

School Data Portfolio

Eastside High School

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Greenville County Schools

Report Date

October 2008

Plan Scope

2008-2013

1. Introduction

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

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

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

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

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

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

2. Executive Summary

Greenville County Schools District Profile—January 2008

Geographic Location

Greenville, South Carolina is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2005 census data, Greenville County has more than 407,300 residents, a 7.3 percent increase since the 2000 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations. Over the past several decades, Greenville has recruited Michelin, General Electric, Hitachi and BMW to the region.

According to 2000 census data, the homeownership rate in Greenville County was 68.2%. The median annual household income for Greenville in 2003 was \$41,984, while 47,205 persons were living below the poverty level. Total assessed property within the Greenville city limits equals over \$221 million.

There are 12 universities and colleges in the local area: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville College, Southern Wesleyan University, USC Upstate, Tri-County Technology College and Wofford College.

School District Information

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 68,465 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 51st largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. District facilities include 5 child development centers, 47 elementary schools, 17 middle schools, 14 high schools, 4 career centers and 7 special focus centers. Among the elementary, middle and high schools, 12 International Baccalaureate programs and 12 magnet academics operate for unique educational opportunities. The magnet academics include foreign language, communication arts, pre-engineering international studies, science and technology, fine arts, and year-round education.

Greenville is the site of *The South Carolina Governor's School for the Arts* and the *Roper Mountain Science Center*. GCS has 15 Title I schools that receive funds from the federal government to help raise student achievement in schools with high poverty. Two grants allow funding for GCS teachers and local arts to receive training in integrating arts into the regular classroom curriculum. Beginning with Tanglewood Middle, seven Title I schools are now participating in the program.

GCS serves a culturally diverse population of students. The ethnic make-up of students in GCS is 60.1% White, 26.7 % African-American, 9.8% Hispanic, 2.2% Asian, 0.2% Native American, 0.2% Hawaiian/Pacific Islander and 0.8% of students are classified as "Other." Dedicated to meeting the educational needs of all students, GCS serves over 8,434 students (12.3%) with disabilities more severe than speech and an additional 2,360+ students with speech

disabilities; a total of more than 10,790 students (15.7%). Additionally, over 13,000 students (19.3%) of GCS students qualify for the gifted and talented program. GCS also serves over 3,000 students who meet the state specifications of English as a Second or Other Language (ESOL).

GCS stresses the importance of daily attendance and good health for all students. GCS has an average student attendance rate of 97.7%, and a teacher attendance rate of 97.2%. The 2006-07 student dropout rate is 4.1%. There are 22,000 students who ride one of the 325+ buses in GCS. Breakfast is served daily to over 13,000 students.

Learning Environment

The State Department of Education issues annual report cards rating each school and district with an *Absolute* and *Improvement* rating. In 2007, 68% of GCS schools and career centers earned an Absolute Rating of *Excellent, Good, or Average* on the 2007 SC Report Cards. As part of *No Child Left Behind* (NCLB) legislation, states must also assess whether schools have met Adequate Yearly Progress (AYP) on an annual basis. Many GCS schools have been awarded special honors and titles for school program excellence. Twelve Greenville County schools are *National Blue Ribbon Schools of Excellence*, while 17 schools have been designated with SC's highest education honor, the *Palmetto's Finest Award*. Nine schools and four career centers earned Palmetto gold and silver awards recognizing high levels of academic achievement. Additionally, 38 GCS schools have been named *Red Carpet Schools* in response to their levels of customer service to parents and school communities. There are 29 GCS schools that have been named *National Schools of Excellence* by the PTA.

GCS provides students with a strong, qualified teaching staff. There are approximately 9,089 GCS employees; 5,019 of those are teachers. According to the 2007 GCS Report Card, 57.5% of the teachers hold Master's degrees or higher. The average years of teaching experience in GCS is 11.7 years. The average teacher salary in 2006-07 is \$42,200. Greenville County has 423 *National Board Certified* teachers and seven *Milliken Family Foundation National* educator awards.

Teachers and administrators strive to create a learning environment supported by parents and the surrounding community. GCS actively recruits volunteers to assist in enhancing every student's learning experience. In the 2006-07 school year, over 80,000 volunteers donated 1.6 million hours of their time to GCS. The Parent Teacher Association (PTA) in GCS has the largest number of units in any one district in SC. The *Report Card Survey* from the State Department of Education is administered in GCS annually to parents, teachers and students. In 2007 the majority of all three groups reported teachers have high expectations of students and demonstrate commitment toward student achievement.

GCS pays for schools and other education services through six primary fund accounts. Over \$429 million of those funds are designated General Funds and are used to support the day to day school operating expenses (e.g. teacher salaries, instructional supplies, utilities, etc.). The remainder of the budget, which changes every year, includes five fund accounts that provide money for things such as state and local taxes, scholarships and grants as well as building costs. The District has had more than 150 audits over the past three years and has been awarded the *Excellence in Financial Reporting* for 19 consecutive years. GCS has also earned the highest credit rating a school district can receive from two of the top financial rating services. Overseeing the budget and District operations are 12 elected School Board members who entrust

the daily operations to Superintendent, Phinnize Fisher, Ed.D. Two Deputy Superintendents help coordinate and oversee all District functions in curriculum, personnel, finance, facilities, technology, and operations.

In an effort to provide “equitable” school facilities for all students and accommodate a growing student population, GCS has implemented an aggressive, innovatively funded school construction program. Advantages to this approximately \$1 billion construction program are all schools will be built or renovated within a six-year time frame, versus a traditional construction plan which would require more than twenty years. Additional benefits to the program are that there are no plans for additional tax millage increases in Greenville County to compensate for building costs. Also, the program provides all students with the opportunity to attend schools that support advancing instructional technology. In addition to the new or renovated schools completed before the construction program began, 67 schools have been completed as part of the BEST program. Two new schools are under construction and will open in August 2008. The last school in the program will be bid this fall.

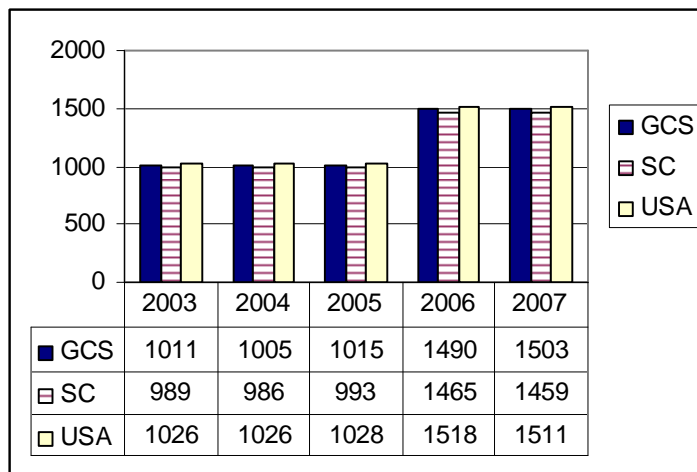
Student Achievement

Committed to student achievement for all students, GCS serves as a leader in education in both the state and nation. Teachers and administrators are continually trained on effective ways to assess student achievement throughout the year. Standardized tests used in the District are Scholastic Aptitude Test (SAT), Academic College Test (ACT), High School Assessment Program (HSAP), Academic Placement (AP) Exams, End of Course Exams (EOCE), Palmetto Achievement Challenge Test (PACT), Iowa Test of Basic Skills (ITBS), and most recently

Measures of Academic Progress (MAP). Overall, GCS student achievement has risen in 2007 in almost every test area.

