

Portfolio  
2008-2013  
***Berea High School***  
Updated Spring, 2010



**William F. Roach, Jr., Principal**  
**Dr. Phinnize Fisher, Superintendent**

**Cover Page for School Plans  
School information and required signatures**

**SCHOOL: Berea High School**

**SCHOOL DISTRICT: Greenville County**

**SCHOOL RENEWAL PLAN FOR YEARS: 2008-2013**

**SCHOOL RENEWAL ANNUAL UPDATE FOR : 2009-10**

**Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**CHAIRPERSON, BOARD OF TRUSTEES**

<b>Dr. Keith Ray</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

<b>Dr. Phinnize Fisher</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

<b>Jeff Packard</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

<b>William F. Roach, Jr.</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

ADDRESS: 201 Burdine Drive; Greenville, SC 29617

TELEPHONE: (864) 355-1600

E-MAIL ADDRESS: broach@greenville.k12.sc.us

## Assurances

### Act 135 Assurances

Assurances, checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

(Initial each category to document that assurances are met).

       **Academic Assistance, PreK–3** The school/district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). A good example of academic assistance services for PreK–3 may be found at:

**Goal**             **Strategy**             **Activity**            , **Page**            **of the Plan.**

  **X**   **Academic Assistance, Grades 4–12** The school/district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). A good example of academic assistance services for grades 4–12 may be found at:

**Goal 1**     **Strategy 3**     **Activity 13, Page 46 of the Plan.**

  **X**   **Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. A good example of parent involvement may be found at:

**Goal 6**     **Strategy 1**     **Activity 5, Page 56 of the Plan.**

  **X**   **Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*. A good example of staff development may be found at:

**Goal 1**     **Strategy**     **Activity 1, Page 45 of the Plan.**

  **X**   **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. A good example of the use of technology may be found at:

**Goal 2**     **Strategy 1**     **Activity 1, Page 48 of the Plan.**

X **Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. A good example of the use of innovation funds may be found at:

**Goal 3**    **Strategy 1**    **Activity 9, Page 51 of the Plan.**

**Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.

X **Collaboration** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X **Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

**Half-Day Child Development** The school/district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

**Best Practices in Grades K–3** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.

**Developmentally Appropriate Curriculum for PreK–3** The school/district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

**Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.

X

**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by

developing a districtwide/schoolwide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

**X** **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Dr. Phinnize Fisher  
Superintendent's Printed Name  
(for district and school plans)

\_\_\_\_\_

Superintendent's Signature

\_\_\_\_\_

Date

William F. Roach, Jr.  
Principal's Printed Name

\_\_\_\_\_

Principal's Signature

\_\_\_\_\_

Date

As chairperson of the SACS CASI Quality Assurance Review Team, I certify that \_\_\_\_\_  
School has a continuous improvement plan that meets all requirements of the South Carolina Department of Education's model planning process as specified in State Board of Education Regulation 43-261 and that the school meets SACS CASI accreditation requirements.

Quality Assurance Review  
Team Chair Printed Name

\_\_\_\_\_

QAR Team Chair's Signature

\_\_\_\_\_

Date

## Stakeholder Involvement

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

<i>POSITION</i>	<i>NAME</i>
<b>1. PRINCIPAL</b>	<b>William F. Roach, Jr.</b>
<b>2. TEACHER</b>	<b>Cynthia Tisdale</b>
<b>3. PARENT/GUARDIAN</b>	<b>Catherine Hunt</b>
<b>4. COMMUNITY MEMBER</b>	<b>Dr. Chuck Morton</b>
<b>5. SCHOOL IMPROVEMENT COUNCIL</b>	<b>Megan Alexander</b>
<b>6. OTHERS*</b> (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<i>POSITION</i>	<i>NAME</i>
Anne Pressley	Assistant Principal
Katie Smith	HSAP Coach, Math Chair
Brenda Benton	CRT
Megan Bishop	Authentic Literacy Coach

**\*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**



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## Introduction

Berea High School developed its original Portfolio during the 2002-03 school year. The Portfolio has been updated in subsequent years with those revisions submitted annually to the district. It was most recently updated in May, 2010.

Since the initial Portfolio was created, the school has conducted a self-study as part of its evaluation by the Southern Association of Colleges and Schools. In addition, Berea High has undergone two Technical Assistance Visits, one in 2005 and one in 2008, as part of its membership in the *High Schools That Work* reform initiative. Recommendations from those visits were addressed in past Portfolios and are reflected in the current one as well. (May, 2010)

Further updates in Berea's Portfolio came in 2006-07 and 2007-08 when the school received Technical Assistance funds and developed strategies for effective use of those funds. Those funds and strategies were incorporated in the school's Action Plan. In February, 2008, the school developed its Focused School Renewal Plan (FSRP) as required by the South Carolina Department of Education.

The Portfolio developed for the five-year period beginning with the 2008-09 school year, then, reflects not only the school's own self-study and needs assessment but also evaluations and recommendations of district, state, and regional entities.

Specific groups that provided direct leadership throughout this process included the Leadership Team, the Administrative Team, the FSRP team, and department chairs.

Materials and resources on which this Portfolio is based include the No Child Left Behind legislation, the Department of Education Strategic Plan, the State Technology Plan, the Greenville County Schools' Education Plan, the Ten Key Practices of *High Schools That Work*, and assessment tools including those for instructional and organizational effectiveness, professional development, and the Continuous Improvement Continuum.

## **Executive Summary**

Located in the northwestern part of Greenville County, Berea High School currently serves 1045 students with a staff of seventy-five teachers and support personnel.

The community surrounding the school has a population of 14,158; the racial composition includes 68% white, 16% African-American, 13% Hispanic, and 2% Asian. The median income for households in the community is \$39,950.

Berea High School shares its name with the community it serves; the histories of the school and of the community are closely connected. Established as a Class E high school in the early part of the twentieth century, Berea will celebrate its one hundredth anniversary in 2011. Throughout its history, the school has served the community, expanding both in size and in programs offered to its students. From its beginning as a one-room school, Berea High moved to its current new campus in August, 2006. The new campus has a capacity of 1400 students.

The school's student body as of spring, 2010, reflects the community it serves. Seventy-three percent of students are on free or reduced lunch. Approximately twenty-four percent of the student body is Hispanic, thirty-seven percent African-American, and forty percent white. While the statistics reflect the diversity of the community, many students are the second and third generation of their families to attend Berea. Berea High School celebrates this blend of old and new and believes it is strengthened as a result.

### Instructional and Organizational Priorities

The school operates on a 4 x 4 block schedule, having returned to it in the 2005-06 school year. Adapting instruction to the ninety-minute format continues to be an ongoing focus of professional development. A significant change in the instructional and organizational structure began in the summer of 2008 and was fully implemented in the fall of that year. The instructional emphasis is on authentic literacy –

reading, writing, and discussion – in all subjects while the organizational structure is Professional Learning Communities (PLCs), sub-groups within departments. These PLCs originally met twice a month; in the 2009-10 school year, PLCs met each week. The groups meet for common planning of instruction, curriculum, and assessment. These changes were in direct response to the challenges identified in both self-studies and peer reviews cited above, i.e., to increase academic rigor, to improve instructional strategies, to tie instruction to curriculum standards, and to use assessment to improve student achievement.

A Leadership Team composed of department chairs as well as representatives from guidance and the media center advises the administration in areas of instruction and curriculum. Additional positions have been added to the school's staff; these include a graduation coach, an authentic literacy coach, an HSAP coach, and a career development facilitator.

The most recent assessment of the school's instructional and organizational effectiveness ranked Berea High with a high level of progress in most areas and fully functional in other areas. The results were encouraging and informative. Areas of strength included the progress being made in strengthening curriculum, enhancing instruction, the expansion of leadership among the faculty, and planning for school-wide improvement. The results also identified areas in which additional progress is needed – the level of student engagement, fair and authentic assessment, and expansion of curriculum and instructional initiatives throughout the school.

Professional development has been tied directly to the school's goals and mission; it is driven by our school-wide literacy emphasis and by the desire to understand and meet the needs of the students we serve – many of whom come from low-income homes. Expenditures and allocations of funds from grants and from the district as well as local funds have addressed curriculum and instruction needs.

### Mission, Vision, and Beliefs

The mission of Berea High School is to prepare responsible, productive citizens in a changing world by providing diverse learning experiences in a nurturing environment.

We believe the student is the most important person in the school and that our overall consideration must always be what is best for the students whom we serve. We affirm the uniqueness of each student and his need for respect, encouragement, and acceptance. We understand that learning is a life-long process and that it is a responsibility shared by the school, the home, and the community. We seek to build character among our students as we pursue excellence in academics, athletics, and the arts.

### Learning Needs and Desired Results

The faculty modified its desired results for student learning; they are included in each student's handbook and now include:

Students will demonstrate

- thinking and reasoning skills;
- communication skills;
- knowledge and skills essential for productive citizenship
- the ability to expand and integrate knowledge
- personal and social responsibility.

### Performance Goals

The Action Plan found later in this Portfolio includes three goal areas with specific performance goals in each area.

#### Goal Area: Student Achievement

- The percentage of students who score basic or above on the High School Assessment Program in English/Language Arts will reach a minimum of 84% by 2012-2013.

- The percentage of students who score basic or above on the High School Assessment Program in math will reach a minimum of 80% in 2012-13.
- The on-time high school graduation rate will reach a minimum of 73% in 2012-2013.
- The percentage of fourth-year students passing both parts of HSAP will reach a minimum of 90.7% in 2012-13.

Goal Area: Teacher/Administrative Quality

- The percentage of teachers returning from the previous year will reach a minimum of 80% in 2012-13.

Goal Area: School Climate

- The number of out-of-school suspensions or expulsions for violent and/or criminal offenses will decrease to 2% in 2012-13.

