

School Data Portfolio

Eastside High School

1300 Brushy Creek Road
Taylors, South Carolina 29687

864-355-2800

Michael Thorne, Principal
Phinnize Fisher Ed.D. Superintendent

Greenville County Schools

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Plan Scope

2008-2013

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1. Introduction

This report was developed to document the changes and progress our school has made while working to advance teaching and learning. The self-study process and resulting report provides our staff with an ongoing means for self assessment, communication, continuous improvement, and accountability.

Our mission, vision, and action plan comprise a living document that describes Eastside High School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements within the context of our student demographics and our school needs. This report also describes how we build and utilize our overall school plan for the purpose of increasing student learning – our ultimate outcome.

Our Leadership Team—teachers elected by our faculty—serves as the steering committee for this work based on input from our entire faculty. Our PTSA, our School Improvement Council, and our Student Government are also vital to our process.

We reviewed the areas of need as defined in our last strategic plan. Stakeholder groups including teachers, students, and parents were asked to review the list of needs and to provide evidence that we had or had not progressed toward meeting them. These same stakeholder groups reviewed our vision and goals and provided input for a new vision and goals. As we turned in our process from a review to planning for the future, our academic departments also set goals. Our action plan is a result of this input. It was reviewed and approved by our faculty, our Student Government, our PTSA, our Leadership Team, and our School Improvement Council.

We have overcome many obstacles, and we continue to face many challenges. We have many programs that are sources of great pride for our school. We are pleased that we have set and maintained a standard of excellence in the face of potential barriers. We are proud of our

school and look forward to sharing it with you. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve our school.

2. Executive Summary

DISTRICT PROFILE

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 70,900 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 54th largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. The District facilities include 6 child development centers, 49 elementary schools, 18 middle schools, 14 high schools, 4 career centers, and 7 special focus centers. Among the elementary, middle, and high schools, 12 International Baccalaureate programs and 11 magnet academics operate, providing unique educational opportunities, including concentrations in foreign language, communication arts, pre-engineering, and science and technology.

GCS has 17 schools receiving federal funding from Title I. Title I funds allow schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards. The GCS Title I program provides enriched and accelerated educational programs. These programs include school-wide programs that provide additional staffing, professional development, and parent involvement programs to help parents participate in the education of their children at home and at school.

GCS serves a culturally diverse population of students. The racial/ethnic make-up of students in GCS in 2009-2010 was 59.4% white, 26.0% African-American, 10.9% Hispanic, 2.6% Asian, and 0.3% Native American. Dedicated to meeting the educational needs of all students, GCS serves over 10,251 (14.4%) students with disabilities. Of those, over 7,955 are students with disabilities more severe than speech and an additional 2,296 are students with speech disabilities. Additionally, 14,176 (20.0%) GCS students participate in the District's gifted and talented program. GCS also serves over 5,800 (8.2%) K-12 students who meet the state specifications for English for Speakers of Other Languages (ESOL).

GCS stresses the importance of daily attendance for all students and teachers. As reported in the 2009-2010 annual District Report Card, GCS had an average student attendance rate of 95.9% and a teacher attendance rate of 97.5%. The annual student dropout rate was 3.6%. There are 5,074 teachers in the District; 63.5% hold Master's degrees or higher and 605 are National Board Certified. The average teacher salary in 2009-2010 was \$46,593. Thirteen Greenville County schools have been named National Blue Ribbon Schools of Excellence. Over the last thirty years, 20 Greenville County schools have been designated Palmetto's Finest Schools, our state's highest honor for schools. In May 2010, 15 Greenville County schools were identified as Red Carpet Schools for their efforts to provide the highest level of customer service to their parents and school community. Forty-eight Greenville County schools have received the honor at least once. Twenty-nine schools are part of the PTA National Schools of Excellence, and 34 schools have been identified as Baldrige Model Schools. Additionally, GCS staff have garnered several prestigious state awards in the last year, including SC Teacher of the Year, SC Secondary Principal of the Year, and SC Superintendent of the Year. Finally, 88% of our 2010 graduates went on to pursue higher education and earned

approximately \$82.7 million in academic scholarships, including 12 seniors who earned National Merit Scholarships.

In 2008-2009, Greenville County Schools earned National Accreditation from the AdvancED Accreditation Commission, recognizing GCS as a high quality school district and granting full accreditation to the school district and all of its schools.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

GOAL AREA 1

AYP and Report Card Ratings

In 2010, the percentage of GCS schools that met AYP increased by 4.6 percentage points from 2009. Figure 1.1 displays the percentage of GCS schools that met AYP for the past five years. The percentage of elementary and middle schools that met AYP increased in 2010. No GCS high schools met AYP in 2010. While the district has not met AYP since 2004-2005, the number of objectives met has increased. The district met 29 out of 37 objectives (78.4%) in 2005-2006 and 2006-2007, 27 out of 37 objectives (73.0%) in 2007-2008, and 34 out of 37 objectives (92.0%) in 2008-2009 and 2009-2010.

Figure 1.1 AYP History in GCS

GCS All Schools*	No	Yes	Total	% Met
05-06	60	24	84	25.6%
06-07	58	26	84	31.0%
07-08	70	14	84	16.7%
08-09	49	37	86	43.0%
09-10	43	39	82	47.6%
Elementary				
05-06	28	20	48	41.7%
06-07	28	19	47	40.4%
07-08	39	8	47	17.0%

	08-09	17	31	48	64.6%
	09-10	13	35	48	72.9%
Middle					
	05-06	17	0	17	0.0%
	06-07	17	0	17	0.0%
	07-08	17	0	17	0.0%
	08-09	17	1	18	5.6%
	09-10	15	3	18	16.7%
High					
	05-06	14	0	14	0.0%
	06-07	13	1	14	7.1%
	07-08	13	1	14	7.1%
	08-09	14	0	14	0.0%
	09-10	14	0	14	0.0%

**GCS All Schools data include traditional schools and special centers. Career centers were included prior to 2010, when the SC Department of Education ceased calculation of AYP for career centers.*

For the last five years, the Absolute Rating for Greenville County Schools has remained at Average, while the Growth Rating has fluctuated between At-Risk in 2005-2006 to Average in 2009-2010. In 2008-2009, the district’s Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. Figure 1.2 displays the Absolute and Growth Rating totals and percentages for GCS traditional schools, special centers, and career centers since 2005-2006. The last two years have seen increases in the number of schools earning an Absolute Rating of Good or Excellent.

Figure 1.2 Absolute and Growth Rating History in GCS

GCS DISTRICT RATINGS	2009-10				2008-09			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	18	20.9%	19	22.1%	18	20.9%	10	11.6%
Total Good	24	27.9%	25	29.1%	15	17.4%	16	18.6%

Total Average	37	43.0%	32	37.2%	46	53.5%	45	52.3%
Total Below Average	6	7.0%	3	3.5%	4	4.7%	11	12.8%
Total At-Risk	1	1.2%	7	8.1%	3	3.5%	4	4.7%
Total	86		86		86		86	

GCS DISTRICT RATINGS	2007-08				2006-07			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	IMPROVE. NUMBER	IMPROVE. PERCENT
Total Excellent	8	9.5%	11	13.1%	7	8.4%	5	6.0%
Total Good	17	20.2%	12	14.3%	16	19.3%	8	9.6%
Total Average	34	40.5%	12	14.3%	35	42.2%	8	9.6%
Total Below Average	20	23.8%	29	34.5%	18	21.7%	24	28.9%
Total At-Risk	5	6.0%	20	23.8%	7	8.4%	38	45.8%
Total	84		84		83		83	

GCS DISTRICT RATINGS	2005-06			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	IMPROVE. NUMBER	IMPROVE. PERCENT
Total Excellent	12	14.6%	6	7.4%
Total Good	19	23.2%	13	16.0%
Total Average	28	34.1%	7	8.6%
Total Below Average	17	20.7%	16	19.8%
Total Unsatisfactory	6	7.3%	39	48.1%
Total	82		81	

Palmetto Assessment of State Standards Results

In spring 2009, South Carolina instituted the new Palmetto Assessment of State Standards (PASS) to replace the Palmetto Achievement Challenge Tests (PACT) in grades 3-8. The new state test includes five subject areas: writing, English language arts (reading and research), mathematics, science, and social studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state's academic standards.

In spring 2010, Greenville County Schools' students met or exceeded the state average on 26 of 30 tests on PASS.

Figure 1.3 displays the difference between GCS and SC PASS writing scores. GCS had more students scoring Met and Exemplary in grades 3, 5, 7, and 8 when compared to the state.

Figure 1.3 Percent Met and Exemplary on 2010 PASS Writing

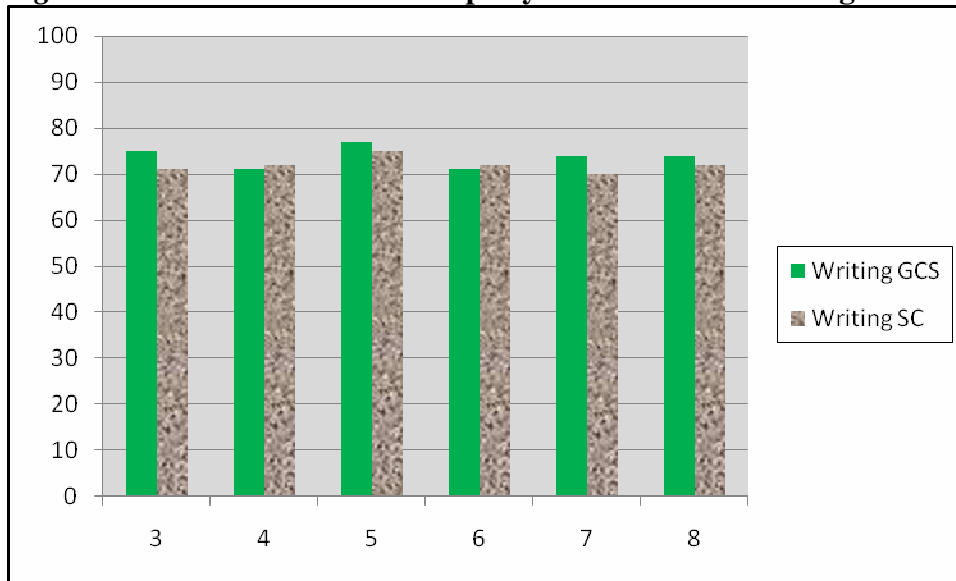


Figure 1.4 displays the difference between GCS and SC PASS ELA (Reading/Research) scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 1.4 Percent Met and Exemplary on 2010 PASS ELA (Reading and Research)

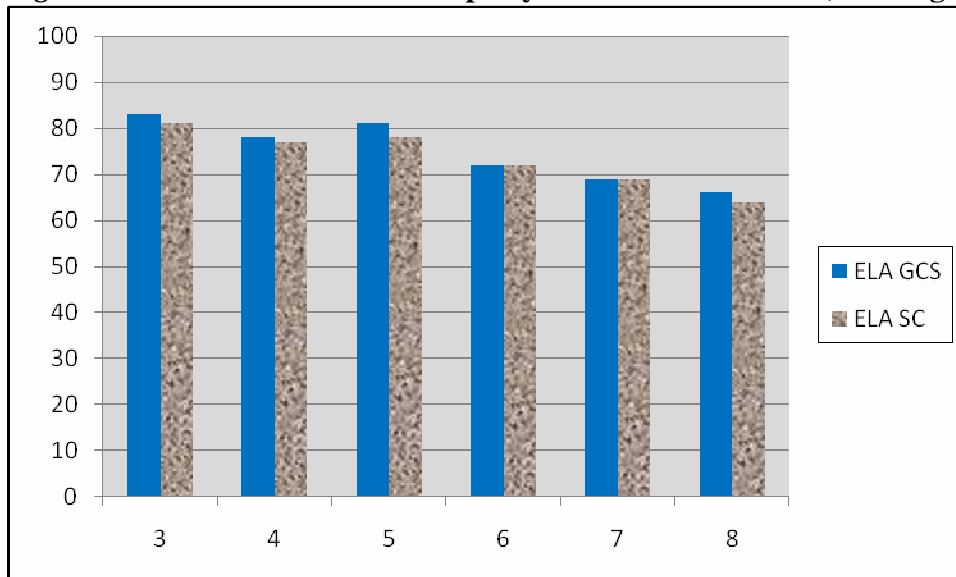


Figure 1.5 displays the difference between GCS and SC PASS math scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 1.5 Percent Met and Exemplary on 2010 PASS Math