Several secondary assessments are given to students on the high school level. In GCS, the average composite score on the SAT increased from 1490 in 2006 to 1503 in 2007. There were 2,365 GCS students tested, and 61% of 2006-07 seniors took the exam. The average critical reading score was 505, the average math score was 508, and the average writing score was 489. Figure 1 displays the SAT results from the past five years. GCS has remained higher than the average SC score and slightly behind the average national score.

Figure 1. 5-Year SAT Composite Scores of GCS, SC and the Nation



* With the addition of Writing on the SAT in 2006, the Composite Score from 2006 and beyond is out of 2400.

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The Composite score in GCS increased from 20.7 in 2006 to 21.3 in 2007. One-tenth of an ACT point is comparable to four points on the SAT.

Figure 2. 2007 ACT Results in GCS

Location	# of students	English	Math	Reading	Science	Composite
GCS	1,223	20.7	21.2	21.6	20.9	21.3
SC	16,716	19	19.8	19.8	19.5	19.6
Nation	1,300,599	20.7	21	21.5	21	21.2

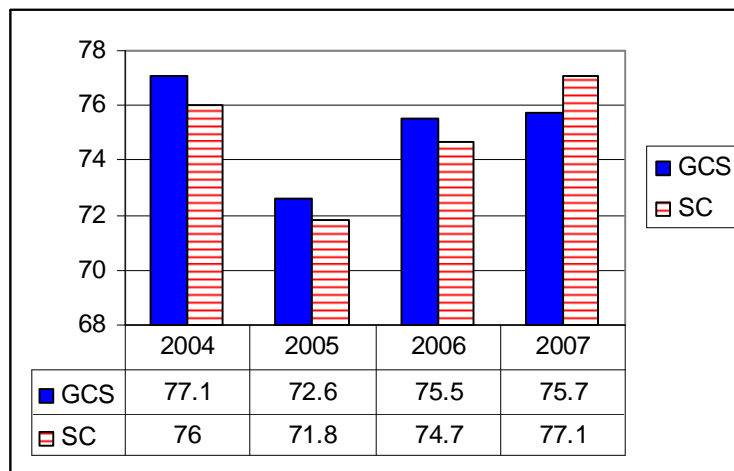
The number of students in 2007 who successfully completed AP courses demonstrated the commitment of GCS to high school curriculum and achievement. As displayed in *Figure 3*, the percent of students scoring 3-5 increased by 3.1% in GCS in 2007.

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

Year	Number Scoring 3-5	Percent Scoring 3-5
2007	2524	51.1%
2006	2192	48.0%
2005	2096	43.0%
2004	1815	48.1%
2003	1803	52.5%
2002	1581	54.9%
2001	1241	59.8%

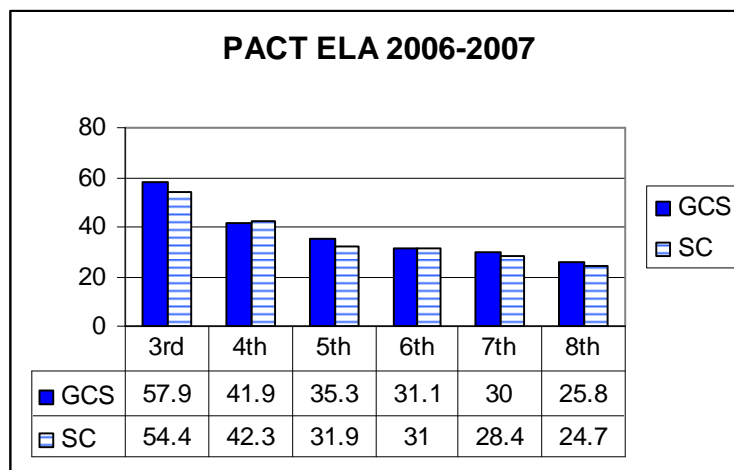
After a three-year implementation phase, in 2005-06, SC's EXIT Exam changed from the Basic Skills Assessment Program (BSAP) to the High School Assessment Program (HSAP) exam. The 75.7% of GCS students passed both sections of the HSAP on their first attempt is lower than SC's 77.1%. From 2006 to 2007, the percentage of students who passed the English Language Arts section of the High School Assessment Program on the first attempt increased by 2.2%. From 2006 to 2007, the percentage of students who passed the Mathematics section of the High School Assessment Program on the first attempt decreased by 1.1%.

Figure 4. Percent Passing Both Sections of HSAP on 1st Attempt



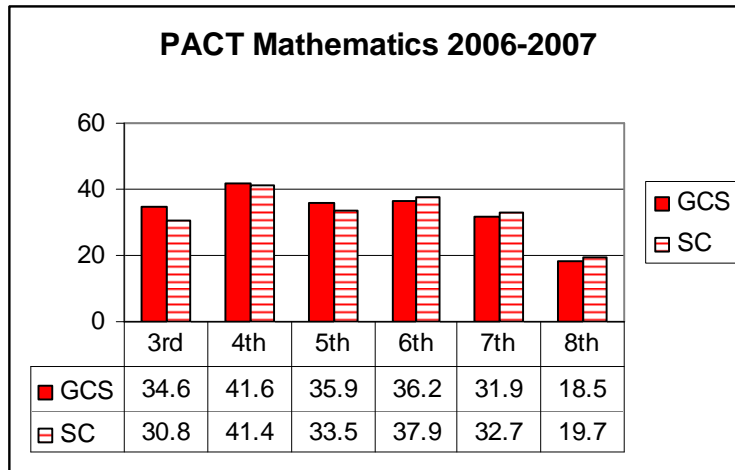
GCS annually tests all students in grades 3-8 on the state’s criterion referenced exam, the PACT. As evidence of meeting federal NCLB legislation, GCS annually tracks the percent of students scoring Proficient and Advanced on PACT exams, for English Language Arts (ELA), math, science and social studies. As shown in Figure 5, GCS has outperformed SC’s aggregate score of students scoring Proficient or Advanced on the ELA portion of the PACT.

Figure 5. Percent Proficient and Advanced on PACT ELA



In GCS, the percent of students scoring proficient and advanced on the PACT ELA was as high or higher than the average percent in SC, with the exception of 4th grade. On PACT Math, GCS students scored higher than SC's averages, with the exception of 6th, 7th, and 8th grades.

Figure 6. Percent Proficient and Advanced on PACT Math



The next two graphs, Figures 7 and 8, display the percent of students scoring proficient and advanced in Science and Social Studies. GCS students performed higher than the average of SC students in all grade levels in both Science and Social Studies.

