

The background of the page features a large, faint watermark of the Travelers Rest High School seal. The seal is circular and contains the text "TRAVELERS REST HIGH SCHOOL" at the top and "TRAVELERS REST, SOUTH CAROLINA" at the bottom. In the center of the seal is a shield with a figure wearing a hard hat and holding a tool, with the letters "TR" below it.

TRAVELERS REST HIGH SCHOOL

Strategic Planning and Portfolio

2013-2014 through 2017-2018

Mr. Louis Lavelly

Principal, Travelers Rest High School

Mr. W. Burke Royster

Superintendent, Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Travelers Rest High school

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

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

| | | |
|---------------------|------------------|-------------|
| Mrs. Lisa Wells | | |
| PRINTED NAME | SIGNATURE | DATE |

SUPERINTENDENT

| | | |
|----------------------|--|-------------|
| Mr. W. Burke Royster |  | 03.16.2015 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|---------------------|---|-------------|
| Mrs. Stacy Silvers |  | 03.18.2015 |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|---------------------|--|-------------|
| Mr. Lou Lavelly |  | 03.25.2015 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 301 N. Main Street, Travelers Rest, SC 296074

SCHOOL'S TELEPHONE: (864) 355-0001

PRINCIPAL'S E-MAIL ADDRESS: llavelly@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

| <u>POSITION</u> | <u>NAME</u> |
|---|---------------|
| 1. PRINCIPAL | Lou Lavelly |
| 2. TEACHER | Kevin Hawkins |
| 3. PARENT/GUARDIAN | Lori Mason |
| 4. COMMUNITY MEMBER | Erin Smith |
| 5. SCHOOL IMPROVEMENT COUNCIL | Angela Moore |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

| <u>POSITION</u> | <u>NAME</u> |
|------------------|-----------------------------|
| Atiba Jackson | Teacher |
| Heather Foster | Guidance |
| Deanna McCarrell | Media Specialist |
| Stephanie Rees | Curriculum Resource Teacher |

***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.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

NA **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

✓ **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

✓ **Parent Involvement**

The school 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, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

✓ **Staff Development**

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

✓ **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

NA **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

NA **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

- ✓ **Collaboration**
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- NA Developmental Screening**
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- NA Half-Day Child Development**
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- NA Developmentally Appropriate Curriculum for PreK–3**
The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- NA Parenting and Family Literacy**
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy 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. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
- ✓ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

In the spring of 2014, TRHS was introduced to the Advanced Ed self-study and decided to facilitate the five areas through four block groups led by each of the four administrators and the department chairs led by the principal.

Also during that time, the CRT led eight faculty members in updating the school portfolio by assessing the gap analysis and the Advanced Ed self-study as well as the latest report card, ESEA, and local data. This group designed an action plan that was adopted by consensus and then presented to administrators, department chairs, and SIC members for approval.

Each group in the Advanced Ed and Portfolio committees met at least three times as a whole and then several other times as sub-groups as needed.

In the fall of 2014 and with the introduction of the “Bring Your Own Device” (BYOD) policy, we started the school year with an emphasis on technology integration. After the introductory faculty inservice in August, the CRT, faculty members, and district personnel presented various technology platforms throughout the fall and spring semesters. Teachers implemented Google Classroom, Kahoot, PollEverywhere, and other technologies to encourage student engagement and facilitate student feedback.

Also through the school district’s emphasis on student-centered coaching, we began an emphasis on tracking student growth through formative assessment. Through monthly departmental lunch meetings, teachers discussed how current assessments align with state-aligned learning targets and teachers are looking to use student growth data to impact future instruction.

Throughout the spring of 2015, assistant principals met with groups of faculty members to align PLC meetings, lesson plans, and walkthrough forms with the student-centered teaching goals.

Executive Summary

In its evolution as a small town high school in a large metropolitan school district, Travelers Rest High School has made great strides. We are now serving our seventh class of International Baccalaureate Diploma Program students. We have also received accreditation for the IB Middle Years Program (MYP, grades 6-10) which is vertically articulated with the Northwest Middle School program. Students in these grades have begun experiencing change in their learning as impacted by the seven strands of the IB curriculum and the five areas of interaction. Truly, we address the “global community” in our mission statement with these two programs. In its eighth year, the ninth grade academy continues to monitor and adjust its format, its programs, and its gains.

As a part of HSTW, we have initiated a Connections mentoring program where faculty and administration meet with a small group every two weeks and provide non-threatening conversation, guidance, and support.