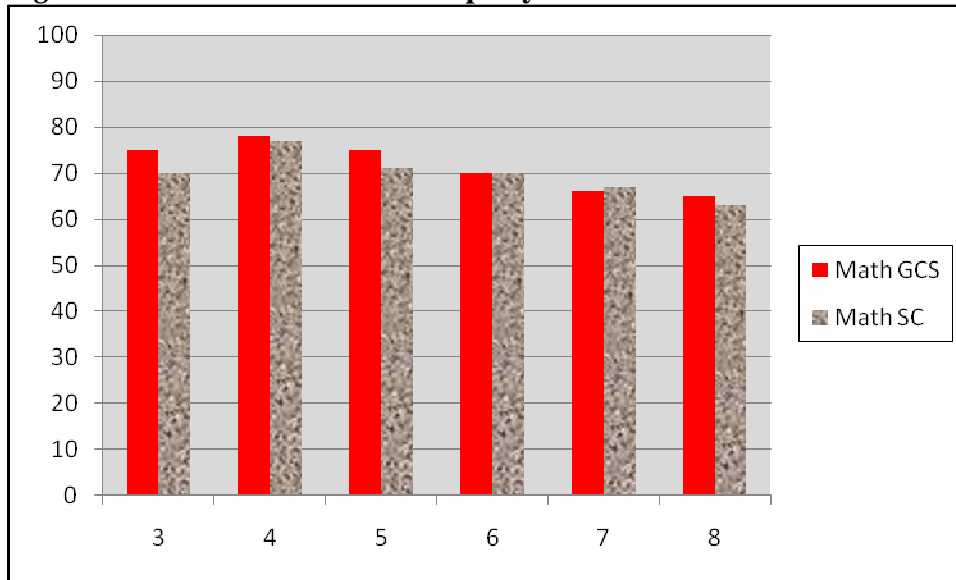


Figure 1.6 displays the difference between GCS and SC PASS science scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 6, and 8 when compared to the state.

Figure 1.6 Percent Met and Exemplary on 2010 PASS Science

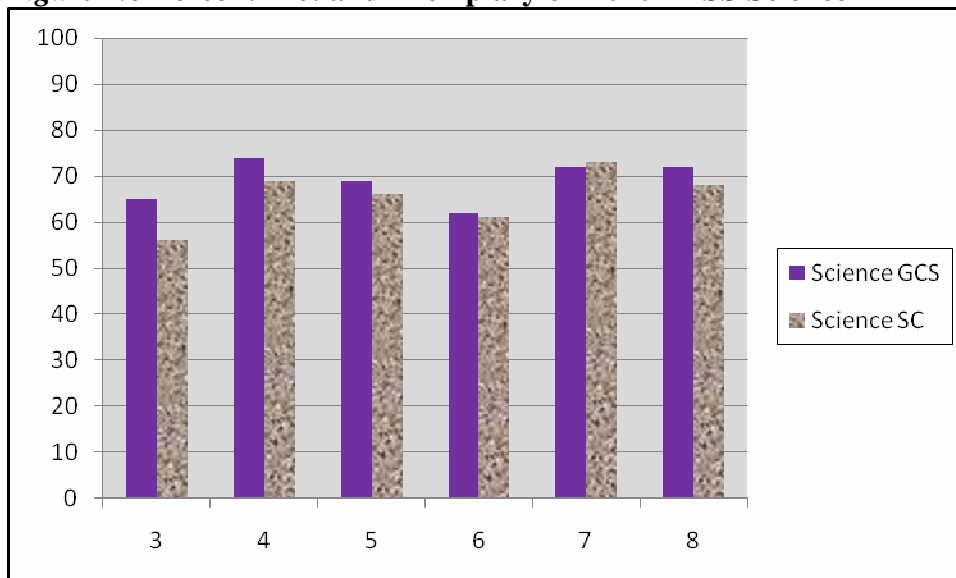
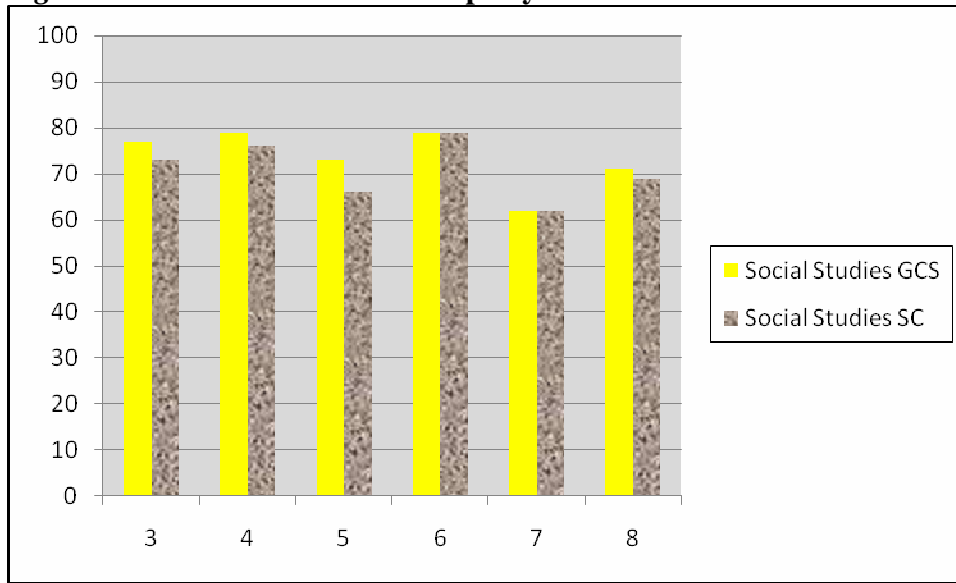


Figure 1.7 displays the difference between GCS and SC PASS social studies scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, and 8 when compared to the state.

Figure 1.7 Percent Met and Exemplary on 2010 PASS Social Studies



Measures of Academic Progress (MAP)

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. This computerized system of testing is administered two to three times a year in every elementary and middle school and in certain high schools in reading and mathematics, and two optional subjects, language usage and science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent

conferences, but not for district level accountability. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

High School Assessment Results

End-of-Course Exam Program

End-of-Course exams are administered at the end of English I and Algebra I courses in middle schools and high schools and at the end of physical science and U.S. History and the Constitution courses in high schools. EOCEP passage rates have increased in all subject areas over the last five years. Figures 1.8-1.11 display the number of students tested, the percentage passing (scores A-D), and the mean scale score for each subject from 2005-2006 to 2009-2010.

Middle school students' and high school students' English I EOCEP passage rates have increased over the last five years from 74.2% in 2005-2006 to 78.4% in 2009-2010.

Figure 1.8 5-Year English I EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5314	5534	5730	5561	5692
% Passing	74.2	63.9	69.4	71.9	78.4
Mean Scale Score	78.0	75.8	77.2	76.9	78.9

Middle school students' and high school students' Algebra I EOCEP passage rates have increased over the last five years from 79.6% in 2005-2006 to 83.8% in 2009-2010.

Figure 1.9 5-Year Algebra I EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5563	5752	5561	6082	5739
% Passing	79.6	82.6	80.4	76.9	83.8
Mean Scale Score	79.0	79.3	79.9	79.1	81.8

The Physical Science EOCEP passage rates (high schools only) have increased over the last five years from 56.3% in 2005-2006 to 68.8% in 2009-2010.

Figure 1.10 5-Year Physical Science EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5119	4933	5105	5473	5558
% Passing	56.3	54.2	62.0	61.4	68.8
Mean Scale Score	72.1	72.1	74.2	74.6	77.6

In 2008-2009, the US History and the Constitution EOCEP results (high school only) were reported for the first time. In the second year of administration, the passage rate for GCS students increased from 54.0% in 2008-2009 to 56.2% in 2009-2010.

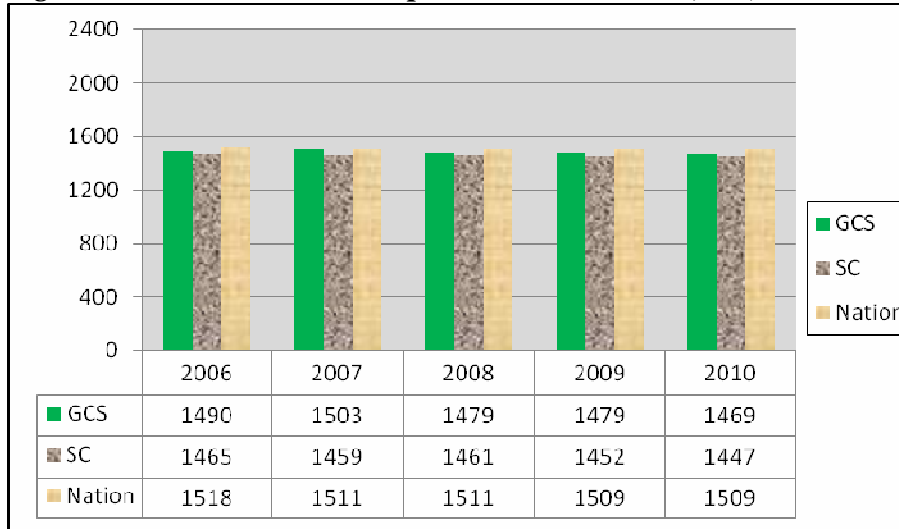
Figure 1.11 2-Year U.S. History and the Constitution EOCEP Performance

	2008-2009	2009-2010
Number Tested	4702	4761
% Passing	54.0	56.2
Mean Scale Score	71.9	72.2

SAT

GCS high school students have continued to maintain SAT scores that are higher than the South Carolina state average for reading, math, and composite scores. In GCS, the average composite score on the SAT decreased from 1479 in 2009 to 1469 in 2010. Fifty-six percent (2,550) of the 2009-2010 GCS seniors took the SAT at least once in high school. The average critical reading score was 494, the average writing score was 476, and the average math score was 599. Figure 1.12 displays the SAT composite score results from the past five years. GCS composite scores have remained higher than the average SC score and slightly behind the average national score.

Figure 1.12 5-Year SAT Composite Scores of GCS, SC, and the Nation

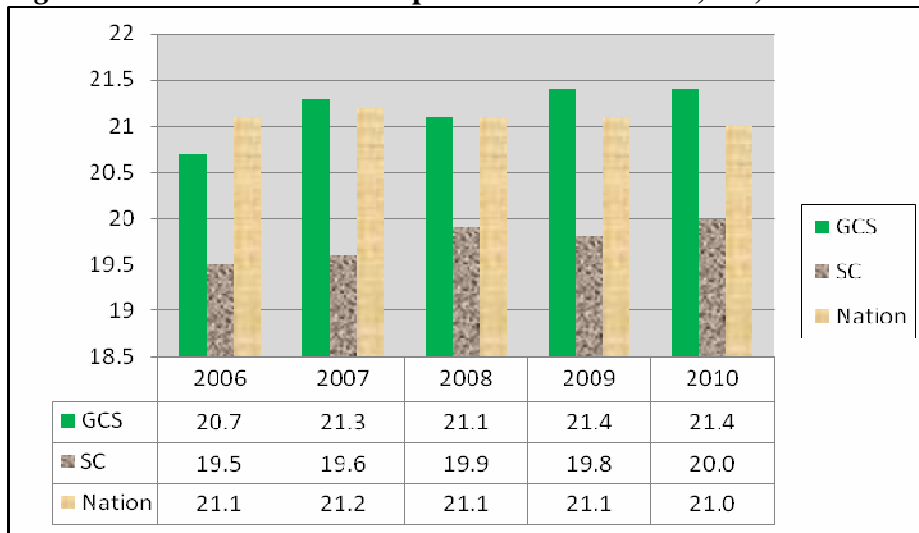


Note: Composite scores for SC and the nation include private and home school students.