Figure 7. Percent Proficient and Advanced on PACT Science

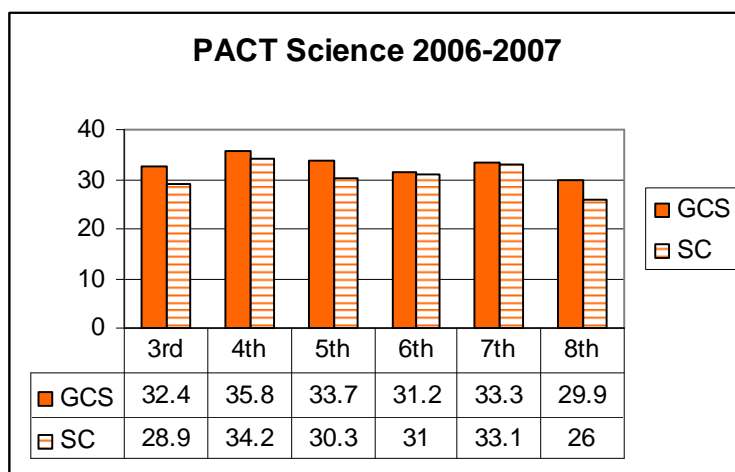
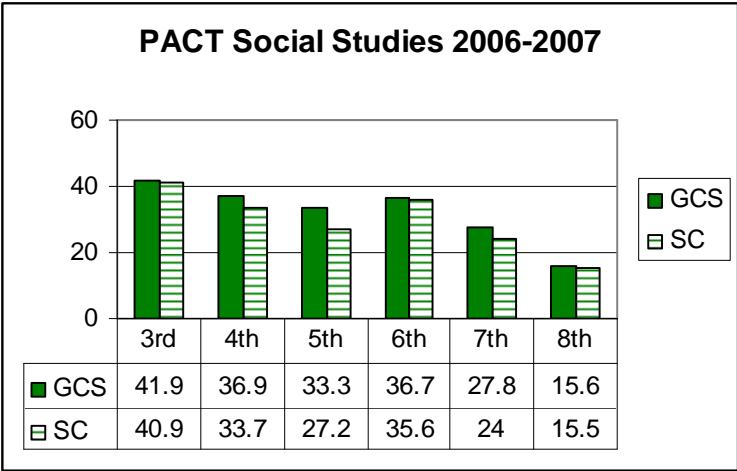


Figure 8. Percent Proficient and Advanced on PACT Social Studies



In 2005-06, an additional resource for assessment in Greenville County is the Measures of Academic Progress (MAP) testing. This computerized system of testing is administered two to three times a year in every school in reading, language, mathematics, and one optional subject, science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to individual students’ performance; meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student’s equal-interval RIT score. Unlike the PACT and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year.

School Profile

Eastside High School's enrollment has risen over the last six years from 1,176 students in 1999-2000 to 1,281 students in 2008-2009. The configuration by grade level is as follows:

9 th	378
10 th	329
11 th	293
12 th	281

Our enrollment includes over 130 students who do not reside in our attendance area but attend through the special permission choice program. Our special permission allotment has been increased to 130 students for the 2008-2009 school year.

A majority of our students, 71.5%, are white. 14% are African American, 10% are Hispanic, 2.5% are Asian, 1% multiracial and 1% other. Our white population decreased in 2003-2004, while our minority groups have all increased over the last six years. We have experienced a significant increase in our Hispanic population in the last ten years. In 1998 Hispanic students represented 1% of the student body. Our African American and Asian student numbers have remained constant over the past decade.

Our free and reduced lunch numbers have increased from 7.7 % in 1999-2000 to 24% in 2007-2008. This group has increased over 400% increase in the past decade. Our ESL and LEP students comprise 3.4 % of our population. Our student attendance rate is steady at 95%-96% over the last five years, and it rose slightly in 2006 from 95.4% in 2005 to 95.7% in 2006. Eight percent of our student population is classified as disabled, showing no growth or decline from previous years.

Eastside High School has eighty-three faculty members. 12% of our faculty are African American, 2% Hispanic, and 86% are white. We continue to recruit Highly Qualified (HQ) teachers in all subject areas. All teachers were deemed HQ according to federal guidelines. Also,

we have fourteen National Board Certified teachers and five who are pursuing that distinction this year.

Our average class size increased from 28.9 in 1999-2000 to 31.3 in 2004-2005. In the past we lost teaching positions due to budget cuts, and this increased our class size. The average size has decreased in 2006-2007 because we were able to add five new teaching positions. Average class size for 2008-2009 is 24:1.

Instructional and Organizational Priorities

In the fall of 2004, the faculty and staff of Eastside identified the following three priority areas for our school. These priorities still guide our work in 2008-2009. They are as follows:

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

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

Mission, Vision, and Beliefs

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

- All students can learn.

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

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

Student Learning Needs and Desired Results

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

Performance Goals

Performance goals developed for our SACS evaluation are listed below:

1. Eastside faculty, staff, students, and parents will collaborate to create and maintain a safe, inclusive, positive learning environment;
2. Eastside faculty and staff will demonstrate knowledge of the *No Child Left Behind Act*, state accountability standards, Greenville County Schools' *Priorities for Performance*, and the Eastside High School Act 135 Renewal Plan. Staffing, curriculum, and lesson plans will reflect this knowledge and will be aligned accordingly;
3. All students will be challenged to improve their academic skills through active participation in all classes;
4. Eastside faculty, staff, students, and parents will work cooperatively to maintain our Excellent or Good State Report Card rating and to strive to make Adequate Yearly Progress in all demographic areas as defined by the *No Child Left Behind Act*;
5. Eastside faculty, staff, students, and parents will collaborate to improve the multicultural awareness and sensitivity of our school;
6. All students will be given the opportunity to access and incorporate appropriate technologies to enhance their educational programs;
7. All students will have the opportunity to participate in academics, athletics, and the arts through curricular and extracurricular activities.

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

Area I: Student Achievement

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

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

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

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

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

Area II: Teacher/Admin Quality.

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

Area III: School Climate

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

Significant accomplishments/results from the past 3-5 years

A significant, ongoing accomplishment involves our school's progressive approach to innovative programs. Programs that especially stand out are the following: cognitive tutor math support, service learning, Rosetta Stone Spanish instruction, Intouch online parent portal, curriculum night, ESOL information night, action teams, inquiry-based instruction training, and our curriculum resource teacher. Our school follows a different schedule than the rest of the schools in the district. We offer seven periods (allowing students to earn four additional credits during their high school career), while beginning earlier and ending later than the other schools. This schedule also allows our students more flexibility in taking courses at the district vocational center or fine arts center, or participating in the service learning course. All service learning volunteer hours must be earned off campus. We have also recently implemented APEX online learning and we send students to the district's Twilight school program.

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

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

acted as translators for non-English speaking parents and other students were in place to act as translators for those students who were non- English speaking and their parents.

Eastside added a career development coordinator in 2007-2008. The CDF facilitates individual goal plans for as 9th graders this year, and all 9th and 10th graders for the 2008-2009 school year. The Guidance Department conducts the IGP meetings to discuss student career goals as required by EEDA.

Inquiry-based instruction training has arrived at Eastside. Thirty teachers from various departments participated in the initial training session in January, 2008. All social studies and science teachers were in attendance. Follow-up training is ongoing. This pedagogical method is based on the work of Dr. Richard Paul and the Critical Thinking Foundation theories.

Finally, the 2008 Composite Score on the SAT is certainly notable: Verbal 515, math 525, and writing 497 for a composite of 1040 and overall score of 1537. HSAP pass rates for 2008: 91.3% ELA and 87.5% math. ACT 2007 was 22.2, beating the South Carolina average and the national average.