### **Significant Accomplishments/Results: 2004-2010**

- Palmetto Gold and Silver recipient, 2008
- Recipient of Dollar General grant for literacy
- Formation of book clubs for male and female students
- Emphasis of authentic literacy across the curriculum
- Improvement in state School Report Card assessment from "At-Risk" to "Average"
- Establishment of Professional Learning Communities as framework for professional development
- Member of *Graduate Greenville* initiative
- Goals for academics, attendance, and test prep established for each student (*Out-the-Door-in-4* initiative)
- Expansion of Freshman Academy to 2 full teams
- Recognition of excellence in Air Force Junior ROTC program
- Bridges to Algebra and Cognitive Tutor added to math curriculum
- Move to new facility in fall of 2006
- Membership in *High Schools That Work* network
- Development of instructional strategies notebook
- Establishment of Renaissance program
- Acquisition of desktop & laptop computers, LCD projectors, & document cameras for every teacher
- Student computers available in media center and two additional labs; 4 portable labs purchased; Promethean boards installed for designated teachers
- Freshman Success added to ninth grade curriculum
- Acquisition of additional software and print materials for media center
- Revision of curriculum to allow appropriate instructional time for students needing additional preparation in English and math (Algebra I A & B; Accelerated Reading)
- Development and implementation of Honor Code for school
- Establishment of *The Friends of Berea High School, Inc.*
- Development of school-wide strategies to address student achievement as measured on the School Report Card
- Expansion of "extra help" programs (Freshman Academy tutoring, peer tutoring, HSAP review sessions, make-up test sessions two times each month)

## School Profile

Berea High School is entering an exciting, challenging period in its history. As the school moves toward its centennial celebration, it is completing its fourth year in its new facility.

Berea High School is one of fourteen high schools located within the Greenville County School District. Located in the northwestern part of the county, the school serves approximately 1045 students in grades nine through twelve.

According to the most recent census, the Berea area has a population of 14,158. The racial composition of the community includes 68% white, 16% black, 13% Hispanic, 2% Asian and 1% other. The Hispanic population is the fastest growing population in Greenville County as a whole and in the Berea community as well.

The community served by Berea High School has approximately 5394 households with a median income of \$39,950. The yearly income for four percent of homes is \$5000 or less; only one percent of homes has a yearly income of more than \$100,000. Parents' average incomes range from \$18,088 for whites, \$13,005 for African-Americans, and \$8030 for Hispanics. Of the 5394 homes, 4524 have incomes from salaries and wages; 337 have non-farm, self-employed income; six have incomes derived from farming; 1568 households have income solely from social security; 1301 have public assistance income, and 768 have retirement incomes.

The availability of rental property in the community continues to increase as does the number of single-family homes. With the recent completion of the Western Corridor, connecting downtown with White Horse Road, the number of businesses is expected to increase as well.

Berea High School shares its name with the community it serves; the histories of the school and of the community are closely connected. The first school in the area was a one-room log building built in the late 1800s. By 1900 a school with the name "Berea" was built on White Horse Road. That school applied for status as a Class E high

school and opened its doors in 1911 as Berea High School. Five years later the school moved to Farr's Bridge Road and remained at that location until 1962 when it moved to Berea Drive. In August, 2006, the school moved to its current campus on Burdine Drive.

The newest Berea High School sits on a 44.4 acre campus built at a cost of \$35.4 million with a capacity for 1400 students.

William F. Roach, Jr., is the twenty-fifth principal of Berea High School. In his seventh full year as principal, he leads an Administrative Team that includes three assistant principals and an administrative assistant.

Administrative structures include the Administrative Team, Department Chairs, *High Schools That Work* focus groups, and the Leadership Team.

Partnerships with area businesses have increased significantly due largely to the school's Renaissance Program. Faculty leaders of that program have actively sought involvement and support for ways to recognize and reward those students who do well academically and who observe school rules. A breakfast for businesses in the community was held prior to the opening of the 2003-04 school year. At that breakfast, guests received an overview of the Renaissance Program including its goals as well as specific plans for the students and staff of Berea High School.

Subsequent meetings led to significant support that has continued in 2009-10 as the Renaissance Program recently recognized more than 300 students. These rewards and incentives are made possible by the generosity of the school's business partners as well as by some grant money allocated for student incentives. The PTSA has also supported student recognition.

Berea High School has a faculty and staff of seventy-eight educators. Thirty-seven percent of the faculty and staff are male; seven percent are African-American. Fifty-six percent have advanced degrees; 68.2 percent are continuing contract teachers. Approximately 11% have provisional or emergency certificates.

The staff includes four full-time counselors and two media specialists; the school district also funds a Curriculum Resource Teacher and a Career Development Facilitator. In addition, the school's staff includes



a Graduation Coach, a position made possible by a joint effort of Greenville County Schools and the Alliance for Quality Education. As a result of its Below Average Absolute Rating on its 2006 School Report Card, Berea received Technical Assistance funds. With those funds, Berea added a District Instructional Facilitator in English and one in math. Technical Assistance funds were again available for the 2008-09 school year; the two District Instructional Facilitators were retained and a part-time intervention specialist was employed. During the 2009-10 school year, an HSAP coach and an authentic literacy coach replaced the two District Instructional Facilitators.

The staff includes both veteran teachers and those relatively new to the profession. Fifty-one teachers and staff have less than five years experience; thirty teachers have more than ten years in education. Sixteen members of the staff are alumni of the school.

The average attendance for the faculty for 2008-2009 was 96%. The percent of teachers returning from the previous year was 67.5%. While part of the turnover is due to retirement and mandated reduction in force, the administration wants to do all it can to support and encourage teachers to return. The goal is reflected the Action Plan found later in this Portfolio.

While the total student enrollment has declined slightly, the composition of Berea's student body has changed significantly over the past several years. As the percentage of whites has declined from 58% in 2003-04 to 40% in 2008-09, the Hispanic population has increased from 9% to 21% of the student population in 2008-09. The percentage of African-Americans was 38% in 2008-09. The chart below indicates the trend over the past five years.

**Student Ethnicity Data**

	04/05	05/06	06/07	07/08	08/09
<b>AF AM</b>	404	414	410	461	396
<b>ASIAN</b>	8	14	17	16	12
<b>CAUC</b>	584	568	517	492	421
<b>HISP</b>	121	148	180	232	218
<b>TOTAL</b>	1117	1144	1124	1201	1047

Also significant is the increase of students on free and reduced lunch, from 45% to 70% over the past five years. (Please see chart below.) In fact, Berea's poverty index is 73.04, one of the highest in the district. To address specifically this aspect of the student body, the Action Plan includes training for teachers on working with children of poverty.

**Free and Reduced Lunch Data**

<b>04/05</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>08-09</b>
45%	50%	58%	64%	70%

Further evidence of changes in the student body can be seen in the number of students in Special Education; the total number of students in resource, self-contained, and Trainable Mentally Disabled (TMD) classes increased from 180 in 2004-05 to 217 in 2007-08 and 196 in 2008-09.

<b>Total Special Education Enrollment</b>	<b>04/05</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>08-09</b>
<b>TOTAL</b>	180	211	208	217	196

<b>Special Education Categories</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>08-09</b>
<b>Resource</b>	85	122	125	118
<b>Self - Contained</b>	65	72	78	64
<b>Trainable Mentally Disabled</b>	14	14	14	14

It is clear from the above data that Berea High School is becoming increasingly diverse, reflecting the community it serves. At the same time, many students represent the second and even third generation in their families to attend the school. The school celebrates this blend of old and new and believes the school is strengthened as a result.

## **Instructional and Organizational Effectiveness**

The National Study of School Evaluation identified key categories of instructional and organizational effectiveness. Each category contained specific principles that characterize teaching, learning, and organization found in quality schools. The categories – curriculum, instructional design, assessment, the educational agenda, leadership, and a culture of continuous improvement and learning – were addressed in a survey administered in October, 2008.

### **Instructional Effectiveness**

Results from the survey were informative and encouraging. In areas of curriculum and instruction respondents rated indicators as “fully functioning and operational.” Instruction is aligned with the goals and expectations for student learning and uses data and research of best practice in making decisions about instruction and evaluating and modifying curriculum.

Several areas in the instructional system were seen as “in progress but not fully operational.” The level of student engagement in their learning clearly is a priority for improvement. Another key aspect of instruction, assessment, also was an area that requires further implementation. Specifically, the purpose and the method of assessment must be more fully articulated for our students. Careful attention also needs to be given to selecting appropriate methods of assessment and collecting a representative, fair sample of student achievement.

### **Organizational Effectiveness**

Indicators in the categories of the education agenda, leadership, and school culture were positive. While none were seen as exemplary, each was rated as either in progress or fully operational. With the establishment of Professional Learning Communities and a framework for sharing ideas, plans, and comments, Berea has begun to break down the isolation so often characteristic of high schools. Measurable goals exist for the school as a whole; each teacher has a goal directly related to student achievement. There is a clear emphasis on quality instruction based on authentic literacy. With the development of the Focused School Renewal Plan and the revision and update of the Action Plan in this Portfolio, a plan for improvement is in place with

specific strategies and provisions for monitoring and evaluating those strategies.

The respondents recognized the renewed and revised commitment to professional development – a commitment that addresses the needs of groups of teachers (PLCs) and their efforts to close the gap between what they know is good teaching and what too often actually happens in the classroom. It was strongly felt that Berea’s organizational system with departments, the FSRP team, and the Leadership Team supports productive change and improvement.

The baseline data from the NSSE survey describe the school’s current level of effectiveness and point to the specific areas which are our priorities for improvement. These areas include:

- Develop a quality curriculum in all subjects
- Ensure effective implementation and articulation of curriculum in all subjects
- Enhance student engagement
- Expand instructional support for student learning
- Define clearly expectations for student learning
- Improve assessment practices
- Refine collaboration begun in PLCs
- Provide professional development in strategies that promote authentic literacy

The goals, strategies, and activities found in the Action Plan reflect these priorities.

The items in the survey and the average rating for each indicator are on the following page.

**Berea High School**  
**Survey of Instructional and Organizational Effectiveness**

Please rank the level of implementation currently in place at our school for each of the following items. Use this scale:

- 4 = Exemplary level
- 3 = Fully functioning and operational
- 2 = Evidence of progress but not fully operational
- 1 = Low level of development and/or implementation
- 0 = No evidence of the indicator of quality

(Average of all responses in **bold**.)