ACT

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The composite score in GCS remained steady at 21.4 from 2009 to 2010. In 2010, GCS students outperformed students in SC and the nation in ACT subtests: English (20.9), math (21.2), reading (21.6), and science (21.2). Over the last five years, GCS students' composite ACT scores have been at or above the state and national averages. Figure 1.13 displays the ACT composite score results over the past five years in GCS, SC, and the nation.

Figure 1.13 5-Year ACT Composite Scores of GCS, SC, and the Nation



Note: Composite scores for SC and the nation include private and home school students.

Advanced Placement Exams

The number of Advanced Placement (AP) exams administered increased from 2009 to 2010, while the percentage of AP exams with a score 3 or higher remained constant. Figure 1.14 displays the total number of AP exams taken, as well as the percent with a score of 3 or higher.

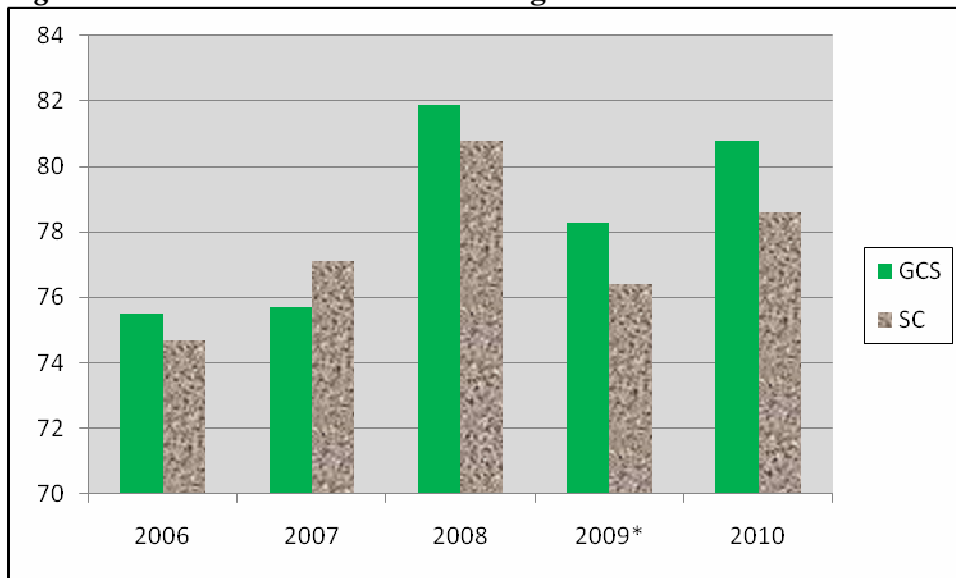
Figure 1.14 Number of AP Exams and Percent Scoring 3-5 in GCS

Year	# Exams	% 3-5 Scores
2006	4,568	48%
2007	4,943	51%
2008	4,457	51%
2009	4,311	57%
2010	4,838	57%

High School Assessment Program

South Carolina students take participate in the High School Assessment Program (HSAP) in their second year in high school and must pass both the ELA and math portions in order to receive a state high school diploma. HSAP scores are reported using four scoring levels: Level 1, Level 2, Level 3, and Level 4. A score of Level 2 is considered passing. The last five years of data for HSAP are shown in Figure 1.15. Over the last several years, GCS first attempt HSAP passage rates have remained above the state's passage rates.

Figure 1.15 Percent of Students Passing Both Sections of HSAP on 1st Attempt



Note: The SC Dept. of Education began reporting scores for all students tested in 2009.

The Achievement Gap

The achievement gap for students receiving free or reduced-priced meals and students paying full-price for meals must continue to be a high priority need for improvement in Greenville County Schools.

Figure 1.16 displays the difference in PASS scores in 2009 and 2010 between students paying full price for meals and students receiving free or reduced-priced meals (FARM). The gap between full-pay and FARM students exists in all subjects and has not significantly decreased over the last two years. The gap for all subjects ranged from 22.5% to 25.7% in 2010.

Figure 1.16 % of Students by Lunch Status Scoring Met and Exemplary on PASS

	ELA		Math		Science		Social Studies	
	2009	2010	2009	2010	2009	2010	2009	2010
FARMS	61.2	63.1	57.5	58.9	55.9	56.7	62.3	61.1
Full-Pay	85.0	86.3	81.8	83.0	80.9	82.4	83.8	83.6
<i>Difference</i>	<i>23.8</i>	<i>23.2</i>	<i>24.4</i>	<i>24.0</i>	<i>25.1</i>	<i>25.7</i>	<i>21.4</i>	<i>22.5</i>

Students in Greenville County Schools receiving free or reduced priced lunch also have lower first-attempt HSAP exam scores than full-pay lunch students, as shown in Figure 1.17 below. The gap is larger for math than ELA. While the gap has been reduced over the last two years, it still ranged from 16.8% to 19.4%.

Figure 1.17 % of Students by Lunch Status Scoring at or Above Level 2 on HSAP 1st Attempt

	ELA		Math	
	2009	2010	2009	2010
FARMS	74.5	77.9	67.2	71.2
Full-Pay	92.8	94.7	87.5	90.6
<i>Difference</i>	<i>18.3</i>	<i>16.8</i>	<i>20.3</i>	<i>19.4</i>

The gap is also evident in passing rates for end-of-course exams, as shown in Figure 1.18 below. The largest gaps in 2010 were seen in Physical Science and U.S. History. The achievement gap decreased from 2009 to 2010 in both Algebra I and English I.

Figure 1.18 % of Students by Lunch Status Scoring Passing End-Of-Course Examinations

	Algebra I		English I		Physical Science		US History	
	2009	2010	2009	2010	2009	2010	2009	2010
FARMS	56.9	74.6	55.3	65.4	59.2	54.8	33.1	38.4
Full-Pay	85.0	89.4	81.5	86.3	65.8	77.0	63.2	65.3
<i>Difference</i>	<i>28.1</i>	<i>14.8</i>	<i>26.2</i>	<i>20.9</i>	<i>6.6</i>	<i>22.2</i>	<i>30.1</i>	<i>26.9</i>

Graduation rates in 2009-2010, as reported on the GCS AYP report, illustrate the achievement gaps that currently exist in Greenville County Schools. The graduation rate for students receiving free or reduced-priced lunch was 60.9% and the graduation rate for full-pay students was 81.9%.

School Profile

Eastside High School's enrollment has risen over the last six years from 1,176 students in 1999-2000 to 1,241 students in 2010-2011. The configuration by grade level is as follows:

9 th	359
10 th	315
11 th	291
12 th	276

Our enrollment includes over 150 students who do not reside in our attendance area but attend through the special permission choice program. Our special permission allotment has been increased to 150 students for the 2010-2011 school year.

A majority of our students, 72%, are white. 15% are African American, 10% are Hispanic, 2% are Asian, 1% multiracial and other. Our white population decreased in 2003-2004, while our minority groups have all increased over the last six years.

Our free and reduced lunch numbers have increased from 7.7 % in 1999-2000 to 34% in 2010-2011. This group has increased over 400% increase in the past decade. In 2010-2011 we our ESOL students comprise 6% of our population. Our student attendance rate is steady at 95%-96%. Eight percent of our student population is classified as disabled, showing no growth or decline from previous years.

Eastside High School has eighty-one faculty members. We continue to recruit Highly Qualified (HQ) teachers in all subject areas. All teachers were deemed HQ according to federal guidelines.

Our average class size increased from 28.9 in 1999-2000 to 31.3 in 2004-2005. In the past we lost teaching positions due to budget cuts, and this increased our class size. The average size has decreased in 2006-2007 because we were able to add five new teaching positions. Average class size for 2010-2011 is 24:1 (28.6:1 in core subjects).

Instructional and Organizational Priorities

In the fall of 2004, the faculty and staff of Eastside identified the following three priority areas for our school. These priorities still guide our work in 2010-2011. They are as follows:

1. We will focus on creating a climate of inclusiveness and cultural awareness.
2. We will focus on improving the performance of all students.
3. We will focus on diversifying our teaching strategies to meet the changing needs of our students.

Every instructional and organizational decision made by departments, by action teams, and by individual staff supports at least one of our three areas of emphasis.

Mission, Vision, and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we should operate. Staff was asked to brainstorm independently before we, as a group, agreed upon our core beliefs about what instruction, curriculum and assessment strategies will increase our students' learning. Our core beliefs are as follows:

- All students can learn.
- Students must be active participants in their own learning.
- Education is a shared responsibility of the home, the school, and the community.
- The academic program is the primary focus of the school.
- Extra-curricular activities are a valuable component of the total school program.
- Students learn best in a safe, disciplined environment nurtured by teachers, principals, support staff and community.
- Character development and mutual respect are essential for a positive learning environment.
- Educational experiences should encourage and enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Learning is a lifelong process.

Eastside High School's mission is to provide an educational program in a positive atmosphere that will ensure both quality and equity. Academic courses and extra-curricular programs will provide lifelong learning experiences for our community; furthermore, our vision is to be recognized as a school of excellence through our achievements in academics, athletics, and the arts.

Student Learning Needs and Desired Results

Because of the increasingly diverse nature of our student body, student learning needs are constantly evaluated. Our ESOL population continues to grow; therefore, our teachers actively strive to incorporate ESOL strategies into their daily lesson plans. At Eastside we are focused on improvement for our entire student body, not just those students who comprise the lower quartile. This requires our teachers at every level to push students to perform at their maximum potential. Often, we find that our Honors/AP Level students, because they are naturally gifted, will exert the minimum effort required to make B's and C's when A's are well within their realm of possibility. We are also dedicated to increasing enrollment in our AP and Honors level classes while maintaining the necessary rigor.

Performance Goals

Performance goals developed for our SACS evaluation are listed below:

1. Eastside faculty, staff, students, and parents will collaborate to create and maintain a safe, inclusive, positive learning environment;
2. Eastside faculty and staff will demonstrate knowledge of the *No Child Left Behind Act*, state accountability standards, Greenville County Schools' *Priorities for Performance*, and the Eastside High School Act 135 Renewal Plan. Staffing, curriculum, and lesson plans will reflect this knowledge and will be aligned accordingly;

3. All students will be challenged to improve their academic skills through active participation in all classes;
4. Eastside faculty, staff, students, and parents will work cooperatively to maintain our Excellent or Good State Report Card rating and to strive to make Adequate Yearly Progress in all demographic areas as defined by the *No Child Left Behind Act*;
5. Eastside faculty, staff, students, and parents will collaborate to improve the multicultural awareness and sensitivity of our school;
6. All students will be given the opportunity to access and incorporate appropriate technologies to enhance their educational programs;
7. All students will have the opportunity to participate in academics, athletics, and the arts through curricular and extracurricular activities.