3. Information and Analysis

School Profile

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

By 1973, the student body had doubled in size and the building had also been enlarged to accommodate this growth. The 1980's saw the student population increase to over 1400. In the same year, math teacher Dr. Alexia Latimer established the first computer lab in the school district here at Eastside. Natural Helpers, a national peer counseling organization, was established at our school as the first in the school district as well as in South Carolina. The 1990's witnessed the construction of a new football stadium and also ushered in the concept of Site-Based Management. As the twenty-first century unfolds, all schools face the impact of accountability legislation. Our demographic composition is changing rapidly as we work to meet the new legislative regulations. In the midst of this change, our school has earned an Excellent or Good rating for academics every year since South Carolina introduced state report cards.

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

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

While some of our parents are difficult to reach, we have very high parent involvement overall. Our parents volunteer thousands of hours to the school each year. While most of our students attend college in South Carolina, we have graduates at the University of Georgia, Harding University (AR), Johnson C. Smith University, Duke University, University of the

South (FL), Carnegie-Mellon Institute, Virginia Tech, the University of Michigan, and Capernwray Bible School in Lancashire, England. Greenville Tech and Tri-County Tech are also popular schools for our graduates. Averaging over 2,000 conferences each year, our guidance counselors play a crucial role in helping our students to plan for their futures.

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

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

School Personnel Data

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

Gender		Ethnicity	
Male:	32	White:	84.5%
Female:	52	African American:	13.1%
		Hispanic:	2.4%
Education	# of teachers		
BA:	28		33%
MA:	54		65%
Doctorate:	2		2%

We are proud to employ a total of fourteen teachers with National Board Certifications; these numbers grow each year as more teachers complete the process. One of our goals is to continue to diversify our cadre of teachers to better represent the ethnic distribution of our student body.

Student Population Data

A) Enrollment by grade

9 th	378
10 th	329
11 th	293
12 th	281

B) Ethnicity of school (number and percentages)

Asian	2.5%
African American	14.0%
White	71.5%
Hispanic	10.0%
Multi-Racial	1.0%
Other	1.0%

C) Free/Reduced Lunch

%Free	20.0%
% Reduced	4.0%

D) Student/Teacher Ratio

This ratio should include certified teachers to number of students

1: 22.75

Number of certified administrators **4**

Number of guidance counselors **4**

Number of instructional coaches **1**

E) Special Education (number and percentages)

EM	5	(less than 1%)	TM	5	
EH	9	1%	VH		
HH			OHI	16	(1.2%)
LD	66	4.8%	TBI		
OH			PMD		
SP			AU	5	(less than 1%)

F) ESOL Population by Grade (number and percentages)

15	2.1%	9 th grade
18	less than 1.0%	10 th grade
6	less than 1.0%	11 th grade
4	less than 1.0%	12 th grade

Primary languages represented by the ESOL numbers:
Spanish, Arabic, Polish, Vietnamese, Italian, Korean, Chinese, Federated State of Micronesia

INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Academic and Behavioral Models

Because instructors at Eastside High School truly see the value in differentiating instruction based on the learning styles and ability levels of our students, we do not employ a single education model. Instead, we utilize strategies from a wide variety of research-based philosophies. It is an expectation that all of our faculty members value the basic tenets of inquiry-based teaching, and as a result, plan lessons that promote students as active participants in their educational processes as we move away from the idea of students as passive recipients of information. Although we enjoy the benefits of a traditional seven-period schedule, we still embrace the assertions that a lesson should transition multiple times during a single class period to maintain student interest. Our students also enjoy the benefits of Essential Questions providing focus in every classroom as teachers plan “with the end in mind” using models from “Understanding by Design.” Not all of our teachers embrace every education model, and we consider this to be one of faculty’s main strengths. Just as our students possess innate abilities that are unique to them, each faculty member employed at Eastside High school possesses strengths in the classroom that are unique. Our understood expectation for ourselves and each other is only one of continued growth and open-mindedness as teachers explore new ideas and utilize the educational models that work best to meet the needs of our students.

Similar to our approach to education models are our beliefs about behavior and behavior modification. At Eastside High School, we are committed to maximizing learning opportunities for every student in our school. When student behavior disrupts this process, our teachers and

administrative team collaborate to modify these behaviors so that the student may re-enter the learning environment in a timely manner without hindering the education of his self or herself or any other students. Our focus on behavior modification also serves to reduce the chances that disruptive behavior will re-occur in the future.

4. Student Achievement

Student Learning Needs & Desired Results

We still see a significant discrepancy between the performances of free-reduced lunch students versus non-free/reduced lunch students on the English/Language Arts portion of HSAP. In the spring of 2008, 96.9% of full pay students scored either proficient or advanced while only 66.0% of free/reduced lunch students performed at this level. In Mathematics, the percentages were 93.7% and 59.2% respectively. An achievement gap exists between different ethnic groups. White students outperform African American and Hispanic students on standardized tests. An analysis of the data tells us that 65% of our African American students are free/reduced lunch and 68% of our Hispanic students are free/reduced lunch (10% of white students qualify for free/reduced lunch). Therefore, our emphasis on family poverty issues relates to helping decrease the ethnic test score gap. We strive to create an overall increase in HSAP performance for all subgroups as a result of strategies implemented in our school-wide action plans.

Since the needs of our students are as diverse as the students themselves, a constant review of academic data provides our teachers and school leaders with a more accurate assessment of student progress. In the last ten years the free/reduced lunch population at Eastside High has increased 400%. Additionally, the Hispanic student population now makes up 10% of the student body. Standardized test scores tend to mirror the socioeconomic composition

of the family; therefore, we continually seek new ways to reach all our students. During the 2008-2009 school year, we have begun researching the unique needs of our at-risk students based on the research of Ruby Payne and her book *A Framework for Understanding Poverty*. About half of our teachers have also been trained to use an inquiry-based pedagogical style based on the learning theories of Dr. Richard Paul of the Foundation for Critical Thinking.

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

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

EASTSIDE HIGH SCHOOL – ACTION PLANS

1. Inquiry-based Instruction – Critical thinking skills are necessary in the development of life-long learners. Teachers began implementing the principles of Dr. Richard Paul’s inquiry-based strategies and continue to developing questioning skills to elicit thought at higher levels of cognition based on Bloom’s Taxonomy.
2. Common Planning – The goals of common planning include: curriculum alignment, collaboration and support among teachers, and the sharing of best teaching practices. All departments institute common planning every other week for teachers to collaborate with other teachers in each department. Teachers check for curriculum alignment, share innovative ideas, and create common assessments.