Indicators of Quality Instructional System

- Develops a quality curriculum **3.2**
- Ensures effective implementation and articulation of curriculum **3.0**
- Evaluates and modifies curriculum **3.0**
  
- Aligns instruction with the goals and expectations for student learning **3.4**
- Uses data-driven instructional decision making **3.2**
- Actively engages students in their learning **2.7**
  
- Expands instructional support for student learning **3.0**
- Clearly defines the expectations for student learning **3.2**
- Establishes the purpose of the assessment **2.9**
  
- Selects the appropriate method of assessment **2.8**
- Collects a comprehensive and representative sample of student achievement **2.9**
- Develops fair assessments **2.9**

Indicators of Quality Organizational System

- Facilitates a collaborative process **3.3**
- Shared vision, beliefs and missions **3.4**
- Establishes measurable goals **3.6**
  
- Promotes quality instruction **3.6**
- Develops school-wide plans for improvement **3.6**
- Monitors progress **3.4**
  
- Commitment to professional development **3.7**
- Supports productive change and improvement **3.5**

## **Berea High School Belief Statements**

*We believe*

- the student is the most important person in the school;
- each student is unique and has different needs;
- because all individuals have dignity and value, they need respect, encouragement, and acceptance;
- all students have the ability to learn;
- schools should provide a safe, inviting, and nurturing climate that promotes learning;
- education is the responsibility of the student, home, school, and community;
- learning is a lifelong process.

## **Berea High School Mission Statement**

*The mission of Berea High School*

*is to prepare responsible, productive citizens*

*in a changing world*

*by providing diverse learning experiences*

*in a nurturing environment.*

## **Berea High School Our Vision**

As the Berea High School community seeks to fulfill its mission, it is guided by the vision of what Berea can and must become in the areas of curriculum, instruction, assessment, and the learning environment.

### **The curriculum should**

- be rigorous and meaningful;
- be designed to meet the needs of every student;
- be based on state and national standards;
- reflect high expectations;
- be driven by what is best for every student.

### **Instruction should be**

- structured with both teacher and student-centered strategies;
- well-planned by highly qualified teachers;
- based on best practices;
- inspiring and informative.

### **Assessment should be**

- varied and appropriate;
- reflective of different learning styles;
- ongoing;
- linked to standards;
- frequent and fair;
- connected directly to the curriculum;
- formative and summative.

### **The learning environment should**

- be safe, inviting, and nurturing;
- include consistent, fair discipline;
- promote meaningful learning opportunities both in and beyond the classroom;
- include incentives and rewards;
- be clean and comfortable;
- include mentoring relationships.

## **Student Learning Needs and Desired Results**

Federal and state legislation, specifically *The No Child Left Behind Act* and the *Education Accountability Act*, as well as the State Department of Education's Strategic Plan and Greenville County Schools' Priorities for Performance, continue to shape the goals, programs and strategies of Berea High School. During the 2008-09 school year, the administration, in conjunction with the Leadership Team, continued to make a concerted effort to evaluate the school's performance relative to the federal, state, and district initiatives outlined below.

### **National Expectations**

With the passage of *The No Child Left Behind Act* (NCLB) in 2001, the national government sought to expand its role in public education. Though certainly not the first piece of federal legislation to affect public education, NCLB is clearly the most sweeping as it provides directives in areas previously left to individual states. The law requires all states to establish a statewide accountability system; in addition, NCLB sets as a goal that all students will score proficient or higher on English/Language Arts and Mathematics by the 2013-14 school year. Adequate Yearly Progress (AYP) was established to measure how schools, districts, and states were progressing in meeting those goals.

### **State Expectations**

Prior to NCLB, the South Carolina had a statewide accountability system based on the Education Accountability Act (EAA) passed in 1998. Included in that act was the High School Assessment Program (HSAP) as the exit exam for grades 9-12, end-of-course tests in four key areas, and the establishment of school and district report cards to be issued each year. With the passage of NCLB, South Carolina's accountability system was modified to comply with the federal guidelines. Specifically, the state complied with new requirements defining what is meant by "highly qualified" teachers and what is meant by "safe" schools.

In 2002, the State Department of Education developed its Strategic Plan. Performance goals 1, 2, 4, 5, and 6 in that plan relate directly to Berea High School. Those goals include:



1. High Student Achievement
  - 1.1 Students are held to rigorous and relevant standards.
  - 1.2 Students demonstrate essential knowledge and skills as described in the curriculum standards.
  - 1.3 Students graduate from high school ready for college or a career.
  - 1.4 Students use technology to reach higher levels of learning.
  - 1.5 The state educational system components are aligned so that all students reach a high level of academic achievement.
  
2. Teacher Quality
  - 2.1 Teacher recruitment and retention programs are successful.
  - 2.2 Teacher preparation programs produce highly qualified teachers.
  - 2.3 Teachers are qualified, competent, ethical, and caring.
  - 2.4 Teacher professional development programs are effective.
  
4. Parental and Community Partnerships
  - 4.1 Parents are active partners in their child's learning.
  - 4.2 Communities are active partners in student learning.
  - 4.3 Businesses are active partners in student learning.
  
5. Safe and Healthy Schools
  - 5.1 Schools are safe, healthy places with environments that are conducive to learning.
  - 5.2 School facilities are safe, functional, and adequate.
  - 5.3 The public school transportation system is safe and efficient.
  - 5.4 Schools form community and state alliances that promote the health, safety, and well-being of students.
  
6. Education Leadership
  - 6.1 School leaders are highly qualified, caring, and supportive.
  - 6.2 State education leadership is aligned.
  - 6.3 Education leadership is accountable.
  - 6.4 Professional development programs support education leaders.

The Action Plan for Berea High School found later in this document reflects these goals set by the Department of Education in the state.

## **District Expectations**

Greenville County Schools' expectations for student learning clearly reflect those of the State Department of Education outlined above. Adopted by the Board of Trustees in 1999, the education plan – *Priorities for Performance* – has five goals:

- Goal 1: Raise the Academic Challenge and Performance of Each Student
- Goal 2: Ensure Quality Personnel In All Positions
- Goal 3: Provide a School Environment Supportive of Learning
- Goal 4: Effectively Manage and Further Develop Necessary Financial Resources
- Goal 5: Improve Public Understanding and Support of Public Schools

The Board identified Goal 1 as its primary goal with goals 2-5 as support goals. All five goals are fully developed in the district's Strategic/Accountability Plan. That plan contains objectives, strategies, resources, and activities for each of the five goals.

The Berea High School Action Plan also reflects the key parts of the district's strategic plan. Specifically, the Action Plan addresses goals 1, 2, and 3.

## Achievement Results

Data from the most recent School Report Card (2009) clearly revealed areas of concern - overall performance by fourth-year students on HSAP, the overall on-time graduation rate, and gaps in performance between males and females and between whites and non-whites. The chart below shows passage rates for subgroups based on gender and ethnicity.

### Analysis of 2009 School Report Card Berea High School

	Longitudinal Exit Exam Passage Rate	First-Attempt HSAP Passage Rate ELA	First- Attempt HSAP Passage Rate Math	% Scoring 70 or Above on End-of- Course Tests	On-Time Graduation Rate
<b>All Students</b>	89.2%	81.8%	71.3%	48.0%	67.4%
<b>Male</b>	86.6%	75.4%	62.7%	47.1%	62.3%
<b>Female</b>	91.6%	88.1%	79.9%	48.9%	72.1%
<b>White</b>	92.7%	86.2%	75.5%	58.1%	67.2%
<b>African American</b>	81%	78.9%	%	35.9%	66.0%
<b>Asian/Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Hispanic</b>	94.6%	56.7%	81.7%	49.6%	67.4%
<b>American Indian/Alaska n</b>	NA	NA	NA	NA	NA
<b>Disabilities Other Than Speech</b>	50.0%	58.5%	42.7%	27.9%	31.0%
<b>Subsidized Meals</b>	79.3%	75.4%	63.9%	43.8%	61.7%

As shown above, the most recent overall 2009 graduation rate was 67.4%. Schools identified as having students like those at Berea had a graduation rate approximately five percent higher.

The first-time passage rate for HSAP (both ELA and math) was 65.7%, three points below that of schools with students similar to those at Berea. The longitudinal passage rate for 2009 was 89.2% for all students; again, the male and the African-American subgroups were lower and pointed to gaps in achievement. Each of these concerns and gaps in achievement is addressed in the Action Plan, Goals 1, 2, 3 & 4.

SAT scores continue to be below the district average; the most recent average score was 1298 in 2008. The emphasis on reading, writing, and vocabulary throughout the curriculum is intended to produce long-term gains in student performance in the classroom and, ultimately, on national tests. More specifically, the school's emphasis on vocabulary, on reading strategies, and on establishing a culture of high expectations are designed to enhance student achievement. This emphasis is included in the goals in the Action Plan.

End-of-course tests, one of the indicators on the School Report Card, continue to be an area of emphasis. Passage rates for 2009 were 54.3% for Algebra I, 51.4% for English I, 37.6% in US History, and 47.4% for Physical Science. The overall passage rate for 2009 was 48.0%, three points higher than schools similar to Berea.

Diagnostic materials are used to help teachers identify weaknesses and address them in their instruction. (MAP scores & USA Test Prep) In addition, Professional Learning Communities have been formed for teachers in each of the courses that have an EOC exam. The instructional support team works directly with these teachers in developing instructional strategies and curriculum concepts with the goal of improving student learning – learning that will be reflected in improved EOC scores.

### **Indicators of Progress**

The school's efforts to address its challenges are already producing positive results. While there remains much work to be done, the results we do have are most encouraging.

- The longitudinal passage rate for HSAP of 89.2% is indicative of the school's concerted effort to provide extra help to those students who did not pass HSAP on their first attempt.

- For the second consecutive year, Berea’s Absolute Rating was “Average”, representing an improvement from the “At-risk” rating of 2007.
- Specific performance goals for 2008-09 - passage rate for ELA for first-time HSAP students, for graduation rate, and for longitudinal passage rate - were all met.
- Overall performance on end-of-course tests was greater than that at schools with students similar to Berea.
- Passage rates for EOC exams in English I, Algebra I, and Physical Science increased from 2008 to 2009.
- The first-time HSAP passage rate continues to be in the highest category in the School Report Card calculations.