During the year following our last SACS visit, however, the state department of education required implementation of SMART goals. As a result, we developed a second set of Performance Goals that are supported by the strategies that supported the goals listed above. Our new measurable goals are as follows:

Area I: Student Achievement

Performance Goal 1: SAT Verbal score will increase to 540 by 2013

Performance Goal 2: SAT Math score will increase to 550 by 2013

Performance Goal 3: Graduation rate will reach 89% by 2013

Performance Goal 4: HSAP Verbal pass rate will increase to 94% by 2013

Performance Goal 5: HSAP Mathematics pass rate will increase to 91% by 2013.

Area II: Teacher/Admin Quality.

Performance Goal 6: 100% of teachers will achieve technological proficiency by 2013.

Area III: School Climate

Performance Goal 7: 80% of parents will report satisfaction with home-school relations by 2013.

Significant accomplishments/results from the past 3-5 years

A significant, ongoing accomplishment involves our school's progressive approach to innovative programs. Programs that especially stand out are the following: cognitive tutor math support, service learning, Rosetta Stone Spanish instruction, Intouch online parent portal, curriculum night, ESOL information night, action teams, inquiry-based instruction training, and our curriculum resource teacher. Our school follows a different schedule than the rest of the

schools in the district. We offer seven periods (allowing students to earn four additional credits during their high school career), while beginning earlier and ending later than the other schools. This schedule also allows our students more flexibility in taking courses at the district vocational center or fine arts center, or participating in the service learning course. All service learning volunteer hours must be earned off campus. We have also recently implemented APEX online learning and we send students to the district's Twilight school program.

The district supported IGPro grading system and the Intouch parent portal provides information to parents. Intouch is a program that allows parents to view grades, attendance, discipline, transcripts and other pertinent student information. Students and parents are given codes to access their information anytime via the Internet. The program facilitates communication between teacher, student, and parent.

The Guidance Department not only strives to meet individual student needs during the school day, it also holds evening meetings where parents can ask questions. This is very valuable since many parents work and are unable to speak or meet with counselors during the work day. The ESOL action team also held its first information night last year. Parents were given the opportunity to learn about the school and also to interact with the committee members (all teachers from various departments) regarding helpful strategies for their children. Students acted as translators for non-English speaking parents and other students were in place to act as translators for those students who were non- English speaking and their parents.

Inquiry-based instruction training has arrived at Eastside. Thirty teachers from various departments participated in the initial training. All teachers have been trained by 2009-2010. Ongoing training and support continues. This pedagogical method is based on the work of Dr.

Richard Paul and the Critical Thinking Foundation theories. All teachers are also trained in Learning Focused.

Finally, the 2010 Composite Score on the SAT is certainly notable: Verbal 512, math 519, and writing 505 for a composite of 1031 and overall score of 1539. HSAP pass rates for 2010: 92.8% ELA and 87.6% math. ACT 2010 was 22.8, beating the South Carolina average and the national average.

3. Information and Analysis

School Profile

"STRENGTH THROUGH HUMAN UNDERSTANDING," our school motto, has served as the school focus since 1970. Our school first opened its doors in August of 1970 to 650 students from four neighboring schools. During its first year, the school established school colors of royal blue and gold, chose the eagle as its mascot, decided upon its motto, printed its first school newspaper, and began its first yearbook. The school also formed its chapter of the National Honor Society and began its marching band.

By 1973, the student body had doubled in size and the building had also been enlarged to accommodate this growth. The 1980's saw the student population increase to over 1,400. In the same year, math teacher Dr. Alexia Latimer established the first computer lab in the school district here at Eastside. Natural Helpers, a national peer counseling organization, was established at our school as the first in the school district as well as in South Carolina. The 1990's witnessed the construction of a new football stadium and also ushered in the concept of Site-Based Management. As the twenty-first century unfolds, all schools face the impact of accountability legislation. Our demographic composition is changing rapidly as we work to meet

the new legislative regulations. In the midst of this change, our school has earned an Excellent or Good rating for academics every year since South Carolina introduced state report cards.

Twelve principals have led our school in its thirty-nine year history. The longest tenure has been ten years. Our current principal is in his first year at Eastside. The balance of the administrative team is comprised of three assistant principals and one curriculum resource teacher.

We have changed over the years from a predominately upper-middle class white student body to an increasingly diverse ethnic and socio-economic population. The white population declined for the first time in 2003, while the Hispanic population has quadrupled in the same time. In addition, the number of students who qualify for free and reduced lunches continues to rise.

While some of our parents are difficult to reach, we have very high parent involvement overall. Our parents volunteer thousands of hours to the school each year. While most of our students attend college in South Carolina, namely at Clemson and USC-Columbia, we have graduates at the University of Georgia, Frances Marion University, Gardner Webb College, University of Alabama, College of Korea, Colombia International College, Georgia Southern University and the Performing Arts Center of Los Angeles. Greenville Tech and Tri-County Tech are also popular schools for our graduates. Averaging over 2,000 conferences each year, our guidance counselors play a crucial role in helping our students to plan for their futures.

As we continue to look for ways to reach out to our non-English speaking parents, our PTSA has committed to translating its newsletter into Spanish this year, and it recently won a grant to assist with outreach to all parents of students in our ESOL population.

Our school is the fulfillment of a vision, inspired by her leaders -- students, teachers, administrators, parents, and all the supportive citizens of the community -- a team effort that gives special meaning to "Strength Through Human Understanding."

School Personnel Data

Eastside High School’s faculty totals eighty-one. The gender, ethnicity, and education levels of our teachers are detailed below.

Gender		Ethnicity	
Male:	52	White:	85.0%
Female:	29	African American:	15.0%
Education			
BA:	33.8%		
MA:	66.2%		

Student Population Data

- A) Enrollment by grade
 - 9th **359**
 - 10th **315**
 - 11th **291**
 - 12th **276**

- B) Ethnicity of school (number and percentages)
 - Asian **1.5%**
 - African American **15.5%**
 - White **71.5%**
 - Hispanic **10.0%**
 - Multi-Racial **1.0%**
 - Other **1.0%**

- C) Free/Reduced Lunch
 - %Free **23.1%**
 - % Reduced **5.2%**

- D) Student/Teacher Ratio

This ratio should include certified teachers to number of students

1: 24 (1:28.6 in core subjects)

 - Number of certified administrators **4**
 - Number of guidance counselors **4**
 - Number of instructional coaches **1**

E) Special Education (number and percentages)

EM	11	TM	8
EH	9	VH	
HH	1	OHI	14
LD	80	TBI	1
OH		PMD	1
SP		AU	12

F) ESOL Population by Grade

40	9 th grade
13	10 th grade
14	11 th grade
8	12 th grade

Primary languages represented by the ESOL numbers:

Spanish, Arabic, Polish, Vietnamese, Italian, Korean, Chinese, Federated State of Micronesia

INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Academic and Behavioral Models

Because instructors at Eastside High School truly see the value in differentiating instruction based on the learning styles and ability levels of our students, we do not employ a single education model. Instead, we utilize strategies from a wide variety of research-based philosophies. It is an expectation that all of our faculty members value the basic tenets of inquiry-based teaching, and as a result, plan lessons that promote students as active participants in their educational processes as we move away from the idea of students as passive recipients of information. Although we enjoy the benefits of a traditional seven-period schedule, we still embrace the assertions that a lesson should transition multiple times during a single class period to maintain student interest. Our students also enjoy the benefits of Essential Questions providing focus in every classroom as teachers plan “with the end in mind” using models from “Understanding by Design.” Not all of our teachers embrace every education model, and we

consider this to be one of faculty's main strengths. Just as our students possess innate abilities that are unique to them, each faculty member employed at Eastside High school possesses strengths in the classroom that are unique. Our understood expectation for ourselves and each other is only one of continued growth and open-mindedness as teachers explore new ideas and utilize the educational models that work best to meet the needs of our students.

Similar to our approach to education models are our beliefs about behavior and behavior modification. At Eastside High School, we are committed to maximizing learning opportunities for every student in our school. When student behavior disrupts this process, our teachers and administrative team collaborate to modify these behaviors so that the student may re-enter the learning environment in a timely manner without hindering the education of his self or herself or any other students. Our focus on behavior modification also serves to reduce the chances that disruptive behavior will re-occur in the future.

4. Student Achievement

Student Learning Needs & Desired Results

We still see a significant discrepancy between the performances of free-reduced lunch students versus non-free/reduced lunch students on the English/Language Arts portion of HSAP. In the spring of 2009, 92.8% of full pay students scored either proficient or advanced while only 82.2% of free/reduced lunch students performed at this level. In Mathematics, the percentages were 87.6% and 72.6% respectively. We strive to create an overall increase in HSAP performance for all subgroups as a result of strategies implemented in our school-wide action plans.

Since the needs of our students are as diverse as the students themselves, a constant review of academic data provides our teachers and school leaders with a more accurate assessment of student progress. In the last ten years the free/reduced lunch population at Eastside High has increased 400%. Additionally, the Hispanic student population now makes up 10% of the student body. Standardized test scores tend to mirror the socioeconomic composition of the family; therefore, we continually seek new ways to reach all our students. During the 2008-2009 school year, we have begun researching the unique needs of our at-risk students based on the research of Ruby Payne and her book *A Framework for Understanding Poverty*. About half of our teachers have also been trained to use an inquiry-based pedagogical style based on the learning theories of Dr. Richard Paul of the Foundation for Critical Thinking.

Some additional data was analyzed to help us find growth areas. Discipline referrals decreased by 6% from 2007-2008 from 2006-2007. The more time students spend in class, the better they perform overall. In 2007 our graduation rate dipped to 71% and guidance and administration worked on our drop-out problem in a collaborative effort and the graduation rate improved to 79.9% in 2008. Our student attendance rate continues to remain high, and all our teachers are deemed Highly Qualified by the federal NCLB standards.

Student performance on high stakes tests is evaluated annually and used to update our school-wide action plans for SAT, HSAP, and End of Course Tests. A variety of plans have been incorporated over the past few years to help promote good teaching and learning. A list of initiative follows.

EASTSIDE HIGH SCHOOL – ACTION PLANS

1. Inquiry-based Instruction – Critical thinking skills are necessary in the development of life-long learners. Teachers began implementing the principles of Dr. Richard Paul’s inquiry-based strategies and continue to developing questioning skills to elicit thought at higher levels of cognition based on Bloom’s Taxonomy.
2. Common Planning – The goals of common planning include: curriculum alignment, collaboration and support among teachers, and the sharing of best teaching practices. All departments institute common planning every other week for teachers to collaborate with other teachers in each department. Teachers check for curriculum alignment, share innovative ideas, and create common assessments.
3. Writing Across the Curriculum - Writing rubrics are being implemented in all departments as tools for evaluating student writing. Students should be writing in all courses as much as possible. These rubrics were designed with the ELA Standards in mind and will help on all standardized tests.
4. Downey Walk-through Model – This observation model is utilized to monitor pacing, teacher inputs, and calibration of teacher lessons to ensure there is a match with the state of South Carolina standard course of study. Administrators seek to ensure that all instruction is significant, relevant to the curriculum content, and grade-appropriate.
5. Purchase licensing for the online SAT preparation program.
6. All teachers engage students from the beginning of class with bell ringer activities.
7. In-service “Preparing Students for EOCT and HSAP” was held for English teachers so that teachers could discuss ideas, techniques, methodology, etc. designed to raise the scores of Eastside’s 9th and 10th grade students.
8. New materials specifically designed to increase scores (class sets of SC HSAP Reading and Writing Workbooks) were purchased.
9. The English Department required teachers to integrate a two-week unit focusing on HSAP/EOCT skills within a month of test time. (This was a minimum requirement)
10. Lists of vocabulary unique to the tests were given to every 9th and 10th grade English student.
11. Rubrics aligned with those used to assess students’ HSAP/EOC scores are the focus for many writing/reading assignments.
12. Notices were given to parents explaining the importance of the tests and the test dates.