We achieved an Excellent absolute SDE Report Card rating in 2014. Our growth rating was Good. We earned an B on our ESEA rating.

While our diversity is not apparent in our racial makeup (17% minority), it is clearly evident in our socio-economic breakdown. Our school serves the largest geographic attendance zone in Greenville County, ranging from the North Carolina State line to the north, Pickens County to the west, and the attendance areas of three other high schools on the east and south. This attendance area includes highly educationally motivated subdivisions surrounding Furman University and exclusive gated communities. We also serve impoverished government housing projects, mobile home parks, and traditionally lower income communities. TRHS currently has a 69.1% poverty rate.

A large demographic sub-group at Travelers Rest High School is our disabled population. We continue to make small gains, especially in longitudinal HSAP for students with IEP’s and 504’s.

Our challenges continue to be a reduced budget, demands on teachers to learn and incorporate initiatives and programs on top of existing professional expectations, and a poverty rate that has grown significantly in five years. Parental involvement is minimal.

Over time (five years) we have made gains in all areas. We have dropped at one time or other, but we do seem to come back. We credit our Professional Learning Communities and Power Hour with much of the success in student achievement. The IB and MYP, AP classes, and the continuation of dual credit courses in conjunction with Greenville Tech sets our students on a path of academic preparedness for college. We were at the top of the county and state in EOC scores. As is our tradition, extra-curricular activities continue to enhance the school experience. The student body demonstrated character and commitment to the community by raising over \$30,000 for local charities. Student Council was named a US Gold Level Honor Council for the sixth consecutive year, one of only four schools in SC to achieve this honor.

School Profile

School

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

Grades: 9th - 12th Grade

Enrollment: 1,236

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

Principal: Louis E. Lavelly, Jr.

email: llavelly@greenville.k12.sc.us

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

During the last five years, enrollment has ranged between 1150 and 1265. Ethnic demographics have remained steady for at least five years. White students represent approximately 79%, Black 12.5 %, Hispanic 5%.

Free and reduced price lunch and poverty rate have steadily increased for the last 9 years. The poverty rate, for example, has risen from 28% in 2002-2003 to 69.1% currently.

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

Attendance Area (Community)

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

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

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

Faculty and Staff

| | |
|--|-------|
| Administrators..... | 5 |
| Teachers | 67 |
| Support Staff..... | 29 |
| % Teachers with Master’s Degree or Above | 68.3% |
| % Teacher Attendance | 94.7% |

Certified Staff

Gender

| | |
|-------------|-----|
| Male | 34% |
| Female..... | 66% |

Education Level

| | |
|----------------------|-----|
| Bachelor’s | 18% |
| Bachelor’s +18 | 9% |
| Master’s..... | 46% |
| Master’s +30 | 25% |
| Doctorate..... | 2% |

Among the certificated staff there are five administrators, 67 classroom teachers, a part-time ESOL teacher, one part-time IB coordinator, one Curriculum Resource Teacher, four guidance counselors, and two media specialists. The support staff consists of eleven maintenance staff workers, nine cafeteria workers, one school resource officer, one ISS aide, six clerical workers, one nurse, and two teaching aides.

Faculty experience ranges widely. We have slightly fewer faculty members who have fewer than five years experience (20%) than several years ago when that percentage was 35%. Our most experienced numbers have also dropped slightly as some of faculty members who were eligible have taken advantage of retirement opportunities. Our percentage of faculty members with more than 25 years experience has dropped from 26% several years ago to 13% this year.

The faculty turnover through retirement is also reflected in the drop of continuing contract teachers in the past two years, and the lower average number of experienced teachers is also reflected in the drop in the number of teachers with advanced degrees. Teacher attendance rates remain near 95% percent, which is a slight improvement from the last several years.

Leadership

Decision-making at Travelers Rest High School ranges from faculty-based decisions such as determining to return to a 4 x 4 schedule after several years on a 7-period day, administration-controlled decisions such as use of facilities, personnel decisions, and final disciplinary determinations. Additionally, faculty members have input in decisions regarding their budgets in departmental meetings and coordinated with department heads. A Faculty Council has advised the principal about decision-making also. Most decision-making at TRHS relies on communication and cooperation between staff members to help the responsible party reach the appropriate decision for the matter under consideration.