This most recent data from the 2008-09 school year, then, suggest student learning needs are being met for a significant majority of our students. While we are encouraged in the areas noted above, there are clearly other areas in which we need to improve for all students as well as for certain populations within the student body. For example, an analysis of the students scoring at Level 1 on the 2009 HSAP suggest areas to be emphasized as remediation is planned for those students. The chart below focuses on the ELA and math portions of the HSAP as indicated on the 2009 Report Card. Students scoring “Below Basic” were the focus of the school’s efforts to provide extra help as they prepared to re-take the Exit Exam. Those efforts proved to be successful as only eight students among those still enrolled at Berea did not earn a passing score on both parts of the test.

**2009 Report Card  
HSAP ELA  
Performance by Group  
In Percent**

	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>All students</b>	<b>18.2</b>	<b>45</b>	<b>26.4</b>	<b>10.4</b>
<b>Male</b>	<b>24.6</b>	<b>47.8</b>	<b>19.4</b>	<b>8.2</b>
<b>Female</b>	<b>11.9</b>	<b>42.2</b>	<b>33.3</b>	<b>12.6</b>
<b>White</b>	<b>13.8</b>	<b>41.5</b>	<b>26.6</b>	<b>18.1</b>
<b>African American</b>	<b>21.1</b>	<b>47.7</b>	<b>25.7</b>	<b>5.5</b>
<b>Hispanic</b>	<b>20.0</b>	<b>43.3</b>	<b>30.0</b>	<b>6.7</b>

**HSAP Math  
Performance by Group  
In Percent**

	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>All students</b>	<b>28.7</b>	<b>39.9</b>	<b>21.6</b>	<b>9.7</b>
<b>Male</b>	<b>37.3</b>	<b>32.8</b>	<b>20.9</b>	<b>9.0</b>
<b>Female</b>	<b>20.1</b>	<b>47.0</b>	<b>22.4</b>	<b>10.4</b>
<b>White</b>	<b>24.5</b>	<b>35.1</b>	<b>25.5</b>	<b>14.9</b>
<b>African American</b>	<b>38.9</b>	<b>43.5</b>	<b>13.9</b>	<b>3.7</b>
<b>Hispanics</b>	<b>18.3</b>	<b>43.3</b>	<b>28.3</b>	<b>10</b>

Berea continues to focus on those students who scored "Below Basic", or Level 1, on the spring, 2009, administration of HSAP.

An analysis of each student's performance on the ELA portion of HSAP indicated Reading Comprehension, Analysis of Text, and Writing as areas of weakness; these areas are, therefore, addressed in the Action Plan.

Pull-out sessions are provided for these students; in addition, specific instructional concepts and skills are provided to resource as well as subject-area teachers

On the math portion of the test, all students scoring at Level 1 needed extra help with Numbers and Operations. Math teachers are focusing on this throughout the department. In addition, instructional packets are provided to Level 1 students; the packets focus on each student's areas of weakness identified from the spring, 2009, HSAP results.

## The 2009 School Report Card

The chart below identifies the criteria and the ratings used to evaluate high schools in South Carolina.

Rating System for School Report Card – High School  
(Berea High's scores for 2009 *italicized in bold*)

Criterion	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (30%)	100% (1.5 pts.)	97.5-99.9% (1.2 pts.)	90.7-97.4% (.9 pt.)	87.3-90.6% <b>(.6 pt.)</b> <b>Goal NOT MET</b>	Below 87.3% (.3 pt)
First-attempt HSAP Passage Rate (20%)	62.9% or more <b>(1.0 pt.)</b> <b>Goal MET</b>	53.7-62.8% (.8 pt.)	37.4-53.6% (.6 pt.)	26.7-37.3% (.4 pt.)	Below 26.7% (.2 pt.)
% Scoring 70 or Above on End of Course Tests (20%)	87.8% or more (1.0 pt.)	72.4-87.7% (.8 pt.)	41.6-72.3% <b>(.6 pt.)</b> <b>Goal MET</b>	26.2-41.5% (.4 pt.)	Below 26.2% (.2 pt.)
On-time Graduation Rate (30%)	88.3% or more (1.5 pts.)	79.6-88.2% (1.2 pts.)	62.2-79.5% <b>(.9 pt.)</b> <b>Goal MET</b>	53.5-62.1% (.6 pt.)	Below 53.5% (.3 pt.)

Berea achieved an Absolute Rating of "Average" based on the results noted above.

The next chart compares the results of the 2007-08 and the 2008-09 school years as indicated by School Report Card data from each of those years.

	<u>2007-08 Goals</u>	<u>2008 Results</u>	<u>2008-09 Goals</u>	<u>2009 Results</u>
Longitudinal Exit Exam Passage Rate	90.7%-97.4% (.9)	<b>87.9%</b>	90.7%-97.4% (.9)	<b>89.2%</b>
1 <sup>st</sup> Attempt Passage Rate HSAP	62.9%+ (1.0)	<b>70.7%</b>	62.9%+ (1.0)	<b>65.7%</b>
EOC Passage Rate	41.6%-72.3% (.6)	<b>41.7%</b>	41.6%-72.3% (.6)	<b>48.0%</b>
Graduation Rate	62.2%-79.5% (.9)	<b>69.5%</b>	62.2%-79.5% (.9)	<b>67.4%</b>

### **Behavioral Outcomes**

The student attendance rate for 2008-09 was 93.5, virtually the same as the previous year. The retention rate was 4.6 percent, indicating a continuing decline from double-digit rates two years ago. The drop-out rate was 11.0% percent for 2005-06; it declined to 5.8% according to the 2008 report card.

The re-establishment of the ISS program continues to significantly reduce the number of out-of-school suspensions. The out-of-school suspension and expulsion rate as listed on the state report card was 1.6%.

	<b>04/05</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>
<b>Attendance Rate</b>	93.4%	93.5%	93.7%	93.6%	93.5%
<b>Dropout Rate</b>	3.1%	11.0%	8.8%	3.8%	5.8%
<b>Retention Rate</b>	8.7%	12.4%	11.7%	4.1%	4.6%
<b>Suspensions</b>	216	173	192	126	75
<b>Expulsions</b>	n/a	13	8	1	4

Improvement in the student attendance rate is one of the goals of each student in the school's Out-the-Door-in-4 initiative. The number of expulsions is addressed in Goal 6 of the Action Plan.



## **Areas for Improvement**

The Action Plan found later in this document includes Performance Goals that address areas of concern. Specific goals for 2009-10 include:

- Improving first-attempt passage rate on HSAP, including specific subgroups, by raising the percentage of all students who score basic or above to at least 63% on both English Language Arts and math portions of the test (81% in ELA; 77.9% in math)
- Achieving a graduation rate of at least 67%
- Increasing the longitudinal passage rate to at least 88.6%

## **In Conclusion**

The challenge for Berea High School in 2009-10 and beyond is to sustain recent gains and to continue to make progress toward its goals. To that end, the Action Plan in this Portfolio contains specific strategies to increase the percentage of students who pass HSAP on their first attempt as well as for those who must take one or both parts of the exam for the second or third time. In addition, a focus on working with individual students and small groups who have not performed well to increase their chances of graduating are in the plan as well.

Most significantly, the school-wide emphasis on authentic literacy and the establishment of Professional Learning Communities are intended to close the gap between what educators know to be good practice and what actually occurs in the classroom. Closing this **instructional** gap is, we believe, the most effective way to close gaps in achievement and to promote meaningful improvement in all areas of the school.

## **Professional Development 2008-09 Berea High School**

### **Overview/background**

Beginning with the 2003-04 school year, Berea High School began to focus its professional development on the *High Schools That Work* publication, "Literacy Across the Curriculum." Sessions on in-service days, after school, and during planning periods emphasized reading and writing strategies in all subjects and grade levels.

This focus has continued and evolved into the professional development outlined below. Additional resources and strategies have been added to the original literacy plan. Specifically, key concepts from Max Thompson and Learning-Focus materials, from the ideas of Tim Westerberg, from Southeast Regional Education Board's literacy guide, and from Robert Marzano's *Classroom Instruction that Works* have been incorporated into the school's professional development plan.

In the 2006-07 school year, the literacy emphasis was expanded to include a suggested framework for a unit of study, the adoption of school-wide standards (reading comprehension, writing in every class, vocabulary), and the identification and explanation of research-based strategies to improve student achievement.

Beginning in the summer of 2007 and continuing into the 2009-10 school year, the principles of differentiated instruction and strategies to improve student achievement were key parts of the professional development program.

A solid foundation is in place; there is an awareness of best practices, an understanding of key concepts, and a significant degree of implementation in some departments and individual classrooms. The faculty and staff are now ready for the next steps – to provide additional information, demonstrations of specific applications, and ongoing support for teachers as they address the school-wide

standards identified above and work collaboratively to improve student achievement.

### **2009-10 Professional Development: Rationale**

In *Results Now*, Mike Schmoker argues persuasively that “unprecedented improvements” can occur in teaching and learning when leadership can be redefined on the basis of teams of teachers as professional or small learning communities and when those communities focus on authentic literacy education. He challenges educators to “simplify” and “refocus” their efforts, to “equip” and “support” teachers as they move from *knowing* what to do to *practicing* it in their classrooms; working together in small groups can greatly facilitate this effort.

Dylan William in his article, “Changing Classroom Practice,” reiterates Schmoker’s thesis when he points to the difference between “knowing *that*” and “knowing *how*.” William acknowledges that learning communities may not be the best model for all professional development; yet, he believes them to be the “*most effective, practical method for changing day-to-day classroom practice.*”

Key points from “Working Smarter By Working Together”, an article by Vaishali Honawar, further underscore the potential of small learning communities. Honawar points out that learning communities work best when they are tailored to a school’s specific needs. This is the focus at Berea High School.