13. Tutorials were scheduled for students who struggle with HSAP/EOC skills.
14. Feedback was requested from teachers/students after HSAP to determine what areas need improving.
15. The Science Department developed banks of EOC test questions that were given to students daily as bell-ringer activities. Students and teachers were required to keep logs of these questions.
16. The Math Department uses Cognitive Tutor to develop critical thinking skills in Algebra I students to better prepare them for test items.

An area of concern was identified by our Math department after reviewing a significant decline in HSAP scores during the summer of 2005. Upon close scrutiny of individual scores, our math department determined that students who scored in the Level One achievement range for HSAP Mathematics were repeater ninth-graders who had been enrolled in Algebra 1 for the second time. Although the standards for Algebra 1 were covered, they did not provide sufficient preparation for these students to perform adequately on HSAP which also measures student knowledge of Geometry and Probability/Statistics standards. As a result we chose to hand-schedule students into a Algebra 1 class that is being specifically taught to provide supplemental instruction in skills appearing on the HSAP test. This particular situation has not arisen in the past because 2004-2005 was the first year that repeater ninth-graders were required to take the HSAP test since its inception. HSAP pass rates are as follows:

HSAP	2010		2009		2008		2007		2006	
	% at standard	#	% at standard	#	% at standard	#	% at standard	#	% at standard	#
Math	87.6	290	78.9*	323	87.5	276	85.8	338	84.5	373
English	92.8	291	88.1*	310	91.3	276	92.3	338	87.5	361

*new company scoring the test with a new rubric.

Because of the achievement gap that exists between full pay and free/reduced lunch students, the Eastside High administrative team focuses its efforts to fully implement the Downey Walk-through Model to help improve teaching, increase student achievement, and decrease discipline referrals.

During the fall of 2004, EHS reviewed our SAT scores and discovered a thirty point decline in our composite SAT scores, a nineteen point decline in verbal and an eleven point decline in mathematics, which put Eastside nine points below the national average. After reviewing and improving our SAT action plan, composite scores for the following year improved forty-four points, placing us thirty-three points above the national average, sixty eight points above the state average, and forty-six points above the Greenville County average. During 2006, EHS saw a score of 501 on verbal, and 511 on Math, but due to the writing portion added to SAT, we are looking at new trends in scores. Overall our SAT composite is up in 2008. SAT verbal and mathematics scores for the past eight years are detailed in the chart below:

SAT	2002	2003	2004	2005	2006	2007	2008	2009	2010
Verbal	524	525	506	529	501	516	515	513	512
Math	535	522	511	532	511	510	525	528	519
Composite	1059	1047	1017	1061	1012	1026	1040	1041	1031
Writing					487	507	497	498	505

5. Quality Planning

*** Action Plan/Performance Goal Area/Performance Goals (5-years)**

To say that the faculty and staff at Eastside High School is goal-oriented is an understatement. During August of 2004, our faculty and staff identified three broad areas of emphasis that would lead us forward. Initially the areas were as follows: to promote a climate of inclusiveness and cultural awareness, to increase the performance of our lower quartile, and to diversify instructional strategies to meet the needs of our students. During the 2005-2006, however, our Leadership Team voted to amend performance goal #2 to include increasing the performance of **all** students at Eastside. The general consensus was that the amended performance goal would better represent the true results we hope to achieve for every student enrolled at Eastside High School.

Under our three, broad areas of emphasis, we work toward seven individual Performance Goals, supported in the Five-Year Action Plan Template by sets of strategies and indicators of implementation that are also present in our sets of individual department goals.

*** Interim Performance Goals/Objectives (Annual)**

Annual progress in our five year action plan is monitored through SIC, Leadership Team, and in individual departments. In addition to this practice, our departments, after reviewing Eastside High School's three performance goals at the beginning of the year, set their own goals based on their perceived needs of the department and the students served. We feel that this practice allows our Action Plan to remain a living document that is supported from year to year by new ideas and that allows all faculty members to have ownership of our successes. We also feel that this practice ensures that our Action Plan does not become a document that sits on a shelf until the next SACS visit, only to be reviewed by a few. Guided by the administrative

team, all departments set yearly goals that directly support our Action Plan and Performance Goals. In addition, each department develops strategies for attaining these goals and assigns persons responsible for each goal. All departmental goals are specific, measurable, attainable, results-oriented, and time-bound, to be achieved in the course of one academic year. At the end of each academic year, departments, in conjunction with the administrative team, review their goals to determine whether or not each has been achieved.

*** All department goals/strategies are measurable by meeting minutes and lesson plans.**

PRIORITY AREA #1

**PROMOTE A CLIMATE OF INCLUSIVENESS AND
CULTURAL AWARENESS**

PRIORITY AREA #2

IMPROVE THE PERFORMANCE OF ALL STUDENTS

PRIORITY AREA #3

**DIVERSIFY OUR TEACHING STRATEGIES TO MEET THE
CHANGING NEEDS OF OUR STUDENTS**

Fine Arts Goals 2010-2011

School Goal	Department Goal	Strategies
<p>Goal #1: Focus on creating a climate of inclusiveness and cultural awareness.</p>	<p>Expose students to and help foster an appreciation for diverse cultures within each of our disciplines.</p>	<ol style="list-style-type: none"> 1. Incorporate multicultural units throughout the academic year including projects/music from other cultures. 2. Include history from other cultures. 3. Invite people from the school or community to share with our students aspects of other customs and cultures.
<p>Goal #2: Focus on improving the performance of all students.</p>	<p>Improve the self-esteem and artistic/musical achievement of our lower quartile students.</p>	<ol style="list-style-type: none"> 1. Pair lower quartile students with competent, kind, and encouraging peer tutors to help improve performance and increase student self-esteem. 2. Give these students additional responsibilities to help the entire class/program be more successful. 3. Incorporate writing across the fine arts curriculum as well as emphasizing the scientific and mathematical elements of the fine arts to help students see connections with all areas of the curriculum

<p>Goal #3: Focus on diversifying our teaching strategies to meet the changing needs of our students.</p>	<p>Create a climate in which students feel more included and/or valued within each of our disciplines.</p>	<ol style="list-style-type: none"> 1. Create a “Hall of Fame” to recognize students quarterly for their outstanding achievements and/or improvements in each arts area 2. Give students a differential attitude survey to access student perceptions of the current classroom climate, degree of comfort and feelings of belonging/inclusion. 3. Ask students for suggestions as to how they, other students, and/or teachers can improve the climate, degree of comfort, and feelings of belonging/inclusion.
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Math Goals 2010-2011

GOAL #1: FOCUS ON CREATING A CLIMATE OF INCLUSIVENESS AND CULTURAL AWARENESS

<p>2010-2011</p>	<p>_____ Math _____ teachers will</p>	<ol style="list-style-type: none"> 1. Include biographies of minority and female mathematicians as part of our lessons. 2. Use student-collaboration as an effective tool in inquiry-based lessons. 3. Provide Hispanic speaking students with Spanish enriched materials to help them learn mathematics and not have their language or culture be a barrier to learning. 4. Provide a climate where success in college and not just “getting into college” in the ultimate goal...use of PowerPoint to effectively show the statistics of why over 50% of college students do not graduate.
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GOAL #2: FOCUS ON IMPROVING THE PERFORMANCE OF ALL STUDENTS

<p>2010-2011</p>	<p><u>Math</u> teachers will</p>	<ol style="list-style-type: none"> 1. Start some lessons with a SAT or HSAP warm-up. 2. Offer after-school math tutoring twice a week for any EHS student struggling with math. 3. Provide and Alg 1 end of course review before the EOC test. 4. Attend focused-leaning, inquiry-based, and other professional development workshops designed to give math teachers the best practice and research based pedagogy that will most effectively help all students learn.
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GOAL #3: FOCUS ON DIVERSIFYING OUR TEACHING STRATEGIES TO MEET THE CHANGING NEEDS OF OUR STUDENTS

<p>2010-2011</p>	<p><u>Math</u> teachers will</p>	<ol style="list-style-type: none"> 1. Incorporate cooperative learning, essential questions, inquiry, Gizmos, KWL, graphic organizers, etc. as effective teaching strategies. 2. Use effective interactive software such as “Algebra in Motion” or Calculus in Motion”. 3. Use a variety of assessments including portfolios, projects, etc. for students to demonstrate knowledge in their learning style. 4. Incorporate real-world examples in lessons.
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Science 2010-2011

GOAL #1: FOCUS ON CREATING A CLIMATE OF INCLUSIVENESS AND CULTURAL AWARENESS

<p>2010-2011</p>	<p><u>Science</u> teachers will address individual needs of each student within science classes and feature scientific contributions from various cultures and historic times in classes. Teachers will promote events sponsored by the Cultural Awareness Action Team.</p>	<ol style="list-style-type: none"> 5. Student of the Month program will be implemented by subject area Oct. – May (Kosmicki & Brooks) 6. Effective methodology for empowering resource students (Branham & Boehmke), ESOL students (Nyvall & Mills), females in math/science (Williams & Sams), and African American Males (Wooten & Gates) in science classes will be researched, presented to department (15 minutes each in Nov, Dec, Jan, Feb), and implemented by teachers (all).
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GOAL #2: FOCUS ON IMPROVING THE PERFORMANCE OF ALL STUDENTS

<p>2010-2011</p>	<p><u>Science</u> teachers will strengthen each student's ability to reason, solve problems, and perform at their maximum ability. EOCEP pass rate will increase to 75% in physical science. EOCEP pass rate for biology will be 75%.</p>	<ol style="list-style-type: none"> 1. Identify students performing in lower quartile in 8th grade PACT science by Nov. 15, 2010 (Wooten & Sams) 2. Identify students repeating science courses (particularly physical science & biology) by Nov. 15, 2010 (Williams & Mills) 3. Research and present to department methods to teach students standardized test taking strategies (Brooks & Nyvall – present in March) 4. Implement strategies in class to prep for testing(all) 5. Mentoring/tutoring sessions will be set up for physical science and biology repeaters (Boehmke & Gates coordinate, all teachers - Nov – May) 6. Mentoring/tutoring sessions will be set up for identified lower quartile students from #1 (Branham & Kosmicki coordinate, all teachers - Nov – May) 7. Tutoring and review sessions will be offered for core subjects. 8. Repeater students will increase test scores by 20% Research and implementation of successfully pulling up low performing students while pushing others to their highest potential (Brooks – research; all implement). Strategies such as those in Learning Focused training (summarizing) will be implemented (shows low students perform as well as students at 90%).
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GOAL #3: FOCUS ON DIVERSIFYING OUR TEACHING STRATEGIES TO MEET THE CHANGING NEEDS OF OUR STUDENTS

<p>2010-2011</p>	<p><u>Science</u> teachers will develop curriculum based on state standards, inquiry based learning, and experimental design.</p>	<ol style="list-style-type: none"> 1. Update school curriculum matrices for each core subject area (biology – Mills, Kosmicki, Brooks; physical science – Branham, Nyvall, Boehmke; chemistry – Sams, Williams; physics – Wooten, Gates) Matrices will include unit, state standards, essential questions, content focus, labs/activities, text book references (if available) technology, etc. Will be constructed using state standards. Will focus on inquiry based learning. Completed by May. 2. Test sample questions updated for test areas: (biology – Mills, Nyvall, Kosmicki.; physical science – Gates, Boehmke, Williams, Sams, Wooten; AP chemistry – Branham; AP Biology - Brooks) by Jan. Question databanks will be used in classes as “daily warm ups” beginning 2nd semester. 3. Teachers will read and attend professional conferences/workshops to acquire new ideas for diversified instruction <ol style="list-style-type: none"> a. county association – Fall event; Winter event; Spring Banquet: b. state conference – Nov. 3-5 <p>Learning focused training will be completed by all teachers. Best practice strategies will be implemented in all classes to better activate & engage all students.</p>
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DEPARTMENT: *Special Education-RESOURCE 2010-2011*