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

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

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

Student Population

Student Enrollment:

| | |
|-----------------|-------|
| 2009-2010 | 1,254 |
| 2010-2011 | 1,253 |
| 2011-2012 | 1,226 |
| 2012-2013 | 1,240 |
| 2013-2014 | 1,236 |

Sub-populations: Special Education

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Autism | 3 | 3 | | 4 | 4 | 6 |
| Mentally Disabled/Educable | 18 | 15 | 11 | 13 | 7 | 9 |
| Emotional Disability | 9 | 6 | 2 | 5 | 3 | 4 |
| Other Health Impairment | 20 | 14 | 27 | 6 | 16 | 19 |
| Hearing Impairment | | | | | | |
| Specific Learning Disability | 127 | 102 | 110 | 143 | 116 | 110 |
| Multiple Disabilities | | | | | 1 | 5 |
| Orthopedic Impairment | | | 2 | | | |
| Speech/Language Impairment | | | | | | |
| Mentally Disabled/Trainable | | | 43 | | | |
| Visual Impairment | | | | | | |
| Traumatic Brain Injury | | | | | | 1 |
| Total | 177 | 140 | 195 | 171 | 147 | 154 |

Free and reduced meals%/Poverty index

| | 2010 | 2011 | 2013 | 2013 | 2014 |
|---------|-------|-------|-------|-------|-------|
| FARMS | 38.9% | 41.4% | 44.2% | 44.2% | 45.9% |
| Poverty | 41.4% | 61.8% | 65.3% | 65.3% | 69.1% |

Attendance

| | |
|-----------------|-------|
| 2008-2009 | 95.3% |
| 2009-2010 | 95.5% |
| 2010-2011 | 93.8% |
| 2011-2012 | 93.3% |
| 2012-2013 | 93.3% |
| 2013-2014 | 97.5% |

Ethnicity/Gender

| | 2008-2009 | 2009-2010 | 2011-2012 | 2012-2013 | 2013-2014 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Female | 694 | 570 | 576 | 612 | 543 |
| Male | 821 | 629 | 610 | 629 | 621 |
| African American/American Indian | 1 | 0 | 0 | 0 | 0 |
| Asian | 10 | 6 | 11 | 9 | 0 |
| Black | 267 | 187 | 196 | 171 | 145 |
| Hawaiian/Pacific Islander | 1 | 1 | 0 | 1 | 1 |
| Hispanic | 55 | 50 | 56 | 65 | 57 |
| White/African American | 9 | 10 | 0 | 30 | 0 |
| White/American Indian | 3 | 3 | 0 | 0 | 2 |
| White/Asian | 3 | 3 | 0 | 0 | 0 |
| White | 1178 | 991 | 949 | 965 | 921 |
| Other Ethnicity | 4 | 2 | 21 | 0 | 30 |
| Ethnicity Unknown | 0 | 0 | 0 | 0 | 1 |

Other Population Data (from 2014 Report Card)

| | Our School | Change from Last Year |
|--|------------|-----------------------|
| Students (n = 1,245) | | |
| Retention Rate | 4.0% | Down from 5.9% |
| Attendance Rate | N/A | NA |
| Served by gifted and talented program | 22.0% | Up from 17.5% |
| With disabilities | 15.6% | Up from 11.4% |
| Older than usual for grade | 11.4% | Up from 11.1% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.3% | No change |
| Enrolled in AP/IB programs | 32.2% | Up from 17.0% |
| Successful on AP/IB exams | 54.6% | Down from 68.3% |
| Eligible for LIFE Scholarship | 31.0% | Down from 48.4% |
| Career/technology students in co-curricular organizations | 9.0% | Down from 11.2% |
| Enrollment in career/technology courses | 603 | Up from 564 |
| Students participating in work-based experiences | 0.0% | Down from 0.4% |
| Career/technology students attaining technical skills | 78.2% | Up from 75.8% |
| Career/technology students completers placed | 91.7% | Up from 90.9% |
| Annual dropout rate | 6.5% | Down from 6.7% |
| Dropout Recovery Rate | 2.5% | N/A |

School Academic/Behavioral Programs, etc.