The faculty and administration adopted school-wide standards during the 2007-08 school year in reading comprehension, writing, and vocabulary. Since that time, strategies to implement each standard have been identified and introduced to each teacher throughout the school.

Berea High’s task now is to continue to move to the next level – to close the gap between what we **know** and what we actually **do** in the classroom. Professional Learning Communities (PLCs) - consisting of core departments, Freshman Academy teams, and the school’s Leadership Team - are the means the school is using as it moves toward that end. Our PLCs discuss strategies for improving student achievement by focusing on reading, writing, and vocabulary, on the development of common assessments, and on strategies that promote deeper understanding of content concepts.

## **Professional Development - 2009-2010**

### August

- Update on student achievement goals based on School Report Card criteria
- HSAP overview; identification of first-time students and longitudinal students
- Introduction to *Subjects Matter: Every Teacher's Guide to Content-Area Reading*, resource provided to each teacher
- Effective use of textbooks
- *Before* reading strategies
- Professional Learning Communities (PLCs) (8/26)

### September

- PLCs (9/2, 9/9, 9/16, 9/23, 9/30)

### October

- PLCs (10/7, 10/14, 10/21, 10/28)
- Technology PD: (IGPRO-Calculating and Importing Grades)
- *Subjects Matter*: Content-area reading

### November

- PLCs (11/4, 11/18)
- During reading strategies
- Technology PD (Teacher websites)
- Technology PD (Using the Portal)
- Technology PD (Video editing)
- Technology PD (Picasa)

### December

- PLCs (12/2, 12/9, 12/16)
- Technology PD (Online resources)
- Technology PD (Setting up a blog)

### January

- PLCs (1/19, 1/28)

#### February

- PLCs (2/3, 2/10, 2/17, 2/24)

#### March

- HSAP Overview for spring, 2010
- PLCs (3/10, 3/17, 3/24)

#### April

- PLCs (4/7, 4/14, 4/28)

#### May

- PLCs (5/5, 5/12, 5/19)

The professional development for 2009-2010, as for the prior year, focused on student achievement goals for all students. More specifically, school-wide goals established at BHS include improving student performance on HSAP and on end-of-course tests as well as increasing the on-time graduation rate. The Leadership Team will continue to focus on preparation and remediation for these state tests and on strategies to help those students who need additional support in specific subjects to move to the next grade level and, ultimately, to graduate.

#### **PD for 2010-11: A Preview**

Professional Learning Communities will continue to be the key component of professional development in the 2010-2011 school year. Authentic literacy in all classrooms in all subjects will continue to be the primary focus of PLCs and the faculty at large. Additional opportunities to expand teachers' use of and expertise in technology will be provided; of special note is the PD currently being planned for implementation of *PowerTeacher* which will replace *IGPRO*.

Focus groups will address specific areas throughout the school year; these groups include high expectations, curriculum and instruction, transition, data, and guidance/career prep. These groups were formed to continue to address Key Practices in the *High Schools That Work* model. These focus groups include leadership, culture of high expectations, curriculum and instruction, data, guidance/career, and transition.

## **PD for 2008-09: A Review**

As an extension of the school-wide goals mentioned above, Berea developed in February, 2008, a Focused School Renewal Plan. (FSRP) The strategies in that plan not only addressed the school's goals and but also greatly expand the role of small learning communities within our faculty. Many of the initiatives in the FSRP have been continued or modified and remain key parts of the school's improvement efforts.

The professional development timeline for 2008-09 school year included:

### June/July:

- Continue work on common syllabi and pacing guides
- Identify effective strategies to close gap in graduation rate
- Focus on common assessment with subject areas

### August:

- Authentic Literacy Strategies
- Analysis of Student Performance Data
- Establishing School-wide Goals

### September:

- Each Freshman Academy team meets to identify at-risk students and strategies to address their needs
- Interpreting MAP Data
- Two FA teams meet together to discuss common concerns
- PLCs meet to identify at-risk students in their subjects and discuss ways to help those students; common assessments developed for low-performing standard; lesson/activities developed to address standard (this cycle is repeated throughout year)
- Leadership Team meets

### October:

- FA and department meetings continue
- Faculty identifies specific strategies to address at-risk students
- PLCs meet
- Sessions provided on reading textbook and vocabulary

- Leadership Team meets
  
- Workshop with Harvey Silver on strategies to improve student achievement
- Differentiating Instruction to Close the Achievement Gap
- Administrative team trained in Virtual Reporting System using MAP data
- NWEA representative works provides training on Dynamic Reporting Suite to interpret and use MAP data

November:

- FA and PLCs continue focus on student achievement
- Workshop on Working with Children of Poverty
- Small learning groups meet to discuss specific reading strategies for each department
- Leadership Team meets

December:

- FA and PLCs continue to focus on student achievement

January – May: Meetings of small learning communities (PLCs) will continue as the school moved to the second semester of its 4 x 4 block schedule; although the format outlined above will remain the same, adjustments may be made as needed.

Three overarching themes each department will address are as follows:

1. "authentic literacy" across the curriculum
2. strategies that promote deep understanding of concepts
3. common assessments, both formative and summative.

***Our intention is that all "plans" at Berea High School blend together to become intentional and deliberate practices integrated into classrooms every day and not simply another impressive, but seldom used, binder sitting on a shelf.***

## Resources

The principal, the assistant principal for curriculum, department chairs and other subject-area teachers participating in spring planning sessions, instructional facilitators in English and math, the Freshman Academy coordinator, and the instructional coach will all read Schmoker's book, ***Results Now***. The entire faculty participated in a study of the book during the 2008-09 school year.

***The Strategic Teacher***, provided by Graduate Greenville, ***Subjects Matter: Every Teacher's Guide to Content-Area Reading***, ***Teaching Reading in the Content Areas: If Not Me, Then Who?***, ***But I'm Not a Reading Teacher***, and ***HSTW's Literacy Across the Curriculum*** will be the primary resources the Leadership Team uses to equip and support our teachers in their emphasis on literacy and assessment. The faculty's professional development notebook will be supplemented with information pertinent to specific departments.



## **Leadership Berea High School**

### **Instructional Decision-Making Structure**

Instructional decisions ultimately fall on the principal. However, under the supervision and leadership of the principal, other staff members assist in this vital part of the school's program.

The administrative team consists of the principal, the three assistant principals, and the administrative assistant for the Freshman Academy. The team meets weekly to discuss all aspects of school operations with an emphasis on instructional issues and concerns.

The Leadership Team consists of department chairs, instructional support personnel, and representatives from guidance and the media center. This team meets each month; it discusses and makes recommendations concerning current programs, initiatives, implementation and monitoring of *High Schools That Work* Key Practices, the School Portfolio and Action Plan, and the allocation of instructional funds provided by the state and district.

A subgroup of the Leadership Team described above is the chairs of the core departments. These teachers meet with the assistant principal for curriculum and the instructional support team several times each semester to discuss what is going well and areas that need to be addressed.

The School Improvement Council (SIC) consists not only of faculty representatives but also community, parent, and student ones as well. The SIC meets monthly to review programs and provide a broader perspective to the administration and staff; in turn, the Council gains insight and perspective on the school so that members can more effectively represent the school in the community.

## **Governance and Financial Management**

The following chart outlines the structure and financial management for Berea High School. All funds are dispersed in accordance with district guidelines.

<b>Funds</b>	<b>Those responsible</b>	<b>Description of use</b>
District and local funds	Principal, Leadership Team	Funds used to support literacy, for instructional and technology supplies
Technical Assistance funds (when available)	Principal, Leadership Team	Funds used to support the School Renewal Plan and school-wide goals
Act 135 (when available)	Principal, Leadership Team	Funds used for academic assistance

## **Communication Plan**

The chart below outlines the overall plan of Berea High School for communicating the strategic plan to all stakeholders.

<b>Medium</b>	<b>Frequency</b>
E-mail of weekly agenda	Weekly
Parent newsletter	Quarterly
Automated phone system	As needed for information distribution
Marquee in front of school	Updated bi-weekly
Faculty meeting	Monthly and as needed
Professional Learning Communities	Weekly
Freshman Academy team meetings	Weekly
Freshman Academy staff meeting	Monthly
SIC meetings	Monthly
Leadership Team	Monthly
School website	Updated weekly
Bulldog Tidbits from principal	Weekly

## **Partnerships Berea High School**

### **Partnership Development**

Partnerships with area businesses have increased significantly due largely to the school's Renaissance Program. Renaissance, a national program to recognize and celebrate positive student behavior and academic achievement, began at Berea in 2003. Since that year, faculty leaders of that program have actively sought involvement and support for ways to recognize and reward those students who do well academically and who observe school rules. Support from area businesses has continued in 2008-09 as the Renaissance Program recently recognized more than 300 students. These businesses include Designs Unlimited, Master's Car Stereo, Expressions, Cornerstone Printing, and The Big Clock of Berea.

Verizon Wireless consistently supports Berea's involvement in the community as its contributions make the annual Veterans Day possible. Other area businesses support the yearbook and the athletic programs sold at football games.

The 2008 Continuous Improvement and Evaluation addressed partnership development in its assessment. The clear consensus was that all three aspects – approach, implementation, and outcome - were continuing at a high level. The efforts of the Renaissance committee as well as the establishment of a foundation, The Friends of Berea High School, Inc., to support Berea High and its programs were felt to be largely responsible for this continued success. A solid plan for partnership development is in place.

The Renaissance Team, the Leadership Team, and the administration must continue to involve a wider range of business and community partners in the school including working more closely with the northwest campus of Greenville Technical College and to develop ways to promote involvement of business and community in addition to financial support.