3. Writing Across the Curriculum - Writing rubrics are being implemented in all departments as tools for evaluating student writing. Students should be writing in all courses as much as possible. These rubrics were designed with the ELA Standards in mind and will help on all standardized tests.
4. Downey Walk-through Model – This observation model is utilized to monitor pacing, teacher inputs, and calibration of teacher lessons to ensure there is a match with the state of South Carolina standard course of study. Administrators seek to ensure that all instruction is significant, relevant to the curriculum content, and grade-appropriate.
5. Purchase licensing for the online SAT preparation program.
6. All teachers engage students from the beginning of class with bell ringer activities.
7. In-service “Preparing Students for EOCT and HSAP” was held for English teachers so that teachers could discuss ideas, techniques, methodology, etc. designed to raise the scores of Eastside’s 9th and 10th grade students.
8. New materials specifically designed to increase scores (class sets of SC HSAP Reading and Writing Workbooks) were purchased.
9. The English Department required teachers to integrate a two-week unit focusing on HSAP/EOCT skills within a month of test time. (This was a minimum requirement)
10. Lists of vocabulary unique to the tests were given to every 9th and 10th grade English student.
11. Rubrics aligned with those used to assess students’ HSAP/EOC scores are the focus for many writing/reading assignments.
12. Notices were given to parents explaining the importance of the tests and the test dates.
13. Tutorials were scheduled for students who struggle with HSAP/EOC skills.
14. Feedback was requested from teachers/students after HSAP to determine what areas need improving.
15. The Science Department developed banks of EOC test questions that were given to students daily as bell-ringer activities. Students and teachers were required to keep logs of these questions.
16. The Math Department uses Cognitive Tutor to develop critical thinking skills in Algebra I students to better prepare them for test items.

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

HSAP	2008		2007		2006		2005		2004	
	% at standard	#	% at standard	#	% at standard	#	% at standard	#	% at standard	#
Math	87.5	276	85.8	338	84.5	373	83.9	311	91.0	336
English	91.3	276	92.3	338	87.5	361	92.6	310	92.9	336

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

During the fall of 2004, EHS reviewed our SAT scores and discovered a thirty point decline in our composite SAT scores, a nineteen point decline in verbal and an eleven point

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

SAT	2001	2002	2003	2004	2005	2006	2007	2008
Verbal	531	524	525	506	529	501	516	515
Math	532	535	522	511	532	511	510	525
Composite	1063	1059	1047	1017	1061	1012	1026	1040
Writing						487	507	497

5. Quality Planning

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

To say that the faculty and staff at Eastside High School is goal-oriented is an understatement. During August of 2004, our faculty and staff identified three broad areas of emphasis that would lead us forward. Initially the areas were as follows: to promote a climate of inclusiveness and cultural awareness, to increase the performance of our lower quartile, and to diversify instructional strategies to meet the needs of our students. During the 2005-2006,

however, our Leadership Team voted to amend performance goal #2 to include increasing the performance of **all** students at Eastside. The general consensus was that the amended performance goal would better represent the true results we hope to achieve for every student enrolled at Eastside High School.

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

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

Annual progress in our five year action plan is monitored through SIC, Leadership Team, and in individual departments. In addition to this practice, our departments, after reviewing Eastside High School's three performance goals at the beginning of the year, set their own goals based on their perceived needs of the department and the students served. We feel that this practice allows our Action Plan to remain a living document that is supported from year to year by new ideas and that allows all faculty members to have ownership of our successes. We also feel that this practice ensures that our Action Plan does not become a document that sits on a shelf until the next SACS visit, only to be reviewed by a few. Guided by the administrative team, all departments set yearly goals that directly support our Action Plan and Performance Goals. In addition, each department develops strategies for attaining these goals and assigns persons responsible for each goal. All departmental goals are specific, measurable, attainable, results-oriented, and time- bound, to be achieved in the course of one academic year. At the end of each academic year, departments, in conjunction with the administrative team, review their goals to determine whether or not each has been achieved.

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

PRIORITY AREA #1

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

PRIORITY AREA #2

IMPROVE THE PERFORMANCE OF ALL STUDENTS

PRIORITY AREA #3

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

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

<p>2008-2009</p>	<p>All vocational teachers will incorporate multicultural learning objectives into their curricula</p>	<p>Using various exercises in the vocational books the teachers will:</p> <ol style="list-style-type: none"> 1. Help build student self image 2. Avoid cultural stereotypes 3. Encourage students to share their cultures in the classroom
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GOAL #2: FOCUS ON IMPROVING THE PERFORMANCE OF ALL STUDENTS

<p>2008-2009</p>	<p>All vocational teachers will provide all students the opportunity to complete vocational classes with at least an 80% average</p>	<ol style="list-style-type: none"> 1. Give a through review before major tests 2. Allow for retests when appropriate 3. Give an opportunity before school, after school, or at lunch for extra help
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GOAL #3: FOCUS ON DIVERSIFYING OUR TEACHING STRATEGIES TO MEET THE CHANGING NEEDS OF OUR STUDENTS

<p>2008-2009</p>	<p>All vocational teachers will implement a variety of instructional delivery techniques.</p>	<ol style="list-style-type: none"> 1. Think/pair/share observer feedback 2. Teacher demonstration 3. Discussion 4. Question and answer 5. Individual work 6. Cooperative learning 7. Email parents 8. Use of promethean board
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GOAL #1: FOCUS ON CREATING A CLIMATE OF INCLUSIVENESS AND CULTURAL AWARENESS

<p>2008-2009</p>	<p><u>Fine Arts Department</u> teachers will expose students to and help foster an appreciation for diverse cultures within each of our disciplines</p>	<ol style="list-style-type: none"> 1. Introduce art projects and music from other cultures and historical periods. 2. Create a Fine Arts Hall of Fame to recognize outstanding students in instrumental music classes, vocal music classes, visual arts and theatre arts.
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GOAL #2: FOCUS ON IMPROVING THE PERFORMANCE OF ALL STUDENTS

<p>2008-2009</p>	<p><u>Fine Arts Department</u> teachers will work to strengthen each student's ability to reason, self-evaluate and perform at maximum ability.</p>	<ol style="list-style-type: none"> 1. We will work to improve the cognitive level of abstract concepts such as: <ol style="list-style-type: none"> 1) reading music 2) recognizing and valuing art 3) understanding that drama reflects life
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GOAL #3: FOCUS ON DIVERSIFYING OUR TEACHING STRATEGIES TO MEET THE CHANGING NEEDS OF OUR STUDENTS

2008-2009	<u>Fine Arts Department</u> teachers will teach a curriculum based upon state standards, inquiry based learning, and performance.	<ol style="list-style-type: none"> 1. Present concerts, art shows, and classroom skits 2. Instructors will attend conferences and work-shops 3. Instructors will adjust teaching methods to accommodate learning styles.
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GOAL	PRIORITY AREA	STRATEGIES
The Math Department will create a climate of inclusiveness and cultural awareness by recognizing student achievement and featuring the mathematical contributions of different cultures.	#1	<ul style="list-style-type: none"> ➤ Teachers will visit one another’s classes to see strategies of teaching that create this climate. ➤ At the end of each quarter, student achievement will be recognized with certificates posted in the halls and in rooms.
<p>The Math department will work to improve the performance of all students especially our lower quartile students. Our goal is to increase scores on the HSAP, EOCT, and SAT Math.</p> <ul style="list-style-type: none"> • HSAP – 85% of students taught in the math department meeting standard. • EOCT – 95% of student scores are within 5 points of the class grade. • AYP – meet all objectives • AP courses – 80% pass rate 	#2	<ul style="list-style-type: none"> ➤ After school math tutoring is offered every Tuesday and Thursday from 3:35 – 4:30. ➤ HSAP class offered and assistance given to the teacher. ➤ Ninth grade failures will be offered credit recovery. ➤ “Bridge to Algebra” used in computer lab to prepare students for Algebra. ➤ Attend AP practice exam at Greenville High School in the spring. ➤ HSAP and EOC test prep software will be used by Eastside students. ➤ Common planning will be a part of discussing strategies to improve the performance of all students.
Math department members will incorporate at least one new teaching/assessment strategy into their repertoire during the year.	#3	<ul style="list-style-type: none"> ➤ Each department member will share an activity or strategy during common planning. ➤ Department members will use