GOALS	PRIORITY AREA	STRATEGIES
<p><i>Creating a climate of inclusiveness and cultural awareness:</i></p> <p>Students will be involved in post secondary/transition activities fostering a climate of inclusiveness by participating and completing at least two of the following activities:</p>	<p>1</p>	<p>Students will participate in:</p> <p>College Application Day-October 4, 2010</p> <p>Greenville County’s College Fair-October 25, 2010</p> <p>Passport to Success-November 19, 2010</p> <p>Community Based Instruction Field Trips-throughout the year</p> <p>Various career assessments: KUDER; Tri-County, etc.</p>
<p><i>Focus on improving the performance of our lower quartile students:</i></p> <p>Instruction will be guided through the use of Progress Monitoring Folders.</p>	<p>2</p>	<p>Each student will have a folder/portfolio that monitors progress made on their IEP goals.</p> <p>Teachers will develop lessons that address the Individual Education Program goals for each student.</p>

<p><i>Diversification of teaching strategies:</i></p> <p>Teachers will incorporate different teaching strategies into their lessons.</p>	<p>3</p>	<p>Teachers will use technology sources to help students with transition/post secondary goals: online career assessments; Khake.com; online books; online study sites (i.e., classzone.com, glencoe.com)</p> <p>Each teacher will incorporate the Promethean board for study skills, vocabulary development, spelling strategies, social skills, and math strategies.</p>
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World Languages 2010-2011

GOAL #1: FOCUS ON CREATING A CLIMATE OF INCLUSIVENESS AND CULTURAL AWARENESS

<p>2010-2011</p>	<p>World Languages Department members will celebrate the cultural backgrounds and cultural experiences of the Eastside Family.</p>	<ol style="list-style-type: none"> 1. Department will spearhead creation of a multicultural display and / or t-shirt to represent all cultures present at EHS. 2. French club will continue to collaborate with the Greenville French community. 3. Francophonie celebration in November in French classes. 4. Spanish classes will recognize Hispanic cultural days in classes. 5. Upper level Spanish classes will see Dali exhibit on field trip to Atlanta.
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GOAL #2: FOCUS ON IMPROVING THE PERFORMANCE OF ALL STUDENTS

<p>2010-2011</p>	<p>World Languages Department members will improve the performance of all students through the use of the South Carolina State Department of Education Integrated Performance Assessment (IPA) and through individualized use of the Rosetta Stone software.</p>	<ol style="list-style-type: none"> 1. Leveling of classes via CP and Advanced designation will allow for more individualized and focused lessons for each level of learning. 2. Upper level classes (Spanish III H, Spanish III CP, French IIIH, AP Language, and AP Literature) will incorporate inquiry-based lessons in the target language. 3. Beginning level classes (Spanish I CP, Spanish I ADV, French I, Spanish II CP, Spanish II ADV, and French II) will incorporate inquiry-based lessons during cultural presentations involving products, perspectives, and practices. 4. Focused use of Rosetta Stone Level I Software for language levels I and II, and Rosetta Stone Level II Software for language level III. 5. Investigate broadening technology options for the classroom via Mango software. 6. Use www.classzone.com for Spanish curriculum. 7. Encourage students to participate in the National Spanish Exam and National French Exam.
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GOAL #3: FOCUS ON DIVERSIFYING OUR TEACHING STRATEGIES TO MEET THE CHANGING NEEDS OF OUR STUDENTS

<p>2010-2011</p>	<p>World Languages Department members will Diversify Teaching and Learning strategies through the implementation of Units of Study according to the South Carolina State Department of Education World Language Curriculum.</p>	<ol style="list-style-type: none"> 4. Attend workshops and conferences about implementing the High School World Language Assessment Program: <ol style="list-style-type: none"> a. Mary Ann Wall will attend short story writing Oct. 30th b. SC Library Association Conference to advocate for audio/visual learning through media centers Oct. 21st 5. Common Planning to align lesson plans with the Three Modes of Assessment (Interpretive, Interpersonal, Presentational) 6. Professional Development in new and upcoming technologies to aid in classroom teaching strategies. Specific inquiry into Teacher Tube, Google Docs and Mango software to be implemented in presentational lessons and projects. 7. Student participation in Clemson Declamation Contest in November 2010.
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English Department Goals 2010 - 2011

1. Teachers will have students investigate how culture impacts literature and how literature impacts culture.
2. Teachers will have students improve their ability to understand what they have read by reading a wide variety of teacher selected and self selected literature; students will evaluate literature using criteria from history, culture, literary theory, and personal experience. Teachers will provide a variety of narrative, expository, and argumentative approaches in teaching writing. Students will write for various audiences during the year.
3. Teachers will incorporate a variety of strategies from the Learning Focused instruction including inquiry, cooperative learning, and direct teaching into their lessons.

Social Studies Department Goals 2010 – 2011

Goal #1: Focus on creating a climate of inclusiveness and cultural awareness.

1. All teachers will pair ESL students with an English speaking partner in classes.
2. U.S. History teachers will develop and implement a plan to observe Black History Month.
3. Social studies will work with the multicultural club through Mrs. Bartow to bring in guest speakers quarterly.

Goal #2: Focus on improving the performance of all students.

1. The Social Studies department will participate/attend professional development. Mr. Chamness and Mr. Thorne will arrange professional development opportunities for the department.
2. Honors and A.P. classes will use regular reading quizzes to hold students accountable for being active learners and improving their reading comprehension and vocabulary.
3. C.P. classes will use newspapers and current event activities to improve reading comprehension and vocabulary as well as connecting content to relevant real world events.
4. Six weeks prior to the U.S. History EOC we will institute an after school review session to for students to be tutored by department teachers. U.S. History teachers will be responsible for holding these sessions for their students in the U.S. History classes.

Goal #3 Focus on diversifying our teaching strategies to meet the changing needs of all students.

1. Economics teachers will teach a unit on Personal Finance requiring students to research a career, plan an execute a budget based on real research living expenses, and participated in simulations of investments in the stock market.

2. Social Studies teachers will collaborate with at least one teacher from another department on at least one unit or project.
3. All teachers will assign a project that involves the use of powerpoint, internet research, and/or web quests once a semester. These will address the standard for each course.
4. We will take the classroom out into the world by developing meaningful and enriching field trips that will become year to year traditions. Washington D. C. and Carolina Behavioral Center. WE will also use guest speakers in the classroom.
5. Mr. Chamness will establish a Mock Trial through his Contemporary U.S. History classes that can be a model to expand into other classes.

Guidance Department 2010-2011

GOAL #1: FOCUS ON CREATING A CLIMATE OF INCLUSIVENESS AND CULTURAL AWARENESS

2010-2011	<u>Guidance Counselors</u> will	Model equity, fairness, and diversity to all stakeholders in the Eastside community.
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GOAL #2: FOCUS ON IMPROVING THE PERFORMANCE OF ALL STUDENTS

2010-2011	<u>Guidance Counselors</u> will	Address the following areas of student life: academic, career, and personal
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GOAL #3: FOCUS ON DIVERSIFYING OUR TEACHING STRATEGIES TO MEET THE CHANGING NEEDS OF OUR STUDENTS

2010-2011	<u>Guidance Counselors</u> will	8. Advocate for and foster the equitable access to instructional programs and activities.
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6. Professional Development

Professional development at Eastside High School is determined by the needs of individual teachers, departments, and the school as a whole. One of our action teams governed by the Leadership Team is dedicated solely to staff development. This team, led by our Curriculum Resource Teacher, is charged with the task of determining, through needs assessments and departmental feedback, what types of staff development will be offered and in what formats. As stated previously, our school embraces the philosophy that no two teachers have the same professional development needs; therefore, we strive to offer a wide variety of professional growth opportunities for our teachers. Most often we develop menus, offered throughout the year, that provide teachers with choices. Past staff development opportunities have included HSAP/EOCT writing skills for English Teachers, use of graphic organizers, cooperative learning strategies, use of rubrics for writing across the curriculum, and Web Quest design.

The following chart details our 2010-2011 staff development opportunities:

Staff Development Schedule 2010 - 2011

Hours	Date	Time	Session
3	8/9	9am-12pm	Welcome back faculty breakfast & meeting
2	8/13	1-3pm	Preparations for new year
1	8/31	planning	PowerTeacher training – Cathy Arnold & Kathryn Brooks
1	9/1	4-5pm	United way presentation
1	9/2	Planning	PowerTeacher training - Cathy Arnold & Kathryn Brooks
1	9/8	4-5pm	Department goal setting
1	9/15	4-5pm	Action team meetings
10	Fall	4-6pm	Promethean Board (ETS), Writing class, etc
1	9/22	4-5pm	Common planning - dept. goals
1	10/6	4-5pm	Faculty meeting – Review End of Quarter grade procedure
1	10/13	4-5pm	Common planning

4	10/14	8-12pm	Learning Focused – Debbie Baron
1	10/20	4-5pm	Action team meetings
1	10/27	4-5pm	Common planning
1	11/3	4-5pm	Faculty meeting – Student policies
1	11/10	4-5pm	Common planning
1	11/17	4-5pm	Action team meetings
1	12/1	4-5pm	Faculty meeting – Faculty policies
1	12/8	4-5pm	Common planning – Semester exams
1	12/15	4-5pm	Action team meetings
1	1/5	4-5pm	PowerTeacher – Semester grades
1	1/12	4-5pm	Common planning – Second semester
3	1/14	9am-12pm	Breakout sessions led by staff (weather delay – rescheduled for 1/26, 2/9, 2/23)
1	1/19	4-5pm	Action team meetings
1	1/26	4-5pm	Common planning
1	2/2	4-5pm	Faculty meeting – Curriculum Resources, Standards & Support Documents
1	2/9	4-5pm	Common planning
1	2/16	4-5pm	Action team meetings
1	2/23	4-5pm	Common planning
1	3/2	4-5pm	Faculty meeting - Focusing on What is in Our Control for Test Success
1	3/9	4-5pm	Common planning
1	3/16	4-5pm	Action team meetings
1	3/23	4-5pm	Common planning
1	4/6	4-5pm	HSAP training & Best practices in test prep
1	4/13	4-5pm	Common planning
1	4/27	4-5pm	Action team meetings
1	5/4	4-5pm	EOC training & Writing excellent exam questions
1	5/11	4-5pm	Common planning
1	5/18	4-5pm	Action team meetings

7. Leadership

EASTSIDE HIGH SCHOOL SYSTEMS FRAMEWORK

PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

LEADERSHIP TEAM

Cultural Awareness
Eagle Pride
Rising Eagles & Data Analysis
Safety and Beautification
Professional Development
Technology
Teacher to Teacher
Hospitality

ADMINISTRATIVE TEAM

English
Mathematics
Science
Social Studies
World Languages
Business/Vocational
Fine Arts
Physical Education
Special Education
Guidance
Media Center

A two-armed systems framework at Eastside High School provides a forum for shared decision making and ownership among all stakeholders in working under the umbrella of our three, priority areas: diversification of instructional strategies, promoting a climate of inclusiveness and cultural awareness, and improving the performance of all students. Every decision that is made at Eastside High School is reflected upon to insure that it supports one or more of our three priority areas.

First, a leadership team comprised of elected teachers, counselors, and administrators advises the different task-oriented action teams. Each month, the Leadership Team reviews monthly reports from all action teams, and recommendations are made and new tasks are assigned for the upcoming month. The action teams themselves do not set goals, but the tasks assigned to each team by Leadership support the overall performance goals of the school.

The second arm of our systems framework is comprised of individual departments that set yearly goals that support our five-year Action Plan (see annual departmental goals).