## Partnership Coordination

Partnership	Description	Persons Responsible
Renaissance Partners	Local businesses that support the Renaissance program to encourage and reward academic Achievement and positive character development	Renaissance Team Principal
Friends of Berea High School, Inc.	Non-profit foundation established to support academics, athletics, and the arts.	Board of Directors
Booster Clubs	Fund-raising organizations made up of parents and community members	Faculty sponsors; parent officers
PTSA	Parent, Teacher, Student Association established to support the school's total program	Governing Board

## Continuous Improvement and Evaluation

### School Leadership Team

William F. Roach, Jr., Principal

- Anne Pressley, Assistant Principal for Curriculum
- Crystal Hunt, Guidance
- Cynthia Tisdale, English
- Katie Smith, HSAP Coach, Math
- Megan Alexander, Authentic Literacy Coach
- Lynn Reid, Social Studies
- Willie Miller, Science
- Charlie Crenshaw, PE
- John Herron, CATE/Fine Arts
- Tiffany Chrusciel, Special Education
- Jennifer Teague, Foreign Language
- Lee Murphy, Freshman Academy
- Cathy Eoute, Media Specialist/Technology
- Brenda Benton, Curriculum Resource Teacher
- Angie Pruett, Teacher of the Year

The Leadership Team is appointed by the principal; it consists of representatives from each area of the school. It meets each quarter to review, monitor, and modify, if necessary, the School Improvement Plan. Additional meetings may be called at the discretion of the principal.

Members of the team are expected to share ideas and suggestions from others in their department, to keep them informed of any additions or updates to the plan, and to coordinate implementation of specific strategies.

Data concerning the student body (including ethnic distribution, number receiving free or reduced lunch, number of ESOL and Special Education students), statistics reflecting student performance and student behavior, data related to the composition of the faculty, results of school evaluations by SACS and *High Schools That Work* visits, and additional information from the School Report Card will be gathered and analyzed annually.

The principal has ultimate responsibility for the implementation and monitoring of the Action Plan.

## **Continuous Improvement Continuums**

In August, 2002, the Berea High School staff conducted its baseline assessment of the school using the School Portfolio Continuous Improvement Continuums. Discussion addressed the approach, the implementation, and the outcome phases of the seven areas identified by Victoria Bernhardt as critical to school improvement. The staff reached consensus on ratings for each area.

In May, 2003, the staff revisited the CICs in an effort to evaluate where the school stood in relationship to its goals. With a better understanding of the school portfolio process and with a clearer vision of where the school was along the continuums, some modifications were made.

The CICs were reassessed in March, 2005. While assessments of some areas remained the same, others saw improvement. The seven areas were re-evaluated in September, 2008. Results of the 2008 ratings, along with graphs of all four assessments, and the school's Next Steps are discussed on the following pages.

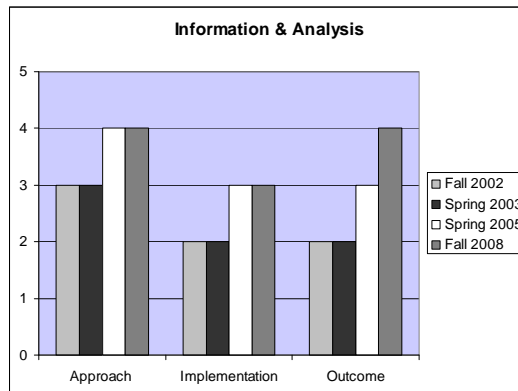
## **Results and Next Steps from Spring, 2010, Review and Update**

### Information and Analysis

The consensus of the spring, 2010, review of the most recent assessment was that the school had improved in implementation and outcome in the area of Information and Analysis. The use of data to influence goals was clearly evident; there is strong reliance on data as the basis for decision-making at the classroom and school level. Evaluations of students and their performance need to be reflected in the teaching strategies of all teachers.

#### Next Steps

- Continue to improve in sharing pertinent data with faculty
- Use data on more systematic basis to improve teaching strategies
- Ensure new teachers as well as returning teachers are trained to understand and use data

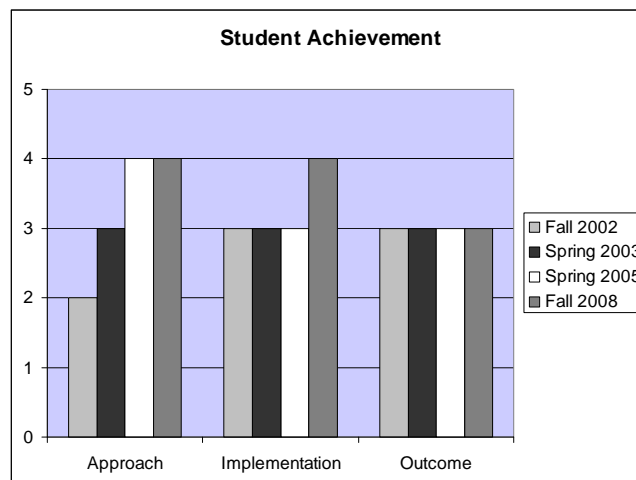


## Student Achievement

The approach and implementation improved from the previous assessment to the one in the fall of 2008. The 2008 assessment confirmed that data on student achievement are used throughout the school to pursue the improvement of student learning. Collaboration is a major emphasis in the school's Professional Learning Communities. While there have been notable improvements in student achievement, school morale, and behavior, there remains room for further progress. Emphasis for the 2010-2011 school year include these next steps.

### Next Steps

- Continue efforts to incorporate authentic literacy in all classrooms
- Enhance collaboration among teachers within the same subject
- Continue team approach in Freshman Academy
- Continue identification of and recognition of students who meet academic and attendance goals
- Emphasize culture of high expectations
- Provide professional development on strategies that address reading, writing, vocabulary, and numeracy



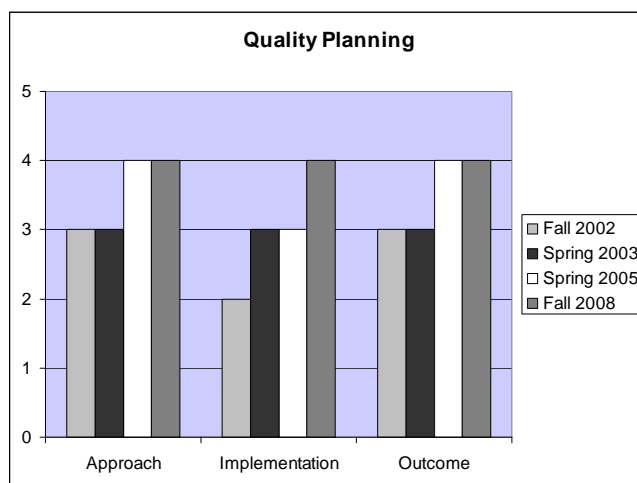


## Quality Planning

Approach and implementation were rated a 4, up from the previous two assessments. A school-wide plan is clearly in place, and all efforts are focused on implementation of that plan.

### Next Steps

- Continue to improve communication among all groups within the school to ensure all are on board
- Include staff, students, and community in quality planning on more consistent basis
- Continue evaluation and articulation of the school's goals, strategies, and programs by the Leadership Team and focus groups
- Expand responsibilities for accomplishing school goals to all elements of the school

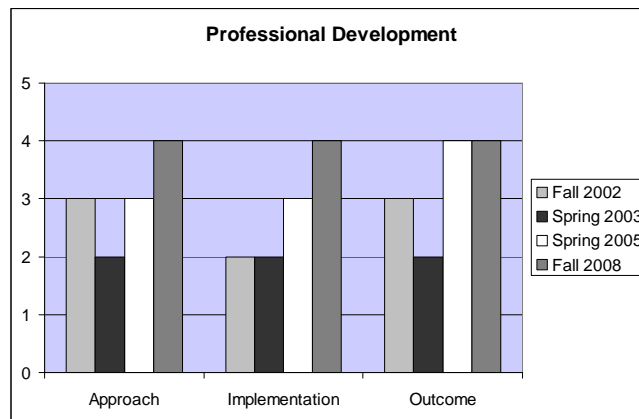


## Professional Development

The 2008 assessment saw improvement in approach and implementation. Significant progress has been made in selecting and presenting professional development directly related to the school's goals and objectives. With the establishment of PLCs and the emphasis on literacy, teachers are involved in quality, relevant professional development.

## Next Steps

- Utilize feedback from teachers to improve specific professional development topics
- Enhance effectiveness of PLCs
- Expand identification and implementation of reading and writing strategies
- Provide training in using technology to enhance instruction
- Train faculty in *PowerTeacher*

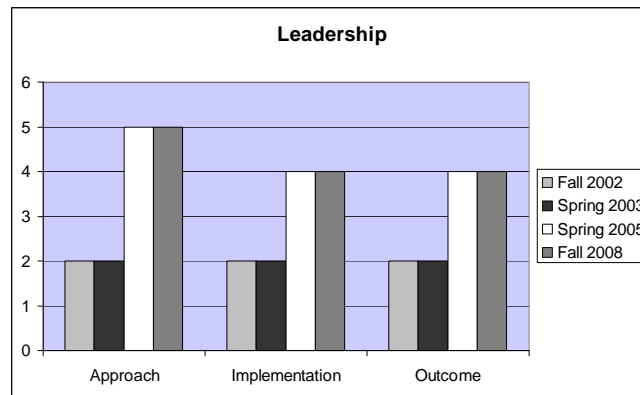


## Leadership

This area saw significant improvement in approach as well as in implementation and outcome in the fall, 2008, assessment. The school's vision is student-focused; there is a strong, ongoing improvement structure in place. Leadership capacities among teachers for implementing the vision, mission, and goals of the school are clearly evident. The Leadership Team and chairs of core departments, along with the administrative team, provide direction to move the school closer to fulfilling its mission. Recently formed focus teams will address specific areas including curriculum and instruction, high expectations, data, guidance/careers, and data. The work of these focus teams will continue to be guided by the recommendations of the *High School That Work* visit in 2008.

