual 49.6%</b>					
English I EOCEP SC SDE Website	49% of HS students scoring A, B, and C on English I EOCEP (2016-17)	<b>District Projected *HS only*</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual 58</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Tutoring sessions year-long for all students.	Continuous	All English 1 teachers	0	N/A	Attendance logs of sessions
2. English 1 district benchmark and data analysis by English 1 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 bi-monthly for data driven, standards based instructional planning.	Bi-monthly	All English 1 teachers	0	N/A	PLC agendas/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

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

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

**PERFORMANCE GOAL: 2** The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from 31% in 2016-17 to 41% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase by 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	31 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	33	35	37	39	41
		School Actual 30.2%					
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					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Tutoring sessions year-long for all students.	Continuous	All Algebra 1 teachers	0	N/A	Attendance logs of sessions
2. Algebra 1 district benchmark and data analysis by English 1 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 bi-monthly for data driven, standards based instructional planning.	Bi-monthly	All Algebra 1 teachers	0	N/A	PLC agendas/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

**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 58% 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 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Biology EOCEP SC SDE Website	58 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	School Projected	60	62	64	66	68
		School Actual 46.6					
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) 64	District Projected	67	70	73	76	79
		District Actual 53					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Tutoring sessions year-long for all students.	Continuous	All Biology 1 teachers	0	N/A	Attendance logs of sessions
2. Biology 1 district benchmark and data analysis by English 1 teachers.	Quarterly	All Biology 1 teachers	0	N/A	Benchmark data and PLC notes
3. All Biology 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-monthly	All Biology 1 teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
4. Schedule common planning period for Biology 1 teachers for data driven, standards based instructional planning.	Daily	All Biology 1 teachers	0	N/A	Lesson and unit plans

**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 53% in 2016-17 to 63% 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 2% 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	53 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	School Projected	55	57	59	61	63
		School Actual 51.7					
US History and the Constitution EOCEP SC SDE Website	58 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	District Projected	61	64	67	70	73
		District Actual 60					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Tutoring sessions year-long for all students.	Continuous	All US History teachers	0	N/A	Attendance logs of sessions
2. US History district benchmark and data analysis by English 1 teachers.	Quarterly	All US History teachers	0	N/A	Benchmark data and PLC notes
3. All US History teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-monthly	All US History teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
4. Schedule common planning period for US History teachers for data driven, standards based instructional planning.	Daily	All US History teachers	0	N/A	Lesson and unit plans

**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 17.7 in 2016-17 to 27.7 in 2022-23.

**PERFORMANCE GOAL: 6 Increase** the average SAT Composite Score for the graduating class from 1055 in 2016-17 to 1080 in 2022-23.

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

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

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	(2016-17) 17.7	School Projected	19.7	21.7	23.7	25.7	27.7
		School Actual 17.9					
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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE Website	(2016-17) 1055	<b>School Projected</b>	<b>1060</b>	<b>1065</b>	<b>1070</b>	<b>1075</b>	<b>1080</b>
		<b>School Actual</b> <b>1092</b>					
SC SDE Website	(2016-17) 1089	<b>District Projected</b>	<b>1098</b>	<b>1107</b>	<b>1116</b>	<b>1125</b>	<b>1134</b>
		<b>District Actual</b> <b>1089</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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 signups for college entrance tests
2. Study skills class taught by an English teacher for college entrance tests.	Continuous	English teacher	0	N/A	Master schedule
3. SAT/ACT workbooks	Continuous	Media Specialist	\$500	Library Funding	Destiny Records

**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	96.5	97.0	97.5	98.0	98.5
		School Actual 96.1					
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