- 30 Athletic Teams
- 20+ Clubs
- Counselor Scheduling with students and parents
- Course Levels-International Baccalaureate, Advanced Placement, College Prep, Honors, and Dual Credit
- High Schools That Work Site
- International Baccalaureate Diploma and Middle Years Programme School
- Power Hour
- Bring Your Own Device Policy
- Award winning Fine Arts Department (Theatre, Choral, Visual Art and Band)
- Nationally competitive Vocational Department (FFA and DECA)
- Served by Fine Arts Center and Enoree and J. Harley Bonds Career Centers
- Student Council Spirit Week to support local charities
- Broadcasting and Journalism Programs
- Attendance Incentive Program
- Community Based Job Training
- National Merit Semi-Finalist
- Palmetto Gold and Silver Award Winner
- Seven Palmetto Fellows
- Six Time National Gold Honor Council for Excellence Award – Student Council
- Individual State Champion Wrestling (2008 and 2011)
- State AAA Ladies Tennis Champions
- State AAA Individual Ladies Tennis Champion
- State AAA Individual Ladies Golf Champion
- Region Champions Girls Gold
- Region Champions Ladies Tennis
- Region Champions Boys Basketball
- Region Champions Competition Cheerleading
- Third Place English and Oratory in Beta Club State Competition
- 2011 GCS Emerging Teacher Award – Jenna Mauldin
- 2012 Furman University Childers Foundation Excellence in Teaching Award – Matt Casella
- 2014 GCS Emerging Teacher Award – Jessica Richardson
- 2014 South Carolina Council for the Social Studies Palmetto Teacher of Excellence – Loyd Henderson

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

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

Mission, Vision, and Beliefs

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

Vision:

- **Curriculum** – Our curriculum will be progressive and designed to help students meet all required standards. It must be
 - Real-world relevant
 - Standards-based
 - Research-based
 - Challenging
 - Intra- and inter-disciplinary
 - Diverse
 - Adaptive to students' needs and learning styles
- **Instruction** – Instruction will be concise, clear, and consistent with strategies appropriate to student needs. It must include
 - Incorporation of multiple learning styles
 - Self-evaluation
 - Emphasis on higher-order thinking skills
 - High expectations for performance and behavior
 - Delivery by highly qualified professionals
 - Creativity to encourage student involvement
 - Flexibility to encourage student growth
 - Interesting and engaging approaches
 - Based on best practices
- **Assessment** – Assessment must be fair and just and appropriate to the student's needs and learning styles as well as appropriate to the learning objectives. It must be
 - Varied and authentic
 - Flexible to allow for student to demonstrate knowledge in a variety of ways both traditional and non-traditional
 - Continuous
 - Used to monitor and direct instruction
 - Based upon instruction
 - Challenging and aligned with desired student learning
- **Environment** – The environment must be safe and free from conditions that would adversely affect student learning. It should give students an equal opportunity to learn in an engaging and positive place for which they will be proud. It must be
 - Enriching and stimulating for the whole student – aesthetically, academically, and socially
 - Inviting to the students, staff, and community
 - Engaging and encouraging of student learning
 - Reflective of atmosphere of respect, support, and compassion for all stakeholders
 - Adequate in terms of resources
 - Clearly reflective of expectations for rigor and excellence

Beliefs and Values:

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

Instruction should

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

Curriculum should

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

Assessment should

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

Environment should

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

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

Data Analysis and Needs Assessment

Student Achievement

1st Time HSAP

| Year | ELA | Math | Total |
|-------------|------------|-------------|--------------|
| 2014 | 88.5 | 76.7 | 75.5 |
| 2013 | 89.2 | 78.6 | 78.5 |
| 2012 | 91.5 | 81.1 | 78.6 |
| 2011 | 91.6 | 79.5 | 79.2 |
| 2010 | 87.4 | 82.2 | 72.5 |
| 2009 | 86.6 | 77.5 | 71.8 |

Longitudinal HSAP

| Year | % Passing |
|-------------|------------------|
| 2014 | 86.7 |
| 2013 | 92.1 |
| 2012 | 86.8* |
| 2011 | 91.6 |
| 2010 | 89.0 |
| 2009 | 91.1 |

Algebra I EOC

| Year | % Passing |
|-------------|------------------|
| 2014 | 80.7 |
| 2013 | 80.6 |
| 2012 | 74.3 |
| 2011 | 78.7 |
| 2010 | 89.1 |
| 2009 | 69.9 |

English I EOC

| Year | % Passing |
|-------------|------------------|
| 2014 | 75.5 |
| 2013 | 73.6 |
| 2012 | 71.1 |
| 2011 | 77.8 |
| 2010 | 76.1 |
| 2009 | 62.8 |