## Next Steps

- Implement and monitor the Action Plan on regular basis
- Continue to improve communication among all stakeholders in development and implementation of strategies and in awareness of school programs and progress
- Ensure all instruction is rigorous and based on state standards
- Monitor work of focus teams

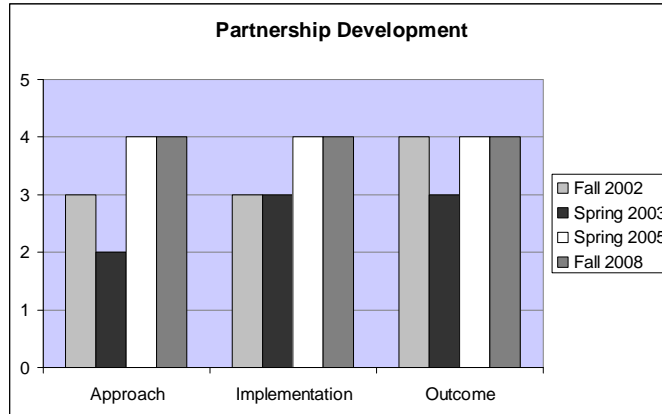


## Partnership Development

The 2008 assessment agreed that all three aspects of Partnership Development were continuing at a high level. The efforts of the Renaissance committee as well as the establishment of a foundation to support Berea High and its programs were felt to be largely responsible for this continued success. A solid plan for partnership development is in place.

## Next Steps

- Continue initiative to involve diverse range of business and community partners in the school including the northwest campus of Greenville Technical College
- Develop ways to promote involvement of business and community in addition to financial support

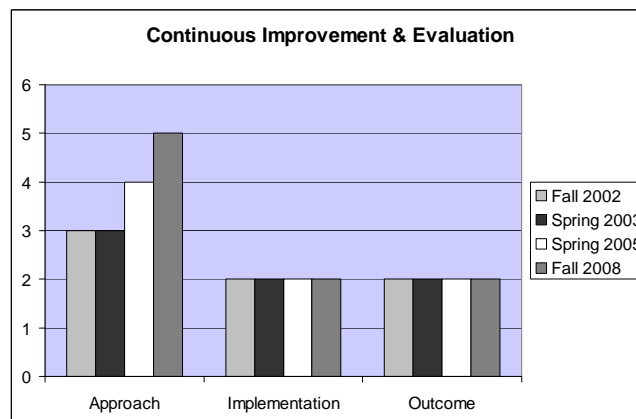


### Continuous Improvement and Evaluation

The school and its programs are rigorously evaluated both internally and by the district and state. Students are clearly the focus of all aspects of the school improvement process. Students in danger of failing classes are identified and intervention strategies developed. Students who must pass state-mandated tests are supported within their classes as well as with focused, individualized support.

#### Next Steps

- Establish implementation of the school's Action Plan as top priority among all stakeholders
- Continue to ensure that students are the focus of all aspects of the school improvement process
- Make student achievement consistent and sustained in all subjects
- Monitor performance of at-risk student progress
- Sustain gains made in student achievement



## ACTION PLAN (2008-2013)

### GOAL AREA:

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

**PERFORMANCE GOAL 1: The percentage of second-year students who score basic or above on the ELA portion of the High School Assessment Program will reach a minimum of 84% by 2012-2013.**

**OBJECTIVE 1: The HSAP ELA passage rate will reach a minimum of 81% in 2009-2010.**

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
79.1%	80%	81%	82%	83%	84%
	<b>81.8%</b>				

\*Represents projected improvement

<b>STRATEGY</b> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
<b>Provide appropriate materials for classroom instruction</b>						
-purchase supplementary reading materials for individual classrooms	September, 2008	Depart. Chairs	\$13,000.	Technical Assistance funds	Evidence of purchase; documentation of use in unit plans/observations	Finished
-continue acquisition of books for English classes	September, 2008	Cynthia Tisdale, Depart. Chair	\$16,700.	Technical Assistance funds	Evidence of purchase; documentation of use in unit plans/observations	Finished
<b>Provide appropriate, meaningful professional development</b>						
-develop professional learning communities within departments and for full faculty; focus on areas of weaknesses from HSAP results	August, 2008	Anne Pressley, Assistant Principal			Record of meetings posted on district Portal	Continued
-provide authentic literacy strategies to all departments and to subject-area teachers as means to close achievement gaps	August, 2008	Brenda Benton, CRT Megan Bishop, Literacy Coach			Written evidence teachers' unit plans from observations	Continued

-require that English and math teacher use MAP data to develop PAS-T goals	September, 2008	Anne Pressley, AP	None	N/A	PAS-T goals will be included in teacher portfolio	Finished
-continue & expand professional development notebook for all teachers	September, 2008	Brenda Benton, CRT	\$30.00	Local funds	Notebooks updated; given to all new teachers	Continued
-provide analysis of HSAP test & results to teachers	October, 2008	Brenda Benton, CRT Instructional Support Team			Evidence of material presented	Continued
-schedule session on Working with Children of Poverty with district personnel	November, 2008	Brenda Benton, CRT			Roster of attendees; materials presented	Finished
-provide planning sessions for teachers during summer	Summer, 2008	Leadership Team	\$2800.	Technical Assistance funds	Evidence of attendance and progress	Finished
-complete a book study of <i>Results Now</i>	2008-09	Anne Pressley, AP	\$500.	Technical Assistance funds	Record of discussion/comments/reactions on PLC frameworks	Finished
-train ELA teachers in use in use of DesCartes continuum to interpret MAP scores	September, 2008	Anne Pressley, AP			Record of attendance; materials presented	Finished
<b>Provide additional personnel to enhance instruction</b>						
-employ District Instructional Facilitator in ELA	August, 2008	Bill Roach, Principal	\$66,600. (includes fringe)	Technical Assistance funds	Expectations; evidence of activities/programs	Finished
-employ intervention specialist (.4 position)	August, 2008	Bill Roach, Principal	\$28,000.	Technical Assistance funds	Expectations; evidence of activities/programs	Finished
-employ authentic literacy coach	August, 2009	Bill Roach, Principal		District funds	Evidence of activities/programs	Continued
<b>Expand/modify curriculum</b>						
-supplement teaching position to offer Accelerated Reading in curriculum	Summer, 2008	Cynthia Tisdale, English chair		District funds	Course syllabi; unit plans; class rosters	Continued
-offer English course for freshmen with MAP RIT scores 215 and below in Reading	Fall, 2008	Crystal Hunt, Director of Guidance			Rosters of students in classes; syllabus and unit plans	Continued
<b>Provide focused preparation for HSAP</b>						
-administer MAP tests to predict second-year students who will pass the ELA portion of HSAP	September, 2008	Cathy Eoute, MAP Proctor			Roster of students and their scores	Continued

-analyze weaknesses of students not yet predicted to pass HSAP	September, 2008	Megan Bishop, Literacy Coach; Brenda Benton, CRT			Score sheets for individual students with weak areas; information shared with teachers	Continued
<b>Support reading beyond the classroom</b>						
-provide incentives for students who participate in summer reading program	September, 2008	Cynthia Tisdale, English Chair		Graduate Greenville Grant (09-10); local funds (10-11)	Description of incentives; names of qualifying students	Continued
-establish book clubs for male and female students	September, 2009	Megan Bishop, Madeline Fletcher		Graduate Greenville Grant; Dollar General Grant	Record of meetings and purchases; documentation of books read	Continued

## ACTION PLAN (2008-2013)

**GOAL AREA:**

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

**PERFORMANCE GOAL 2: The percentage of second-year students who score basic or above on the math portion of the High School Assessment Program will reach a minimum of 80% in 2012-13.**

**OBJECTIVE 1: The HSAP math passage rate will reach a minimum of 77.9% in 2000-10.**

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
75.9%	76.9%	77.9%	78.9%	79.9%	80.9%
	71.3%				

\*Represents projected improvement

<b><u>STRATEGY</u></b> <b>Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b> (act 135, academic assistance, categorical funding, Title II, etc.)	<b><u>Indicators of Implementation</u></b>	<b><u>Monitor</u></b> (Date) Finished Continued Modified
<b>Provide appropriate materials for classroom instruction</b>						
-purchase TI N-Spire calculators	September, 2008	Katie Smith, Math Chair	\$22,000	Technical Assistance funds	Evidence of purchase	Finished
-purchase student and teacher texts for Cognitive Tutor curriculum	August, 2008	Katie Smith, Math Chair	\$7452.	Local funds	Evidence of purchase	Finished
<b>Provide appropriate, meaningful professional development</b>						
-develop professional learning communities within math department	August, 2008	Anne Pressley, AP			Record of meetings posted on PLC Frameworks	
-train math teachers is use of DesCartes continuum to interpret MAP scores	September, 2008	Anne Pressley, AP			Record of attendance; materials presented	Finished



-assist math teachers in using MAP data to develop PAS-T goals	September, 2008	Katie Smith, math chair			Copies of PAS-T goals developed by teachers	Finished
-continue & expand professional notebook for all teachers	September, 2008	Brenda Benton, CRT			Notebooks updated; given to all new teachers	Continued
-provide analysis of HSAP test & results to teachers	October, 2008	Instructional Support Team (Smith, Bishop, Benton)			Evidence of material presented	Continued
-provide planning sessions for teachers during summer	Summer, 2008	Leadership Team	\$2300.	Technical Assistance funds	Evidence of attendance and progress made	Finished
-schedule session on Working with Children of Poverty with district personnel	November, 2008	Brenda Benton, CRT			Roster of attendees; materials presented	Finished
-complete a book study of <i>Results Now</i>	2008-09	Anne Pressley, AP	\$500.	Technical Assistance funds	Record of discussion/comments/reactions on PLC Frameworks	Finished
<b>Provide additional personnel to enhance instruction</b>						
-employ District Instructional Facilitator in math	August, 2008	Bill Roach, Principal	\$67,800. (includes fringe)	Technical Assistance funds	Expectations; evidence of activities/programs	Finished
-employ intervention specialist (.4 position; shared with ELA)	August, 2008	Bill Roach, Principal	\$28,000.	Technical Assistance funds	Expectations; evidence of activities/programs	Finished
-employ HSAP coach for math	August, 2009	Bill Roach, Principal		District funds	Evidence of activities/sessions with students	Continued
<b>Expand/modify curriculum</b>						
-divide Algebra I course into two distinct courses, Algebra I A and Algebra I B	Summer, 2008	Katie Smith, Math Chair			Syllabi of each course; rosters of students in courses	Continued
-adopt Cognitive Tutor curriculum for Algebra I	Summer, 2008	Katie Smith, Anne Pressley, AP			Syllabi of Algebra I classes; pacing guides/plans posted	Continued
-include Bridges to Algebra curriculum in Freshman Success course	Fall, 2008	Katie Smith, Lee Murphy, FA Coordinator		Graduate Greenville (09-10); At-risk grant (10-11)	Syllabi of Freshman Success course; unit plans	Continued
<b>Provide focused preparation for HSAP</b>						
-administer practice tests to predict second-year students who will pass the math portion of HSAP	September, 2008	Instructional Support Team;			Roster of students and their scores	Continued

		math and English teachers				
-analyze weaknesses of students not yet predicted to pass HSAP and share results with appropriate teachers as well as with students	September, 2008	Katie Smith, Brenda Benton, CRT			Score sheets for individual students with weak areas; information shared with teachers	Continued