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

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

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
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 signups for college entrance tests
2. Study skills class taught by an English teacher for college entrance tests.	Continuous	English teacher	0	N/A	Master schedule
3. Naviance career readiness training, Job Fair Expo, Career speakers, job-shadowing and internship opportunities	Continuous	Counselors	N/A	N/A	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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EOCEP English 1 SC SDE Website	42% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>44</b>	<b>46</b>	<b>48</b>	<b>50</b>	<b>52</b>
EOCEP English 1 SC SDE Website		<b>School Actual Hispanic 43.4</b>					
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	<b>District Projected Hispanic</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>	<b>60</b>
EOCEP English 1 SC SDE Website		<b>District Actual Hispanic 53</b>					
EOCEP English 1 SC SDE Website	30% A, B, C (2016-17)	<b>School Projected AA</b>	<b>32</b>	<b>34</b>	<b>36</b>	<b>38</b>	<b>40</b>
EOCEP English 1 SC SDE Website		<b>School Actual AA 40</b>					

EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	<b>District Projected AA</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>	<b>53</b>
EOCEP English 1 SC SDE Website		<b>District Actual AA 50</b>					
EOCEP English 1 SC SDE Website	10% A, B, C (2016-17)	<b>School Projected SWD</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>18</b>	<b>20</b>
EOCEP English 1 SC SDE Website		<b>School Actual SWD 11.4</b>					
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>	<b>29</b>
EOCEP English 1 SC SDE Website		<b>District Actual SWD 20</b>					
EOCEP English 1 SC SDE Website	44% A, B, C (2016-17)	<b>School Projected LEP</b>	<b>46</b>	<b>48</b>	<b>50</b>	<b>52</b>	<b>55</b>
EOCEP English 1 SC SDE Website		<b>School Actual LEP 0</b>					
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
EOCEP English 1 SC SDE Website		<b>District Actual LEP 48</b>					

EOCEP English 1 SC SDE Website	34% A, B, C (2016-17)	<b>School Projected SIP</b>	<b>36</b>	<b>38</b>	<b>40</b>	<b>42</b>	<b>44</b>
EOCEP English 1 SC SDE Website		<b>School Actual SIP 44.2</b>					
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	<b>District Projected SIP</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>	<b>60</b>
EOCEP English 1 SC SDE Website		<b>District Actual SIP 56</b>					
EOCEP Algebra 1 SC SDE Website	24% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>26</b>	<b>28</b>	<b>30</b>	<b>32</b>	<b>34</b>
EOCEP Algebra 1 SC SDE Website		<b>School Actual Hispanic 25</b>					
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	<b>District Projected Hispanic</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual Hispanic 33</b>					
EOCEP Algebra 1 SC SDE Website	18% A, B, C (2016-17)	<b>School Projected AA</b>	<b>20</b>	<b>22</b>	<b>24</b>	<b>26</b>	<b>28</b>
EOCEP Algebra 1 SC SDE Website		<b>School Actual AA 22.3</b>					

EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	<b>District Projected AA</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>	<b>42</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual AA 24</b>					
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	<b>School Projected SWD</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>18</b>	<b>20</b>
EOCEP Algebra 1 SC SDE Website		<b>School Actual SWD 9.1</b>					
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>25</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual SWD 6</b>					
EOCEP Algebra 1 SC SDE Website	32% A, B, C (2016-17)	<b>School Projected LEP</b>	<b>34</b>	<b>36</b>	<b>38</b>	<b>40</b>	<b>42</b>
EOCEP Algebra 1 SC SDE Website		<b>School Actual LEP 0</b>					
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual LEP 34</b>					