		<p>technology (Cognitive Tutor, Gizmos, Sketchpad, etc, to increase comprehension of material.</p> <p>➤ Department members will visit each other's classrooms each to get ideas for new teaching strategies. Share at dept meeting and/or common planning.</p>
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GOAL #1: FOCUS ON CREATING A CLIMATE OF INCLUSIVENESS AND CULTURAL AWARENESS

2008-2009	<u>The physical education</u> teachers will implement cooperative games & team building activities to foster cohesiveness among different cultural groups	Play games such as killer, trust fall, knots, tin can pass, circle to circle, clock, reversin' pyramid, keep it up, everybody up, moon ball, etc.
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GOAL #2: FOCUS ON IMPROVING THE PERFORMANCE OF ALL STUDENTS

2008-2009	<u>The physical education</u> teachers will see that 90% of all PE students will dress out and participate on a daily basis.	<ol style="list-style-type: none"> 1. Call home for non-dressers. 2. Students will leave book bags in locker rooms. 3. Attendance will be taken downstairs
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GOAL #3: FOCUS ON DIVERSIFYING OUR TEACHING STRATEGIES TO MEET THE CHANGING NEEDS OF OUR STUDENTS

2008-2009	<u>The physical education</u> teachers will incorporate technology into the PE classes.	<ol style="list-style-type: none"> 9. Teachers will use power point presentations using a laptop and a projector to give notes to the class. 10. Teachers will use the FITNESSGRAM computer program for recording fitness scores. 11. Teachers will send home fitness scores printed from the computer program to inform parents of their students fitness levels. 12. Teachers will video students demonstrating the proper skills and knowledge of a variety of activities. 13. Students will watch videos and analyze their own performances.
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GOAL #1: FOCUS ON CREATING A CLIMATE OF INCLUSIVENESS AND CULTURAL AWARENESS

<p>2008-2009</p>	<p><u>Science</u> teachers will address individual needs of each student within science classes. Furthermore, they will feature scientific contributions from various cultures and historic times in classes.</p>	<p>Teachers will participate in the following professional development workshops, learn strategies and report findings to department. Teachers will implement strategies which will create a climate of inclusiveness and cultural awareness:</p> <ol style="list-style-type: none"> 1. EEDA legislation (all) 2. Gang update (Branham) 3. ESOL Strategies (Britton) 4. Resource – strategies to implement special ed accommodations in the regular classroom(Mills) 5. Poverty in classroom – how to deal with students from poverty and help them succeed (Gates) 6. Teaching disrespectful students to be respectful (Nyvall) <p>Teachers will highlight cultural/historical contributions in science every month in classrooms (Brooks)</p>
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GOAL #2: FOCUS ON IMPROVING THE PERFORMANCE OF ALL STUDENTS

<p>2008-2009</p>	<p><u>Science</u> teachers will strengthen each student’s ability to reason, solve problems, and perform at their maximum ability. EOCEP pass rate will increase to 80%.</p>	<p>Teachers will participate in the following professional development workshops, learn strategies and report findings to department. Teachers will implement strategies which will improve the performance of all students (in science and other subject areas as well as standardized testing):</p> <ol style="list-style-type: none"> 1. Map scores – interpreting and using in science classes (Mills) 2. Using writing and math across the curriculum (Wooten) 3. Developing higher level thinking questions for class assessments (Turner) 4. Raising expectations for all students (Gates) 5. Helping students prepare for standardized testing (ALL) <p>Students in the lower quartile on previous year science standardized tests will be identified (Boehmke)</p> <p>Teachers will offer tutoring sessions for core subject areas beginning 11/1/08; mentoring sessions for those students identified in #1 beginning 11/1/08; standardized test prep sessions in April & May (ALL)</p>
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GOAL #3: FOCUS ON DIVERSIFYING OUR TEACHING STRATEGIES TO MEET THE CHANGING NEEDS OF OUR STUDENTS

<p>2008-2009</p>	<p><u>Science</u> teachers will develop curriculum based on state standards, inquiry based learning, and experimental design. Incorporating state of the art labs and technology.</p>	<p>Teachers will participate in the following professional development workshops, learn strategies and report findings to department. Teachers will implement strategies which will improve the diversification of teaching strategies within the department:</p> <ol style="list-style-type: none"> 1. Promethean board basics and cool things (Wooten) 2. Gizmos – using effectively and correlating to standards (Kosmicki) 3. Web resources for science teachers (Branham) 4. How to teach using the standards – not using the book (Boehmke) 5. Incorporating inquiry into the classroom (Kosmicki) 6. Successful cooperative learning strategies (Britton) 7. Various sessions offered at GCSTA meetings Fall (Nyvall) Winter (Brooks) Spring (Turner) <p>Teachers will participate in common planning throughout the year in core areas in order to develop curriculum maintaining a variety of teaching strategies, insure quality and quantity of lab work, and develop common assessments. (ALL)</p>

GOALS	PRIORITY AREA	STRATEGIES
<p><i>Creating a climate of inclusiveness and cultural awareness</i></p> <p>Students will be involved in extra-curricular activities through a climate of inclusiveness and teach cultural awareness by completing two out of three activities</p>	<p>Special Education 1</p>	<p>Students are participating in: orchestra, band, football team, basketball team, cross country, wrestling, Eagle Nation, National Honors Society, and Dance Team;</p> <p>School events are posted on bulletin boards and websites;</p> <p>Students assist maintenance and cafeteria staff with janitorial duties;</p>

		<p>Students assist PTSA with landscaping and stocking the school store.</p> <p>Lessons and objectives in classrooms are inclusive of many cultures via student projects, class discussions, and activities.</p>
<p><i>Focus on improving the performance of our lower quartile students:</i></p> <p>Instruction will be guided through the use of Progress Monitoring</p>	<p>Special Education 2</p>	<p>Each student will have a progress folder that coincides with annual IEP goals in Excent with evidence/documentation of progress or completion of goals and objectives of the IEP; folders will be updated to monitor progress and allow teachers to make data-informed decisions</p> <p>Teachers will develop lessons that specifically address the individual educational program goals.</p>
<p><i>Diversification of teaching strategies:</i></p> <p>Teachers will incorporate different teaching strategies into their lessons</p>	<p>Special Education 3</p>	<p>Teachers will be proficient in the use of the new technology available in the building. Each teacher in the department will incorporate the Promethean Board in study skills, vocabulary development, spelling strategies, test taking strategies, social skills, and transition and pre-vocational career development activities.</p>

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

<p>2008-2009</p>	<p>World Languages Department members will celebrate the cultural backgrounds and cultural experiences of the Eastside Family.</p>	<ol style="list-style-type: none"> 1. Create cultural displays that represent the student population and allow them to stake a claim at Eastside. 2. Collaborate with the Multicultural Action Team to implement International Day in March 2009 3. Recruit and showcase the talents and cultural diversity of Eastside students and faculty on International Day.
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GOAL #2: FOCUS ON IMPROVING THE PERFORMANCE OF ALL STUDENTS