Biology I EOC

| Year | % Passing |
|-------------|------------------|
| 2014 | 84.5 |
| 2013 | 89.1 |
| 2012 | 80.9 |
| 2011 | 80.3 |
| 2010 | N/A |
| 2009 | N/A |

US History and Constitution EOC

| Year | % Passing |
|-------------|------------------|
| 2014 | 74.3 |
| 2013 | 73.4 |
| 2012 | 74.2 |
| 2011 | 80.3 |
| 2010 | 75.5 |
| 2009 | 50.8 |

Graduation Rate

| Year | % Passing |
|-------------|------------------|
| 2014 | 77.0 |
| 2013 | 67.8 |
| 2012 | 65.5* |
| 2011 | 72.6 |
| 2010 | 61.6 |
| 2009 | 68.9 |

Performance by Student Groups

| | HSAP Passage Rate By 2014 | | End of Course Tests Passage Rate | | On-Time Graduation Rate, 2014 | |
|------------------------------|------------------------------|-------|-------------------------------------|-------|----------------------------------|-------|
| | n | % | t | % | N | % |
| All Students | 255 | 86.7% | 1,009 | 78.8% | 300 | 76.0% |
| Gender | | | | | | |
| Male | 122 | 83.6% | 536 | 81.9% | 149 | 69.8% |
| Female | 133 | 89.5% | 479 | 75.3% | 151 | 82.1% |
| Racial/Ethnic Group | | | | | | |
| White | 201 | 90.0% | 802 | 81.9% | 235 | 79.6% |
| African American | 44 | 68.2% | 134 | 65.7% | 47 | 57.4% |
| Asian/Pacific Islander | N/A | N/A | 11 | 72.7% | N/A | N/A |
| Hispanic | N/A | N/A | 55 | 67.3% | 14 | 71.4% |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability | | | | | | |
| Disabled | 23 | 47.8% | 142 | 61.3% | 34 | 29.4% |
| Migrant Status | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | |
| Limited English Prof. | N/A | N/A | 39 | 56.4% | 13 | 69.2% |
| Socio-Economic Status | | | | | | |
| Subsidized Meals | 117 | 76.9% | 518 | 71.6% | 130 | 66.2% |

ESEA Waiver 2014

| | ELA Proficiency Met/Improved | Math Proficiency Met/Improved | Science Proficiency Met/Improved | History Proficiency Met/Improved | ELA Percent Tested | Math Percent Tested | Graduation Rate |
|-----------------------------------|-------------------------------------|--------------------------------------|---|---|---------------------------|----------------------------|------------------------|
| All Students | 1 | 0.9 | 1 | 1 | 1 | 1 | 1 |
| Male | 1 | 0.9 | 1 | 1 | 1 | 1 | 0.7 |
| Female | 1 | 0.9 | 1 | 1 | 1 | 1 | 1 |
| White | 1 | 0.9 | 1 | 1 | 1 | 1 | 1 |
| African-American | | | | 0.7 | 1 | 1 | 0.5 |
| Asian/Pacific Islander | | | | | | | |
| Hispanic | | | | | | | 0.8 |
| American Indian/Alaskan | | | | | | | |
| Disabled | 0.7 | 0 | 1 | | 1 | 1 | 0.3 |
| LEP | | | | | | | 0.7 |
| Subsidized Meals | 0.9 | 0.8 | 1 | 0.9 | 1 | 1 | 0.1 |
| Total Number of Points | 5.6 | 4.4 | 6 | 5.6 | 7 | 7 | 6.1 |
| Total Number of Objectives | 6 | 6 | 6 | 6 | 7 | 7 | 9 |
| Percent of Objectives Met | 93.33 | 73.33 | 100 | 93.33 | 100 | 100 | 67.78 |
| Weight | 0.225 | 0.225 | 0.05 | 0.05 | 0.075 | 0.075 | 0.3 |
| Weighted Points Subtotal | 21 | 16.5 | 5 | 4.67 | 7.5 | 7.5 | 20.33 |
| Points Total | 82.5 | | | | | | |

Advanced Placement (AP)

| Year | Number of Exams Taken | % Passing with score 3-5 |
|-------------|------------------------------|---------------------------------|
| 2014 | 157 | 58.0 |
| 2013 | 140 | 67.0 |
| 2012 | 142 | 65.0 |
| 2011 | 154 | 60.2 |
| 2010 | 130 | 70.1 |
| 2009 | 155 | 44.3 |