## ACTION PLAN (2008-2013)

**GOAL AREA:**

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

**PERFORMANCE GOAL 3: The on-time graduation rate will reach a minimum of 73% in 2012-13.**

**OBJECTIVE 1: The on-time graduation rate reach a minimum of 67% by 2009-10.**

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
63%	65%	67%	69%	71%	73%
	<b>67.4%</b>				

\*Represents projected improvement

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
<b>Set high expectations for all students</b>						
-develop common syllabi and/or pacing guides in English, math, science, and social studies	September, 2008	Department Chairs			Classroom observations and lesson plans	Continued
-determine at-risk students and develop strategies to increase passage rates and to pass state-mandated test required for graduation	September, 2008	Anne Pressley, AP;& Instructional Support Team: Megan Bishop, Katie Smith; Brenda Benton,			Lists of at-risk students; written evidence of strategies implemented; evidence of plan to prepare and/or remediate students for Exit Exam	Continued
-establish achievement & attendance goals for each student; provide incentives	September, 2008	Instructional Support Team			Copies of goals given to each student; explanations of incentives	Continued
-advise students in course selection, monitor academic progress toward goals, complete Individual Graduation Plans	September, 2008	Guidance Counselors' Instructional			Registration and guidance records; documentation of	Continued

		Support Team			meetings with studnets	
-adopt school-wide standards in reading, writing, vocabulary, and numeracy	September, 2008	Leadership Team			Evidence of standards	Finished
-assist teachers in implementing authentic literacy strategies in all classes	August, 2008	Anne Pressley, AP; Instructional Support Team			Record of observations and professional development sessions with full faculty, PLCs, and individual teachers	Continued
-develop program of study that includes career clusters & majors	September, 2008	Guidance Counselors			EEDA reports; master schedule; student records	Continued
-expand Renaissance program, a national student recognition program sponsored by Josten's	August, 2008	Renaissance Team		Josten's; local fundraisers	Rosters of qualifying students; record of incentives given	Continued
-modify Out-the-Door-in-4, a goal-setting program for each student	August, 2008	Instructional Support Team		Palmetto Gold funds; at-risk grant	Summary of program with description of each goal and its rewards; copies of goals given to each student	Continued
<b>Provide direct assistance for designated students</b>						
-enroll identified students in Twilight School and APEX program for credit recovery	September, 2008	Guidance			Confirmation of enrollment; student conference notes; final grade reports	Continued
-prepare review materials and conduct review sessions for longitudinal HSAP students	October, 2009	Instructional Support Team			Record of sessions; copies of materials available	Continued
-double block core courses for students who need units to graduate	August, 2008	Guidance			New schedules developed for identified students; reports of student progress	Continued
-participate in Graduate Greenville initiative	August, 2008	Leadership Team			Records from summer program, neighborhood visits	Continued
-supplement salary of Graduation Coach	August, 2008	Bill Roach	Salary schedule		Job description; evidence of student conferences and other activities	Finished
<b>Strengthen support for students in grade 9</b>						
-employ ninth grade counselor	August,	Bill Roach	Salary	District funds	Evidence of	

	2008		schedule		employment; job description	Continued
-employ administrative assistant for grade 9	August, 2008	Bill Roach	Salary schedule	District funds	Evidence of employment; job description	Continued
-employ Graduation Coach to work with at-risk students	August, 2009	Bill Roach	Salary schedule	District funds	Evidence of student sessions; rosters of students involved in program	Continued
-continue Freshman Success class in ninth grade curriculum	August, 2008	Lee Murphy, FA coordinator; Brenda Benton, CRT			Syllabus of course; unit plans	Continued
-develop electives for freshmen and purchase materials for courses	August, 2008	Leadership Team; guidance	\$1000.	Technical Assistance funds	Record of purchases and requisitions	Finished
<b>Use student assessment data for continuous improvement</b>						
-evaluate results of School Report Card to develop school and teacher goals	October, 2008	Brenda Benton, CRT			School Portfolio; information given to faculty	Continued
-analyze student grades and performance on MAP tests & diagnostic tests to develop appropriate intervention strategies	September, 2008	Anne Pressley, AP: Instructional Support Team			Copies of data analysis; intervention strategies	Continued

## ACTION PLAN (2008-2013)

**GOAL AREA:**

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

**PERFORMANCE GOAL 4: The percentage of fourth-year students passing both parts of HSAP will reach a minimum of 90.7 by 2012-13.**

**OBJECTIVE 1: The percentage of fourth-year students passing HSAP reach a minimum of 88.6% in 2009-10.**

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
87.9%	88.4%	88.6%	88.8%	88.9	90.7%
	<b>89.2%</b>				

\*Represents projected improvement

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
<b>Provide focused assistance for students</b>						
-identify students who did not pass one or both parts of HSAP	August, 2008	Instructional Support Team			Lists of students with scores	Continued
-administer appropriate MAP tests to HSAP students in September	September, 2008	Cathy Eoute, Proctor			Roster of students and scores	Finished
-analyze HSAP data on individual students to determine each student's remediation needs in order to pass HSAP	September, 2008	Instructional Support Team			Record of data analysis; copies of remediation material	Continued
-administer appropriate MAP tests again to students not yet predicted to pass HSAP	January, 2009; March, 2009	Cathy Eoute, MAP Proctor			Comparison of multiple test scores	Continued
-require that English & math teachers develop PAS-T goals that support the FSRP	September, 2008	Bill Roach, principal; Anne Pressley, AP			PAS-T goal sheets; administrator/teacher conference notes	Finished
-provide pull-out sessions for any student who has not yet passed one or both parts of HSAP and who is not enrolled in corresponding English	October, 2008	Megan Bishop & Katie Smith			Rosters, agendas, and materials from pull-out sessions	Continued

and math class						
-provide remediation within English and math classes for those students enrolled in those classes who have not yet passed the corresponding part of the HSAP	October, 2008	English and math teachers			Copies of materials used; identification of strategies used	Continued
-administer diagnostic test to identified students spring, 2009	March, 2009	Instructional Support Team			Rosters & scores of students participating and schedule testing	Continued
<b>Increase awareness and understanding of HSAP</b>						
-provide teachers with names and scores of students who have not passed HSAP	August, 2008	Instructional Support Team; Guidance			List and date given to teachers	Continued
-provide overview of HSAP to parents, students, and teachers	October, 2008	Brenda Benton, CRT			Copy of information shared; record of classroom visits	Continued

## ACTION PLAN (2008-2013)

**GOAL AREA:**

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

**PERFORMANCE GOAL 5: The percentage of teachers returning from the previous year will reach a minimum of 80% by 2012-13.**

**OBJECTIVE 1: The percentage of teachers returning from the previous year will reach a minimum of 78.5% in 2009-10.**

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
77.5%	78%	78.5%	79%	79.5%	80%
	87%				

\*Represents projected improvement

<b>STRATEGY</b> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
<b>Provide support for new teachers</b>						
-meet with new teachers to discuss procedures/classroom management/other issues	August, 2008	Bill Roach, Principal; Instructional Support Team			Agendas of meetings	Continued
-assign each new teacher a mentor	August, 2008	Bill Roach, Principal			List of mentors/mentees	Continued
-develop overview of PAS-T for new teachers	September, 2008	Brenda Benton, CRT			Copies of materials prepared for new teachers	Continued
<b>Provide support for returning teachers</b>						
-develop schedule for classroom observations	August, 2008	Bill Roach & Admin. Team			Schedule of observations	Continued
-observe each teacher at least once each quarter	August-May, 2009	Bill Roach & Admin. Team			Documentation & notes on observations	Continued



-design walk-through instrument for each department	August, 2008	Bill Roach & Admin. Team			Walk-through instruments provided	Continued
-continue recognition of teachers	August, 2008	Bill Roach; Renaissance Team			Evidence of recognition	Continued

## ACTION PLAN (2008-2013)

### GOAL AREA:

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

**PERFORMANCE GOAL 6: The percentage of out-of-school suspensions or expulsions for violent and/or criminal offenses will decrease to 1.1% or lower by 2012-13.**

**OBJECTIVE 1: The number of out-of-school suspensions or expulsion for violent and/or criminal offenses will decrease to 1.4% in 2009-10.**

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
1.6%	1.5%	1.4%	1.3%	1.2%	1.1%
	<b>1.6%</b>				

\*Represents projected improvement

<b>STRATEGY</b> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
<b>Expansion of character-building and service opportunities</b>						
-continue service opportunities through extracurricular organizations	September, 2008	Club sponsors			List of activities and participants	Continued
-continue Service Learning and Freshman Success courses with emphasis on positive habits	August, 2008	Guidance; Social Studies Depart.			Syllabus and unit plans	Continued
-expand Renaissance and Out-the-Door-in-4 programs	August, 2008	Renaissance Team; Leadership Team			Names of students honored and recognized; evidence of goals provided for each student	Continued
-continue implementation of Honor Code	August, 2008	All faculty; Administration			Enforcement of Honor Code	Continued
-provide resources to communicate with parents regarding student behavior/performance	August, 2008	Bill Roach & Administration	\$1800.00	Technical Assistance funds	Meetings, phone tree, newsletters	Continued

<b>Provide alternatives to OSS</b>						
-continue ISS program	August, 2008	Bill Roach			Procedures for assigning students; records of attendance	
-supplement materials for students in ISS	August, 2008	Bill Roach			Materials used	