<p>2008-2009</p>	<p>World Languages Department members will improve the performance of all students through the use of the South Carolina State Department of Education Integrated Performance Assessment (IPA).</p>	<ol style="list-style-type: none"> 1. Expansion of the use of <i>Rosetta Stone</i>. Expansion includes ESOL students and Spanish I. 2. Introduction and implementation of HSAP preparation with ESOL students. 3. Use of authentic materials for interpretive assessment of World Languages students as outlined in the State Department of Education Tool. 4. Grant request for <i>Photo Story</i> Software and headphones to utilize in the classroom as part of the IPA. 5. Set-up of e-correspondence between Eastside French students and Lycee-Gasquet students in France.
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GOAL #3: FOCUS ON DIVERSIFYING OUR TEACHING STRATEGIES TO MEET THE CHANGING NEEDS OF OUR STUDENTS

<p>2008-2009</p>	<p>World Languages Department members will Diversify Teaching and Learning strategies through the implementation of Units of Study according to the South Carolina State Department of Education World Language Curriculum</p>	<ol style="list-style-type: none"> 1. Attend workshops and conferences about implementing the High School World Language Assessment Program: <ol style="list-style-type: none"> a. Assist in writing new curriculum for South Carolina’s Modern Languages Program—Greenville County Team b. Attend workshop on State Department World Languages Curriculum 2. Common Planning to align lesson plans with the Three Modes of Assessment (Interpretive, Interpersonal, Presentational) 3. Work collectively to complete the State Department Assessment Document and achieve a rating of excellent.
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GOAL #1: FOCUS ON CREATING A CLIMATE OF INCLUSIVENESS AND CULTURAL AWARENESS

<p>2008-2009</p>	<p>Social Studies teachers will utilize their knowledge of other cultures as well as ESL instructional strategies to enhance a climate of cultural inclusiveness at EHS.</p>	<ol style="list-style-type: none"> 1. All teachers will pair ESL students with an English-speaking partner in classes. 2. The Social Studies department will assist with the foreign language department and the Cultural Awareness action team in developing an International Bazaar for second semester (all). 3. U.S. History teachers will develop and implement a plan to observe Black History Month (all). 4. The Social Studies department will bring in guest speakers from diverse cultures and backgrounds to present their experiences to classes within our department (Global Studies, Sociology, and Law Education). 5. The Social Studies department will employ curriculum and instructional strategies that encourage student cultural sensitivity, a global perspective, and themes of diversity (all).
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GOAL #2: FOCUS ON IMPROVING THE PERFORMANCE OF OUR LOWER QUARTILE STUDENTS

<p>2008-2009</p>	<p>Social Studies teachers will engage students as active learners and hold them accountable as participants in the education process. Strategies will improve</p>	<ol style="list-style-type: none"> 1. The Social Studies department will participate and attend professional development aimed at raising student achievement levels (all). 2. Mrs. Powell will arrange for Thomas Riddle, the Secondary Social Studies Consultant for Greenville County, to meet with all U.S. History teachers and provide information and strategies that will prepare
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	<p>reading comprehension, vocabulary, and higher level thinking skills that will help our lower quartile students' performance not only in social studies classes but on standardized tests as well.</p>	<p>our students' for success on the EOC exam.</p> <ol style="list-style-type: none"> 3. All U.S. History teachers will include questions similar to the ones students will face in the EOC exam on their tests and exams. 4. The Social Studies department will continue to utilize and incorporate Dr. Fred Walk's inquiry based strategies in the classroom. 5. Honors and A.P. classes will use regular reading quizzes to hold students accountable for being active learners and improving their reading comprehension and vocabulary. 6. Regular classes will use newspapers and current event activities to improve reading comprehension and vocabulary as well as connecting content to relevant real world events. Ms. McGowens will apply for the department to receive classroom sets of the Greenville News weekly. 7. Members of the department will recommend students who are in the lower quartile of each of their classes for tutoring and document their recommendations. Students will be sent an invitation to attend review sessions. Parents will also be sent a letter informing them of the opportunity available to their student (all). 8. Six weeks prior to the U.S. History EOC, the Social Studies department will institute before and after-school review sessions tutored by department teachers (all).
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GOAL #3: FOCUS ON DIVERSIFYING OUR TEACHING STRATEGIES TO MEET THE CHANGING NEEDS OF OUR STUDENTS

<p>2008-2009</p>	<p>Social Studies teachers will diversify teaching strategies by using more student driven, active learning strategies that encourage higher level thinking and application of previous learning.</p>	<ol style="list-style-type: none"> 1. Economics teachers (Maholtz, Pressley, Powell) will teach a unit on Personal Finance requiring students to research a career, plan and execute a budget based on real research living expenses, and participate in simulations of investments in the stock market. 2. Social Studies teachers will collaborate with at least one teacher from another department on at least one unit or project. 3. Within the social studies department, teachers will collaborate with others teaching the same content to create similar syllabi, unit plans, and projects. Common planning times for each subject will occur at least twice a month. 4. Dr. Fred Walk's inquiry based strategies will be incorporated in the classroom. Each month all Social Studies teachers will be required to turn in at least one inquiry based teaching assignment to Mrs. Powell and Dr. Tharp. 5. All teachers will assign a project that involves the use of PowerPoint, internet research and/or web
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		<p>quests once a semester.</p> <ol style="list-style-type: none">6. The social studies department will encourage students to become responsible, active citizens by holding a district wide mock presidential election. Results will be sent to local, state, and national organizations. Eastside will hold their mock election on Friday, October 24th during lunch.7. Participation in the Greenville County Social Studies Council will increase (all).8. We will take the classroom out into the world by developing meaningful and enriching field trips that will become year to year traditions. This will include trips to Columbia to participate in Youth in Government, Washington D.C., and trips to various cultural/religious sites in the area.9. Mr. Chuck Lunn will establish a Mock Trial through his Street Law classes that can be a model to expand this activity into other classes.
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	Goal #1 Cultural Inclusiveness		Goal #2 Student Performance		Goal #3 Teaching Strategies	
2008-2009	<p><u>Goal</u> English teachers will incorporate multicultural learning objectives into the English curriculum at all levels.</p>	<p><u>Strategies</u> 1. Each teacher in the dept. will teach at least one piece of literature from a culture other than America each quarter. (all) 2. All teachers will participate in multicultural week activities. (all) 3. English Department will participate in professional development opportunities involving ESOL strategies. (CRT/department chair)</p>	<p><u>Goal</u> Increase scores on standardized tests including HSAP, EOCT, and SAT Verbal and Writing EOCT – 98% pass rate in Eng. I (increase from 83% last year) HASAP – 5% increase in students meeting standard (up from 91.3% last year) SAT – 5% increase in verbal and writing scores (Verbal – up from 515 last year Writing – up from 497 last year)</p>	<p><u>Strategies</u> 1. Teachers will use class sets of HSAP Reading and Writing workbooks for HSAP and EOC. (Eng. I and II teachers). 2. Teachers will schedule tutorial sessions for students failing to meet standard in English. Each teacher will be responsible for scheduling before school, during class, during lunch, or after school sessions for his/her students. (all) 3. Eng. I teachers will emphasize literary terms common on the EOCT. 4. Teachers will emphasize appropriate level vocabulary study for EOC, HSAP and SAT based on six new vocabulary standards (all). 5. Teachers will assess student writing using rubrics aligned with those used for the HSAP (Eng. I, II) and SAT (Eng. II, III, IV teachers); 6. Teachers will use a pre-test to establish a class baseline for each test. (for example – EOC, 9; HSAP, 10; SAT, 11-12) 7. Will attend professional development events to help with data analysis (test, scores, what they mean, and how to use them.</p>	<p><u>Goal</u> Department members will incorporate at least two new teaching/assessment strategies into their repertoire during the year. One will relate to reading/vocabulary and one will relate to writing.</p>	<p><u>Strategies</u> 1. Each department member will share an activity or strategy during a department meeting at least once a year. (all) 2. Department members will meet for common planning sessions once a month to maintain curricular integrity and discuss strategies to improve writing skills. 3. We will attend professional development sessions provided by CRT or Language Arts Coordinator addressing strategies. Also, we will read professional literature to be able to inservice ourselves.</p>