International Baccalaureate (IB)

| Year | % Passing with score 4+ |
|-------------|------------------------------------|
| 2014 | 61 |
| 2013 | 76 |
| 2012 | 58 |
| 2011 | 54 |
| 2010 | 52 |
| 2009 | 59 |

ACT

| Year | Math | ELA | Science | Reading | Composite Score |
|-------------|-------------|------------|----------------|----------------|----------------------------|
| 2014 | 20.3 | 20.4 | 20.6 | 22.0 | 20.9 |
| 2013 | 20.4 | 21.0 | 21.3 | 22.8 | 21.5 |
| 2012 | 20.1 | 20.2 | 20.6 | 21.3 | 20.6 |
| 2011 | 20.0 | 19.7 | 20.8 | 21.5 | 20.6 |
| 2010 | 20.5 | 19.5 | 20.5 | 20.6 | 20.4 |
| 2009 | 20.1 | 20.5 | 20.8 | 21.3 | 20.8 |

SAT

| Year | Math | ELA | ELA + Math Score |
|-------------|-------------|------------|---------------------------------|
| 2014 | 470 | 475 | 945 |
| 2013 | 476 | 487 | 963 |
| 2012 | 496 | 501 | 997 |
| 2011 | 475 | 482 | 957 |
| 2010 | 487 | 479 | 966 |
| 2009 | 489 | 486 | 975 |

Teacher and Administrator Quality

Professional Development 2014-2015

Year Long

- Professional Learning Communities – bi-monthly, departments meet to discuss best practices based on student growth
- Blended Learning PLC – bi-monthly, four teachers who represent English, social studies, math, and science met with CRT to incorporate online learning into the traditional classroom

August

- 15 – BYOD Options; Google Drive and Apps

October

- 16 – Enrich Assess Training
- 27-31 – Professional Development Week
 - A-Team Process
 - Google Classroom Basics
 - ESOL, 504, IEP Accommodations
 - Do you know how your performance will be measured?
 - IB MYP Review
 - Q&A Student IEPs
 - Literacy Today – Is it just reading a book?
 - Integrating Art and Movement with Pictures
 - TRPD Insights – What are the drug/gang trends?
 - Understanding rights as teachers
 - Student Engagement – What are they really thinking?
 - Promethean Boards – A few more tips
 - Poll Everywhere for the Classroom
 - SCOIS – Application for the Classroom
 - Research Tools – What should students look for?
 - Field Trip – Where are TRHS students coming from?

November

- Department Meeting Focus – PD week summary; Technology Insights

December

- Department Meeting Focus – Formative Assessment Checklist
- 3 – IB MYP Unit Plan Overview
- 4 – Engaging students and gathering data with Classflow

February

- Department Meeting Focus – Student-Centered Teaching; Learning Targets
- 5 – Creating a Google Classroom
- 27 – Inclusion Q&A

March

- Department Meeting Focus – Formative Assessment; Tracking Student Growth
- 2-5 – Professional Development Week
 - What does Inclusion look like?
 - Introduction to Google Suite
 - Google Suite and the Classroom
 - BYOD and Formative Assessment
 - What is Formative Assessment?
 - What does Student-Centered Teaching look like?

April

- Department Meeting Focus – Formative vs Summative Comparison
- 9 – Creating Classflow Presentations

May

- Department Meeting Focus – PLC regroup and goals for 2015-2016

Professional Development Plan 2015-2016

PD Emphasis:

The focus for professional development will once again focus on student-centered teaching, documenting student growth, and technology integration. Faculty will have opportunity for professional development through PLCs, faculty inservice, Power Hour meetings, and two professional development weeks.

Rational:

- Using the “Progression Rubric” provided at the Principal/IC meeting, teachers and administration determined that the student data that is collected is not directly used to impact instruction.
- Focus will be on steps 3 and 4...
 - Step 3: 2 – Some time to analyze student data is provided, but protocols for examining student data are not clear. Student data is not consistently used to make instructional decisions.
 - Step 4: 2 – Assessment data is collected and organized; however, data is not analyzed to evaluate the validity and effectiveness of instructional practices and assessments.