8. Partnerships

Eastside partners with a number of community and business organizations, and our PTSA, a strong presence in our school on a day to day basis, logs in thousands of service hours per year and provides funding for the bulk of the technology purchases as well as instructional grants for individual teachers. Several action teams play a part in our recruitment and partnerships. Rising Eagles, dedicated to improvement of the performance of our lower quartile, partners with people in the community who specialize in dropout prevention. Our Rising Eagles team is also in the process of building relationships with local businesses to provide our students with shadowing opportunities. Our school also places a strong emphasis on giving back to the community. This is evidenced by our Student Government's yearly donations to charity, our Key Club's activities, and our yearly involvement with Relay for Life.

Of late, we have had the PTSA and Athletic Booster Club parents working on weekends to improve the physical appearance of the school grounds. Our parents have been, and continue to be, extremely involved in the success of the school. We also receive support and educational programs from the Peace Center for the Performing Arts and one of the local hospital systems. Local businesses have also partnered with the school to provide mentors for students.

9. Continuous Improvement and Evaluation

Our stakeholders benefit from the endeavors of the different action teams dedicated to ongoing growth and improvement at Eastside High School. During a recent Leadership meeting, the elected members organized work for each action team to take on for the 2008-2009 school year. The action teams and each area of emphasis are listed below:

***Professional Development** – This team is responsible for the development of all professional development opportunities for teachers. This team also helps department chairs by communicating different methodologies in creating curriculum and Essential Questions. Works with the CRT and principal on planning Wednesday after school meetings.

***Technology** – The Technology team develops the yearly technology plan; monitors the computer labs; proposes new technological needs; teacher needs; coordinate with professional development to provide technology trainings with follow-ups. Works with the TAC.

***Hospitality** - The Hospitality Action Team acknowledges faculty and staff for birthdays, births, deaths in the immediate family, hospitalization, and weddings. We also provide opportunities for faculty fellowship, holiday party, end of year teacher recognition, and purchase holiday gifts for custodial staff.

***Safety and Beautification** – The SBAT is responsible for the implementation and monitoring of the school safety plan (including Slip, Trip & Fall policies; OSHA regulations, training, reports, etc), and the development of a plan to improve the physical appearance of the building and grounds. Works with PTSA on beautification.

***Teacher to Teacher** – The purpose of the Teacher to Teacher Action Team is to help teachers excel in the classroom by providing a forum to provide guidance and support, share ideas, ask questions or discuss concerns. First- and second- year teachers will automatically be part of this team. Assistance will be provided with the PAS-T process. Veteran teachers are welcome. Activities may include collaboratively reading a book or researching articles and discussing them.

***Eagle Pride** – Eagle Pride oversees the EHS recycling program and is responsible for the development and execution of the spring academic award ceremony. This team also sponsors the student and teacher of the month program.

***Cultural Awareness** – The team highlights, through announcements and competitions, various cultures throughout the year at appropriate times (approximately one a month, i.e. Black History Month). The team also sponsors programs in which students, teachers and guests share their cultures and travels (approximately one a quarter). The year concludes with "decorate your door" contest in which the students and teachers are given a specific country to spotlight on the classroom door.

***Rising Eagles & Data Analysis** – The goal of the data action team is to analyze Eastside High School data, to analyze trends in achievement, attendance, and discipline in an attempt to improve the academic, social/personal, and career goals of identified "at risk" Eastside High students (those with problems in two or more of three identified areas: discipline, attendance, grades)

1. Plan a meeting with all at risk male students coming into the school (freshman) during first quarter.
2. Plan a meeting with all at risk female students coming into the school (freshman) during first quarter.
3. Provide them with resources.
4. Continue the Game/Club Tutorial Program.
5. Set up mentoring/tutoring for students not succeeding on HSAP & other tests, attendance, or discipline.

The Leadership Team meets on the first Monday of each month to review the Action Team reports from the previous month. Each member of the Leadership Team is provided with a copy of the reports along with a template for making comments and suggestions. After a fifteen minute individual review, action team reports are discussed by the group, and comments/suggestions are made to direct the work of the teams for the upcoming month. A copy of these suggestions is filed by the Leadership Secretary along with Leadership minutes and the individual monthly reports of the action teams.

10. Appendix

[the appendix information follows the action plans and technology plan]

ACTION PLAN (2008 - 2013)

GOAL AREA:

X Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 1: SAT Verbal score will increase to 540 by 2013

OBJECTIVE 1:

Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
515	*520	*525	*530	*535	*540
515	513	512			

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
1. We will improve standardized test scores through increase in the number of SAT Preparation classes.	ONGOING	SAT PREP INSTRUCTOR	N/A	N/A	1.1 Testing preparation and remediation classes will be included in the school curriculum guide. 1.2 Scores will be analyzed to determine success of score improvement initiatives.	C
2. We will incorporate bell-ringer activities in all Core classes (English, Science, Social Studies, Math)	ONGOING	CRT/CORE INSTRUCTORS	N/A	N/A	2.1 Scores will be analyzed to determine success of score improvement initiatives.	C

PERFORMANCE GOAL 2: SAT Math score will increase to 550 by 2013

OBJECTIVE 1:

Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
525	*530	*535	*540	*545	*550
525	528	519			

*Represents projected improvement

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
1. We will improve standardized test scores through increase in the number of SAT Preparation classes.	ONGOING	SAT PREP INSTRUCTOR	N/A	N/A	1.1 Testing preparation and remediation classes will be included in the school curriculum guide. 1.2 Scores will be analyzed to determine success of score improvement initiatives.	C
2. We will incorporate bell-ringer activities in all Core classes (English, Science, Social Studies, Math)	ONGOING	CRT/CORE INSTRUCTORS	N/A	N/A	2.1 Scores will be analyzed to determine success of score improvement initiatives.	C
3. We will provide SAT practice tests and other standardized resource material online	ONGOING	CRT/TECHNOLOGY SPECIALIST	N/A	N/A	3.1 Scores will be analyzed to determine success of score improvement initiatives.	C

PERFORMANCE GOAL 3: Graduation Rate will reach 89% by 2013

OBJECTIVE 1:

Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
79.9%%	*81.0%	*83.0%	*85.0%	*87%	*89%
79.9%	76.4%	76.0%			

*Represents projected improvement

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
1. We will identify students who have difficulties with attendance, grades, and discipline.	ONGOING	RISING EAGLES ACTION TEAM	N/A	N/A	1.1 Data will be reviewed at the end of the year to determine the success of the program and areas for improvement.	C
2 We will implement intervention programs to address the needs of students who have problems in the three targeted areas.	ONGOING	RISING EAGLES ACTION TEAM	At-risk Grant Funds	Categorical Funding	2.1 Intervention strategies will be documented. 2.2 Quarterly review of student performance in the three target areas and measurement of progress.	C
3. We will implement the Take Ten program to target a group of at-risk students for intervention programs.	2007-2009; 2010-2011	CRT/Principals	N/A	N/A	3.1 Data will be reviewed at the end of the year to determine the success of the program and areas for improvement.	C

PERFORMANCE GOAL 4: HSAP Verbal Pass Rate will increase to 94% by 2013

OBJECTIVE 1:

Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
88.1%	*88.1%	*90.1%	*92.6%	*93.5%	*94.0%
88.1%	88.1%	92.8			

*Represents projected improvement

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
1. An HSAP remediation class will be offered to all Level One students.	AUGUST ongoing	Charlie Templeton	N/A	N/A	1.1 Master schedule will reflect enrollment 1.2 HSAP pass rates will be evaluated	F
2. Students will receive sentence-building instruction through use of manipulatives for success on writing portion of HSAP.	EARLY APRIL (ONGOING)	CRT	N/A	N/A	2.1 CRT's portfolio	C
3. Staff development opportunity for building HSAP and SAT Writing Skills will be offered.	2008-Ongoing	Charlie Templeton and Greg Fox	N/A	N/A	3.1 Staff Development calendar will reflect offerings	C
4. Inquiry-based instruction – staff will receive ongoing staff development in inquiry-based instruction to improve the cognitive performance of all students	Jan. 2008-Ongoing	CRT/Staff Development Action Team	\$1,200/session	Staff Development Funds	4.1 Teacher lesson plans	C

PERFORMANCE GOAL 5: HSAP Mathematics pass rate will increase to 91% by 2013.

OBJECTIVE 1:

Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
78.9%	*78.9%	*82.5%	*85.0%	*88.5%	*91.0%
78.9%	78.9%	87.6			

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
1. An HSAP remediation class will be offered to all Level One students.	AUGUST 2008	Charlie Templeton	N/A	N/A	1.1 Master schedule will reflect enrollment 1.2 HSAP pass rates will be evaluated	F
2. Students will receive sentence-building instruction through use of manipulatives for success on writing portion of HSAP.	EARLY APRIL (ONGOING)	CRT	N/A	N/A	2.1 CRT's portfolio	C
3. Staff development opportunity for building HSAP and SAT Writing Skills will be offered.	FALL 2008-ongoing	Charlie Templeton and Greg Fox	N/A	N/A	3.1 Staff Development calendar will reflect offerings	C
4. Inquiry-based instruction – staff will receive ongoing staff development in inquiry-based instruction to improve the cognitive performance of all students	Jan. 2008-ongoing	CRT/Staff Development Action Team	\$1,200/session	Staff Development Funds	4.1 Teacher lesson plans	C

GOAL AREA:

Student Achievement **Teacher/Admin Quality** School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 6: 100% of teachers will achieve technological proficiency by 2008.

OBJECTIVE 1:

Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
*75%	*85%	*85%	*95%	*95%	*100%
75%	85%	87%			

*Represents projected improvement

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
1. Teachers will complete INTEL class	JANUARY 2008-ongoing	INDIVIDUAL TEACHERS	N/A	N/A	1.1 A passing grade for all teachers	C

GOAL AREA:

Student Achievement Teacher/Admin Quality **School Climate (Parent Involvement, Safe and Healthy Schools, etc.)** Other Priority

PERFORMANCE GOAL 7: 80% of parents will report satisfaction with home school relations on school report card survey

OBJECTIVE 1:

Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
70.8%	*72%	*74%	*76%	*78	*80%
70.8%	75.2%	83.3%			

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
1. Staff development opportunities will be provided by the Curriculum Resource Teachers and the Staff Development Team. These will deal with increasing sensitivity and awareness to other cultures.	ONGOING	CRT/STAFF DEVELOPMENT TEAM	N/A	N/A	1 Minutes and sign in sheets from sessions will be kept.	C
2. A Computer Programming Club will ensure the website is re-built and then updated daily for improvement communication	AUGUST 2008	CHARLIE FOX, CLUB SPONSOR	N/A	N/A	2.1 The Computer Programming Club will note on-line success of the web page by using a web page counter.	C

					2.2 The Computer Programming Club will make all school information available on the website such as the daily announcements and the PTSA newsletter	
3. PTSA and Open-House Programs will be scheduled for parents, teachers, and students to attend.	ONGOING	Principal/Guidance Department Chair	N/A	N/A	3.1 We will survey parents, teachers, and students to determine relevant program topics 3.2 Parents will participate in abbreviated school schedules to enhance their understanding of the school day. 3.3 A count of people who attend the programs will be kept.	C
4. Teachers and staff respond to all parent phone and email within 24 hours.	ONGOING	Principal		PTSA	4.1 Teacher contact logs and publication records will be monitored by the CRT.	C

Eastside High School Technology Plan

2010-2011

Mike Thorne, Principal

COMMITTEE MEMBERS

Name	Position
Mike Thorne	Principal
Gwen McGowens	Curriculum Resource Teacher
Alison Patrick	Media Specialist / TAC
Tory Fowler	Teacher
Rob Henderson	Teacher
Greg Fox	Teacher
Jennifer Bowe	Teacher
David Wooten	Teacher
Charlie Fox	Teacher

SCHOOL PROFILE

Eastside High School's enrollment has been level over the last five years with 1,292 students in 2005-2006 to 1,265 students in 2010-2011. Our current enrollment is 1265 students. The configuration by grade level is as follows:

Our enrollment includes over 400 students who do not reside in our attendance area but attend through a special permission arrangement. Our enrollment has been capped for the duration of our construction project. We have had a waiting list of special permission students for the last two years.