EOCEP Algebra 1 SC SDE Website	22% A, B, C (2016-17)	<b>School Projected SIP</b>	<b>24</b>	<b>26</b>	<b>28</b>	<b>30</b>	<b>32</b>
EOCEP Algebra 1 SC SDE Website		<b>School Actual SIP 25.2</b>					
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	<b>District Projected SIP</b>	<b>34</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>47</b>
EOCEP Algebra 1 SC SDE Website		<b>District Actual SIP 29</b>					
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>50</b>	<b>52</b>	<b>54</b>	<b>56</b>	<b>58</b>
EOCEP Biology SC SDE Website		<b>School Actual Hispanic 39.6</b>					
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	<b>District Projected Hispanic</b>	<b>50</b>	<b>53</b>	<b>56</b>	<b>59</b>	<b>62</b>
EOCEP Biology SC SDE Website		<b>District Actual Hispanic 35</b>					
EOCEP Biology SC SDE Website	30% A, B, C (2016-17)	<b>School Projected AA</b>	<b>32</b>	<b>34</b>	<b>36</b>	<b>38</b>	<b>40</b>
EOCEP Biology SC SDE Website		<b>School Actual AA 28.1</b>					

EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	<b>District Projected AA</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>
EOCEP Biology SC SDE Website		<b>District Actual AA 27</b>					
EOCEP Biology SC SDE Website	19% A, B, C (2016-17)	<b>School Projected SWD</b>	<b>21</b>	<b>23</b>	<b>25</b>	<b>27</b>	<b>29</b>
EOCEP Biology SC SDE Website		<b>School Actual SWD 13.6</b>					
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>	<b>33</b>
EOCEP Biology SC SDE Website		<b>District Actual SWD 11</b>					
EOCEP Biology SC SDE Website	53% A, B, C (2016-17)	<b>School Projected LEP</b>	<b>55</b>	<b>57</b>	<b>59</b>	<b>61</b>	<b>63</b>
EOCEP Biology SC SDE Website		<b>School Actual LEP 40</b>					
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>
EOCEP Biology SC SDE Website		<b>District Actual LEP 31</b>					

EOCEP Biology SC SDE Website	46% A, B, C (2016-17)	<b>School Projected SIP</b>	<b>48</b>	<b>50</b>	<b>52</b>	<b>54</b>	<b>56</b>
EOCEP Biology SC SDE Website		<b>School Actual SIP 34.6</b>					
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	<b>District Projected SIP</b>	<b>51</b>	<b>54</b>	<b>57</b>	<b>60</b>	<b>63</b>
EOCEP Biology SC SDE Website		<b>District Actual SIP 35</b>					
EOCEP US History and the Constitution SC SDE Website	41% A, B, C (2016-17)	<b>School Projected Hispanic</b>	<b>43</b>	<b>45</b>	<b>47</b>	<b>49</b>	<b>51</b>
EOCEP US History and the Constitution SC SDE Website		<b>School Actual Hispanic 50</b>					
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	<b>District Projected Hispanic</b>	<b>45</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>
EOCEP US History and the Constitution SC SDE Website		<b>School Actual Hispanic 43</b>					
EOCEP US History and the Constitution SC SDE Website	35% A, B, C (2016-17)	<b>School Projected AA</b>	<b>37</b>	<b>39</b>	<b>41</b>	<b>43</b>	<b>45</b>
EOCEP US History and the Constitution SC SDE Website		<b>School Actual AA 34.7</b>					

EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	<b>District Projected AA</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual AA</b> <b>36</b>					
EOCEP US History and the Constitution SC SDE Website	22% A, B, C (2016-17)	<b>School Projected SWD</b>	<b>24</b>	<b>26</b>	<b>28</b>	<b>30</b>	<b>32</b>
EOCEP US History and the Constitution SC SDE Website		<b>School Actual SWD</b> <b>12.2</b>					
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	<b>District Projected SWD</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual SWD</b> <b>25</b>					
EOCEP US History and the Constitution SC SDE Website	49% A, B, C (2016-17)	<b>School Projected LEP</b>	<b>51</b>	<b>53</b>	<b>55</b>	<b>57</b>	<b>59</b>
EOCEP US History and the Constitution SC SDE Website		<b>School Actual LEP</b> <b>0</b>					
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	<b>District Projected LEP</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>
EOCEP US History and the Constitution SC SDE Website		<b>District Actual LEP</b> <b>37</b>					