6. Professional Development

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

The following chart details our 2008-2009 staff development opportunities along with the correlation to school performance goals addressed by each:

Eastside High School—Staff Development Schedule 2008-2009

Hours	Date	Time	Session	Correlation to School Performance Goal
6	8/14	8am-3pm	Inquiry-based instruction – New teachers	Goal 2, 3
4	8/15	8-12pm	Inquiry-based instruction for Social Studies teachers	Goal 2, 3
3	8/15	12-3pm	Inquiry-based instruction re-visited for all disciplines	Goal 2, 3

1	8/28	Planning	IGPro set-up	Goal 3
10	Fall	4-6pm	Promethean Board (ETS)	Goal 3
1	10/1	4-5pm	Department Goal Writing	Goal 1, 2, 3
1	10/8	Planning	PSAT In-service	Goal 2
1	10/17	8-9am	EEDA Update	Goal 1, 2, 3
1	10/17	9-10am	Promethean Board Basics	Goal 3
1	10/17	9-10am	How to Read MAP Scores	Goal 2, 3
1	10/17	9-10am	Gang Update	Goal 1, 2, 3
1	10/17	10-11am	Cool Things with the Promethean Board	Goal 3
1	10/17	10-11am	ESOL Strategies	Goal 2, 3
1	10/17	10-11am	How to Common Plan Effectively	Goal 2, 3
1	10/17	11am-12pm	Teachers Website	Goal 2, 3
1	10/17	11am-12pm	Resource Students in the Classroom	Goal 2, 3
1	10/17	11am-12pm	How to Write PAS-T Goals	Goal 2, 3
6	10/17	9am-3pm	World Languages – State Assessment	Goal 1, 2, 3
6	10/20	9am-3pm	World Languages – State Assessment	Goal 1, 2, 3
1	11/5	4-5pm	Web Resources & Streamlining	Goal 1, 2, 3
1	11/5	4-5pm	Writing & Math Across the Curriculum	Goal 2, 3
1	12/3	4-5pm	Common Assessment – Mid-terms – DEPT.	Goal 2, 3
1	1/7	4-5pm	IGPro & Semester Grades	Goal 2, 3
1	1/16	9-10am	Cool Things with the Promethean Board	Goal 3
1	1/16	9-10am	Writing Higher Level Test Questions	Goal 2, 3
1	1/16	9-10am	Classroom Management	Goal 1, 2, 3

1	1/16	10-11am	Raising Expectations for All Students	Goal 1, 2, 3
1	1/16	10-11am	Cooperative Learning	Goal 1, 2, 3
1	1/16	10-11am	Inquiry Based Instruction	Goal 2, 3
1	1/16	11am-12pm	How to Teach Standards – not the text book	Goal 2, 3
1	1/16	11am-12pm	Poverty in the Classroom	Goal 1, 2, 3
1	1/16	11am-12pm	Teaching Disrespectful Students to be Respectful	Goal 1, 2, 3
1	2/4	4-5pm	Placement/Recommendations – DEPT.	Goal 2, 3
1	3/4	4-5pm	Standardized Test Prep – DEPT.	Goal 2
1	4/1	4-5pm	HSAP Training	Goal 2
1	5/6	4-5pm	EOCEP Training	Goal 2
1	6/2	4-5pm	IGPro & Year Grades	Goal 3

7. Leadership

EASTSIDE HIGH SCHOOL SYSTEMS FRAMEWORK

PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

LEADERSHIP TEAM
Cultural Awareness
Data Analysis
Eagle Pride
Rising Eagles
Safety and Beautification
Staff Development
Technology
New Teacher Mentoring

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

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

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

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

8. Partnerships

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

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

9. Continuous Improvement and Evaluation

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

***Staff Development** – developing EQ’s, focus on writing across the curriculum, designing staff development menus, exploring new teaching strategies, designing cross-curricular units of instruction.

***Technology** – focus on needs in new building, teacher needs; coordinate with staff development to provide technology trainings w/follow-ups.

***Safety and Beautification** – Collaborate with GCS to ensure all safety and security plans are up-to-date and collaborate with the PTSA to beautify school to increase pride.

***New Teacher Mentoring** – to collaborate with the Alliance for Education to provide guidance and support for all teachers new to Eastside High School.

***Data Analysis** – to analyze trends in achievement, attendance, discipline in an attempt to increase student performance.

***Eagle Pride** – to foster pride in our school through establishing and maintaining high standards and to recognize students and faculty members who embody these standards.

***Cultural Awareness** – to develop and promote a sense of tolerance and understanding of the many cultures present in our school and in the surrounding community.

***Rising Eagles** – to provide ongoing guidance to students with problems in two or more of three identified areas: discipline, attendance, grades.

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

copy of these suggestions is filed by the Leadership Secretary along with Leadership minutes and the individual monthly reports of the action teams.

ACTION PLAN (2008 - 2013)

GOAL AREA:

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

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

OBJECTIVE 1:

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

*Represents projected improvement

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

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

OBJECTIVE 1:

Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
525	*530	*535	*540	*545	*550
525	532	511			

*Represents projected improvement

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

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

OBJECTIVE 1:

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

*Represents projected improvement

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

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

OBJECTIVE 1:

Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
91.3%	*91.8%	*92.3%	*92.8%	*93.5%	*94.0%
91.3%					

*Represents projected improvement

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

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

OBJECTIVE 1:

Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
87.5%	*88.0%	*88.5%	*90.0%	*90.5%	*91.0%
87.5%					

*Represents projected improvement

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

GOAL AREA:

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

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

OBJECTIVE 1:

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

*Represents projected improvement

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

GOAL AREA:

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

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

OBJECTIVE 1:

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

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
1. Staff development opportunities will be provided by the Curriculum Resource Teachers and the Staff Development Team. These will deal with increasing sensitivity and awareness to other cultures.	ONGOING	CRT/STAFF DEVELOPMENT TEAM	N/A	N/A	1 Minutes and sign in sheets from sessions will be kept.	C
2. A Computer Programming Club will ensure the website is re-built and then updated daily for improvement communication	AUGUST 2008	CHARLIE FOX, CLUB SPONSOR	N/A	N/A	2.1 The Computer Programming Club will note on-line success of the web page by using a web page counter. 2.2 The Computer	C

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