Most of our students, over 75%, are Caucasian (white). Thirteen percent are African American, four percent are Hispanic and two percent are Asian. Our Caucasian population decreased for the first time in 2003-2004, while our minority groups have all increased over the last five years. Since 1999-2000, we have seen an eight percent increase in the number of African American students, a twenty four percent increase in the Asian population, and a 153% increase in our Hispanic population.

Our free and reduced lunch numbers have increased from 7.7 % in 1999-2000 to 21% for 2005-2006. Our ESL and LEP students comprise five percent of our population. Our student attendance rate is steady at 95-96% over the last five years. Eight percent of our student population is classified as disabled.

Eastside High School has a faculty of sixty-six teachers, three counselors, and four administrators. Of these seventy-three, seven percent of the faculty is African American and our remaining teachers are Caucasian. The average age of our faculty is 45

years. We have twenty-seven male faculty members for the 2005-2006 school year. We continue to try and recruit minority teachers to reflect the demographics of our student population, but this has been difficult. Sixty percent of our faculty members have advanced degrees. We have eleven National Board Certified teachers and four who are pursuing that distinction this year.

Our average class size increased from 28.9 in 1999-2000 to 31.3 in 2004-2005. We lost teaching positions due to budget cuts, and this increased our class size. The average size has decreased this year because we were able to add five new teaching positions.

Our expenditure per pupil also decreased from \$4,518 in 2001-2002 to \$4,415 last year. It is important to note that although our school enrollment includes over 400 special permission students, we are not designated as a magnet school and do not receive additional funding. Our FARMS rate is increasing, but we do not receive significant funds for those students as our current and highest FARMS rate is thirteen percent.

STRATEGIC VISION

Eastside High School has a vision of being the educational center of the community and the school of choice. EHS desires to be recognized as a school of excellence through its achievements in academics, athletics, and the arts.

Teachers, counselors, and administrators work together in departments and on action teams. This framework allows EHS to set and achieve goals through two separate configurations of faculty and staff. First, we are able to focus purely on academic growth and achievement through goals and strategies set by our ten academic departments, administration, and guidance. Second, we are able to identify broader areas of need, through ten action teams whose need was determined by a cross-section focus group of faculty and staff members. Our action teams are strategies-based, and their tasks are assigned to them by the school's Leadership team, a group of elected faculty members.

THE THREE DIMENSIONS



Learners and Their Environment: This dimension emphasizes helping students use technology in ways that advance their understanding of the content in the state curriculum standards while improving their real-life problem-solving and inquiry skills. The environment should be one of shared learning and should be designed to enhance student academic achievement through scientifically based learning practices and modern technologies.



Professional Capacity: This dimension emphasizes strategies to develop ongoing and sustained professional development programs for all educators—teachers, principals, administrators, and school library media personnel. Utilizing a broad definition for the term *professional capacity*, this dimension is also aligned with the EOC action area called “Leadership and Coalition Building.”



Instructional Capacity: This dimension is the Executive Writing Committee’s further refinement of the Milken dimension “Professional Competency.” South Carolina’s “Instructional Capacity” dimension specifically targets the development of strategies to integrate technology into curricula and teaching and also explores ways to promote teaching methods that are based on solid and relevant scientific research. This dimension also aligns with the EOC action area “Teacher Quality.”

TECHNOLOGY DIMENSION 1

LEARNERS AND THEIR ENVIRONMENT



SDE Goal 1: The SDE, the school districts, and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

District Goal 1: Greenville County Schools (GCS) will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

SNAPSHOT OF CURRENT TECHNOLOGY USE

SAT Online Course
Web Exam
Web Quest
Power Teacher
Rosetta Stone
PowerPoint
ETV Streamline SC
Web Album

Inspiration
Cognitive Tutor Algebra I
Cognitive Tutor Geometry
Geometer's Sketchpad
DISCUS
APEX
US Testprep
Movie Maker

AgileMind
Graphing Calculators
CBR CBL
Promethean boards
Active studio software
Photo story
MS Office 2007
Blogger

Measurable Objectives	Strategy/Action	Person Responsible	Implementation Plan for Actions	Funding Considerations	Evaluation
100% of the students will be given a school district login.	Organize students by ID number and distribute login information	Principal and Guidance Counselors	Create logins for each student	GCSD	Principal
100% of the students will be given a school district email address	Organize students by ID number and distribute email information	Principal and Guidance Counselors	Create email accounts for each student	GCSD	Principal
				PTA	

TECHNOLOGY DIMENSION 2



PROFESSIONAL CAPACITY

SDE Goal 2: The SDE, the school districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

District Goal 2: GCS will provide curriculum development and professional development to increase the competency of all Greenville County educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Data Projectors
INTEL
Inspiration Software
PowerPoint
Laptops
Calculators
Promethean Boards

Document Camera
SMART Board
Slate (remote SMART)
Digital Camera
Digital Camcorder
CBR - CBL
Mobile laptop carts

Measurable Objectives	Strategy/Action	Person Responsible	Implementation Plan for Actions	Funding Considerations	Evaluation
100% of teachers will complete INTEL	Teachers will demonstrate technology proficiency through successfully completing the course.	Principal	Teachers will register for and complete Intel class by 2011	n/a	Principal
CRT will coordinate training of all new teachers on PowerTeacher	New teachers will use PowerTeacher to publish grades/attendance at a minimum of once every two weeks.	CRT/Assistant Principals	Teachers will receive training during the first week of the school year with follow-ups provided as necessary.	Provided by the district office	Principal
Training for all new teachers in department-specific technology	New teachers will receive training for computer programs/technology that is specific to their content area	Department Head	Teachers will receive training during the first week of the school year with follow-ups provided as necessary.	n/a	n/a
CRT will coordinate training of all new teachers on Promethean boards	New teachers will use Active studio software in the classroom	CRT/Assistant Principals	Teachers will receive training during the first week of the school year with follow-ups provided as necessary.	Provided by the district office	Principal

TECHNOLOGY DIMENSION 3



INSTRUCTIONAL CAPACITY

SDE Goal 3: The SDE, the school districts, and the schools will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

District Goal 3: GCS will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

SNAPSHOT OF CURRENT TECHNOLOGY USE

Students	6 mobile laptop carts consisting of 180 computers 3 computer labs and 4 business computer labs 40 computers in the media center All computers have access to the Internet
Teachers	Teacher laptops Promethean boards

Measurable Objectives	Strategy/Action	Person Responsible	Implementation Plan for Actions	Funding Considerations	Evaluation
Computer Labs will be utilized to maximum extent	Teachers will be encouraged to incorporate computer lab use into instruction	Media Specialists, CRT, and Department Heads	Teachers will integrate use of computer labs into their lesson plans	PTSA	Review of planning book calendars & Review of lesson plans by department heads

CUMULATIVE TARGETS AND BENCHMARKS

2005-2006

Learners and Their Environment

Students' use of technology will be expanded to include two updated classroom labs, mobile PLATO laptop usage in special education classroom activities, Video on Demand, and Rosetta Stone, Cognitive Tutor.

Professional Capacity

Returning and new teachers will receive training in all technology applications. In-services will be held regularly to discuss best practices using technology in the classroom. Teachers will continue to be encouraged to complete Intel.

Instructional Capacity

In-services will be held to discuss best practices using technology in the classroom. Technology-based in-services will be offered as the need arises.

Colleagues will share unit lesson plans that incorporate technology into instruction.

Community Connections

The Leadership team voted to spend \$19,000 of money acquired through a Palmetto Gold Award to purchase 21 computers to complete the upstairs computer lab.

Support Capacity

TAC (Technical Assistance Coordinator) will report all equipment repair, replacement, software and server issues.

CTC (Classroom Technology Coordinator) will request training sessions for specific software programs.

Webmaster will manage the school homepage, teacher website upload, and other internet related issues.

2006-2007

Learners and Their Environment

Students' use of technology will be expanded to include two updated classroom labs, mobile laptop usage in classroom activities, Video on Demand, and Interwrite SchoolPads, AgileMind, Intranet for Business Apps.

Professional Capacity

Returning and new teachers will receive training in all technology applications. In-services will be held regularly to discuss best practices using technology in the classroom. Teachers will continue to be encouraged to complete Intel.

Instructional Capacity

In-services will be held to discuss best practices using technology in the classroom. Technology-based in-services will be offered as the need arises.

Colleagues will share unit lesson plans that incorporate technology into instruction.

Teachers will utilize student home directories for classroom and home-based assignments and instruction.

Community Connections

The PTA has been asked to set aside money for technology every year in order to keep technology current.

Support Capacity

TAC (Technical Assistance Coordinator) will report all equipment repair, replacement, software and server issues.

CTC (Classroom Technology Coordinator) will request training sessions for specific software programs.

Webmaster will manage the school homepage, teacher website upload, and other internet related issues.

2007–2008

Learners and Their Environment

Students' use of technology will be expanded to include three updated classroom labs, mobile laptop usage in classroom activities, Video on Demand, and Interwrite SchoolPads, AgileMind, Intranet for Business Apps.

Professional Capacity

Returning and new teachers will receive training in technology applications. In-services will be held regularly to discuss best practices using technology in the classroom. Teachers will continue to be encouraged to complete Intel.

Instructional Capacity

In-services will be held to discuss best practices using technology in the classroom. Technology-based in-services will be offered as the need arises.

Colleagues will share unit lesson plans that incorporate technology into instruction.

Teachers will utilize student home directories for classroom and home-based assignments and instruction.

Community Connections

The PTA has been asked to set aside money for technology every year in order to keep technology current.

Support Capacity

**TAC (Technical Assistance Coordinator) will report all equipment repair, replacement, software and server issues.
CTC (Classroom Technology Coordinator) will request training sessions for specific software programs.
Webmaster will manage the school homepage, teacher website upload, and other internet related issues.**

2008–2009

Learners and Their Environment

Students' use of technology has been expanded to include three updated classroom labs, mobile laptop usage in classroom activities, ETV Streamline SC, and Interwrite SchoolPads, AgileMind, Intranet for Business Apps.

Professional Capacity

Returning and new teachers will receive training in technology applications. In-services will be held regularly to discuss best practices using technology in the classroom. Teachers will continue to be encouraged to complete Intel.

Instructional Capacity

In-services will be held to discuss best practices using technology in the classroom. Technology-based in-services will be offered as the need arises.

Colleagues will share unit lesson plans that incorporate technology into instruction.

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Needs/Wants

Technology	Justification
Computer lab for each subject area	Teachers from all disciplines will have more access to computers.
Document cameras	Will allow teachers and students to show and illustrate concepts that cannot be reproduced on the overhead
SMART slates	Will allow the teacher the flexibility to move around the room while using the SMART board.
TI Inspiron	Will allow teachers and students the ability to use the most up-to-date software that has been created for classroom use, will allow all to connected to the Presenter or overhead for discussion of different data sets, and will allow them to collect and save data via the computer.
Replacement bulbs for Sanyo Data Projectors	The Promethean boards and projectors were installed during the 2007-2008 school year and are required to be used in the classroom. Schools do not have adequate funding to replace the \$170 bulbs in each room.
Active Vote	Immediate response from students enhances student learning and classroom instruction.

Replacement Pens for Promethean Pens	Two pens were provided with each Promethean board in 2007-2008. The pens were under warranty for one year. The warranty is now void and the pens are breaking. The cost to replace a Promethean pen is 2 for \$58 or 10 for \$180.
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