EOCEP US History and the Constitution SC SDE Website	40% A, B, C (2016-17)	<b>School Projected SIP</b>	42	44	46	48	50
EOCEP US History and the Constitution SC SDE Website		<b>School Actual SIP 41.8</b>					
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	<b>District Projected SIP</b>	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		<b>District Actual SIP 42</b>					
ACT Graduating Class	Composite x (2016-17)	<b>School Projected Hispanic</b>	18.0	19.0	20.0	21.0	22.0
ACT Graduating Class		<b>School Actual Hispanic 17.3</b>					
ACT Graduating Class	Composite 17.6 (2016-17)	<b>District Projected Hispanic</b>	18.0	19.0	20.0	21.0	22.0
ACT Graduating Class		<b>District Actual Hispanic 17.3</b>					
ACT Graduating Class	Composite x (2016-17)	<b>School Projected AA 15.7</b>	16.0	17.0	18.0	19.0	20.0
ACT Graduating Class		<b>School Actual AA</b>					

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

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Tutoring sessions year-long for all students.	Continuous	All EOC teachers	0	N/A	Attendance logs of sessions
2. EOC district benchmark and data analysis by English 1 teachers.	Quarterly	All EOC teachers	0	N/A	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	All EOC teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
4. Schedule common planning period for EOC teachers for data driven, standards based instructional planning.	Daily	All EOC teachers	0	N/A	Lesson and unit plans
5. EL, Intervention Specialist, SPED, Read 180, Language Live, Content Recovery, and Credit Recovery Coursework	Continuous	Specified Teachers	0	N/A	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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate	(2016-17) 83.4	School Projected	85	87	89	≤90	≤90
		School Actual 80.1					
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

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

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Use 9GR lists and assign students without transfer documentation to members of the administration team to find.	September	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
Use 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Monthly	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
Continue to support the Freshman Academy with resources to encourage promotion.	Monthly	Administration	0	N/A	Academy EOC scores and promotion rate
Use Credit Recovery and the SDP strategically to target students that need alternative means for success.	Monthly	Administration & Teachers	0	N/A	Credit Recovery and SDP enrollment rates, promotion rates
Use Intervention Specialist to target specific students to address environmental factors	Monthly	Administration & Teachers	0	N/A	Logs of interventions and meetings

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
beyond the classroom affecting student performance.					
Cooperation between administrators and school counselors to target at-risk students at each grade level and discuss opportunities for interventions.	Monthly	Administration	0	N/A	Leadership Meeting Agendas, Logs of conferences, interventions and contacts.

**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	<b>School Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>90%</b>
		<b>School Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>						<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>	
1.						
2.						
3.						

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

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

**PERFORMANCE GOAL: 11** Annually increase the percentage of 9<sup>th</sup> 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 9<sup>th</sup>-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	63	School Projected	65	67	69	71	73
		School Actual 64					
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual 80					

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

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Support Freshman Academy lists and assign students without transfer documentation to members of the administration team to find.	September	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
2. Support Freshman Academy to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Monthly	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
3. Continue to support the Freshman Academy with resources to encourage promotion.	Monthly	Administration	0	N/A	Academy EOC scores and promotion rate
4. Use Credit Recovery and the SDP strategically to target students that need alternative means for success.	Monthly	Administration & Teachers	0	N/A	Credit Recovery and SDP enrollment rates, promotion rates
5. Use Intervention Specialist to target specific students to address environmental factors beyond the classroom affecting student performance.	Monthly	Administration & Teachers	0	N/A	Logs of interventions and meetings
6. Cooperation between administrators and school counselors to target at-risk students at each grade level and discuss opportunities for interventions.	Monthly	Administration	0	N/A	Leadership Meeting Agendas, Logs of conferences, interventions and contacts.

**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) 31.27	School Projected	36	37	38	39	40
		School Actual 36					
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.\*

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Increasing Gifted and Talented Academic Courses, including AP and Dual Credit	Continuous	Administration and Guidance	0	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

*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	<b>School Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual</b>					
Employment report	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>		<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Shining Stars Recruitment	March	Administration	0	N/A	Resume
2.					
3.					

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	72.7	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SC SDE School Report Card Survey	92.3	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 92.3					
SC SDE School Report Card Survey	62.5	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Parents 62.5</b>					
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	<b>≥ 90</b>				
		<b>District Actual Students 84</b>					
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>				
		<b>District Actual Teachers 97</b>					
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	<b>≥ 90</b>				
		<b>District Actual Parents 88</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Safety drills, Safety Meetings and Constant Communication with Parents with weekly message	Continuous	Administration and Safety Team	0	N/A	Meeting Minutes, Social Media, E-mail, and School Messenger
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: 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) 1.04	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 2.15					
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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>0</b>	<b>School Projected</b>	$\leq .07$				
		<b>School Actual</b> <b>.06</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>0.4</b>	<b>District Projected</b>	$\leq .07$				
		<b>District Actual</b> <b>.04</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcements	Continuous	Administration, SRO, Intervention Specialist, and Guidance Counselors,	0	N/A	OnTrack Team (MTSS) monthly minutes with follow items on each student.
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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	45	School Projected	48	52	56	60	64
		School Actual 45					
AdvancED Culture & Climate Surveys	52	District Projected Secondary	54	58	62	66	70
		District Actual Secondary 50					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcements	Continuous	Administration, SRO, Intervention Specialist, and Guidance Counselors,	0	N/A	OnTrack Team (MTSS) monthly minutes with follow items on each student.
2. Communication	Continuous	Faculty and Staff	0	N/A	Meeting Minutes, Social Media, Email and Monthly Messenger
3. SIC and PTA	Monthly	SIC, PTA, and Faculty and Staff	0	N/A	SIC and PTA Meetings

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

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

**PERFORMANCE GOAL: 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 <sup>th</sup> day Attendance Report	(2016-17) 92.4	School Projected	95	95	95	95	95
		School Actual 94.02					
180 <sup>th</sup> day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Attendance Clerk, Truancy Report, OnTrack (MTSS ), Seat Time Recovery, and Intervention Specialist	Continuous	Administration, Attendance Clerk, and Teachers	1. Attendance Clerk, Truancy Report, OnTrack (MTSS ), Seat Time Recovery, and Intervention Specialist	Continuous	Administration, Attendance Clerk, and Teachers
1. Attendance Clerk, Truancy Report, OnTrack (MTSS ), Seat Time Recovery, and Intervention Specialist	Continuous	Administration, Attendance Clerk, and Teachers	1. Attendance Clerk, Truancy Report, OnTrack (MTSS ), Seat Time Recovery, and Intervention Specialist	Continuous	Administration, Attendance Clerk, and Teachers
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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid – 9% Lonely – 20% Angry - 19%	School Projected	Afraid ≤ 9 Lonely ≤ 19 Angry ≤ 18	Afraid ≤ 9 Lonely ≤ 19 Angry ≤ 18	Afraid ≤ 8 Lonely ≤ 18 Angry ≤ 17	Afraid ≤ 8 Lonely ≤ 18 Angry ≤ 17	Afraid ≤ 7 Lonely ≤ 17 Angry ≤ 16
		School Actual Afraid – 9% Lonely – 20% Angry - 19%	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 ≤				

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcements	Continuous	Administration, SRO, Intervention Specialist, and Guidance Counselors,	0	N/A	OnTrack Team (MTSS) monthly minutes with follow items on each student.
2. Communication	Continuous	Faculty and Staff	0	N/A	Meeting Minutes, Social Media, Email and Monthly Messenger
3. SIC and PTA	Monthly	SIC, PTA, and Faculty and Staff	0	N/A	SIC and PTA Meetings