Learning Targets:

- Identify answers to 1) Where are the students now?, 2) Where do they need to be?, and 3) How do we get them there?
- Develop system to document student progress

Outcomes Anticipated:

- Teachers will use formative assessments in their classroom that reflect learning targets
- Results from formative assessments will be use to guide PLC discussions to answer...
 - Where are the students?
 - Where do they need to be?
 - How do we get them there?
- Teachers will create a practical system to track student progress towards learning goals

Professional Learning Opportunities:

- Professional Learning Communities – bi-monthly, departments meet to analyze student data and make adjustments to continuing instruction
- Staff Inservice – monthly, TRHS teachers will model student-centered best practices that focus on standards-based instruction, engagement, rigor, and instructional delivery; teachers will create plan to implement strategy in classroom and report experience following month
- Department Power Hour Meetings – monthly, teachers provide department specific examples of student-centered practices
- PLC coaching cycles
- Fall and Spring Professional Development Week

Follow-up and Sustainability:

- Throughout 2015-2016, teachers will continue to meet in subject area PLC meetings to discuss instructional needs based on student data
- PLCs will submit minutes
- Administrative and CRT walkthroughs that are student-centered

Roles and Responsibilities:

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

School Climate Needs Assessment

SDE School Report Card 2013

Ratings over a 5-year period

| Year | Absolute Rating | Growth Rating |
|-------------|------------------------|----------------------|
| 2014 | Excellent | Good |
| 2013 | Excellent | Good |
| 2012 | Good | Average |
| 2011 | Average | Below Average |
| 2010 | Good | At-Risk |

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

| Percent | Our High School | | | High Schools with Students Like Ours | | |
|----------------------|------------------------|-------------|-------------|---|-------------|-------------|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Passed both subtests | 78.5% | 82.9% | 75.5% | 79.5% | 80.8% | 75.2% |
| Passed one subtest | 12.8% | 9.9% | 15.7% | 12.9% | 12.3% | 16.2% |
| Passed no subtests | 8.7% | 7.2% | 8.8% | 7.8% | 6.9% | 8.8% |

HSAP Passage Rate by Spring 2014

| | Our High School | High Schools with Students Like Ours |
|--------------|------------------------|---|
| Passage Rate | 86.7% | 90.7% |

Four-Year Cohort Graduation Rate

| | Our High School | | High Schools with Students Like Ours | |
|---------------------------------------|------------------------|-------------|---|-------------|
| | 2013 | 2014 | 2013 | 2014 |
| Number of Student in Four-Year Cohort | 351 | 300 | 258 | 249 |
| Number of Graduates in Cohort | 238 | 228 | 194 | 193 |
| Rate | 67.8% | 76.0% | 75.2% | 75.8% |

Five-Year Cohort Graduate Rate

| | Our High School | | High Schools with Students Like Ours | |
|-------------------------------|------------------------|-------------|---|-------------|
| | 2013 | 2014 | 2013 | 2014 |
| Number of Student in Cohort | 302 | 339 | 251 | 258 |
| Number of Graduates in Cohort | 215 | 247 | 191 | 197 |
| Rate | 71.2% | 72.9% | 74.7% | 75.5% |

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours |
|--|------------------------|---|
| Algebra 1/Math for the Technologies 2 | 80.7% | 81.5% |
| English 1 | 75.5% | 71.8% |
| Biology 1/Applied Biology 2 | 84.5% | 77.3% |
| US History and the Constitution | 74.3% | 61.1% |
| All Subjects | 78.8% | 71.4% |

2011-2012 SDE Survey Result

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 59 | 190 | 9 |
| Percent satisfied with learning environment | 91.5% | 84.7% | I/S |
| Percent satisfied with social and physical environment | 100.0% | 90.0% | I/S |
| Percent satisfied with school-home relations | 83.0% | 89.9% | I/S |

*Only students at the highest high school grade level and their parents were included.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups on ACT each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard as measured by the ACT.

ANNUAL OBJECTIVE: Annually meet or exceed the standard as measured by the ACT.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

| | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|----------------|----------------|----------------|
| School Projected | X | | | |
| School Actual | | | | |
| District Projected | X | | | |
| District Actual | | | | |

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

| ELA – School – High | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | |
| All Students | | | | |
| Male | | | | |
| Female | | | | |
| White | | | | |
| African-American | | | | |
| Asian/Pacific Islander | | | | |
| Hispanic | | | | |
| American Indian/Alaskan | | | | |
| Disabled | | | | |
| Limited English Proficient | | | | |
| Subsidized Meals | | | | |

Baseline data to be established in 2014-15.

| ELA – District - HS | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | |
| All Students | | | | |
| Male | | | | |
| Female | | | | |
| White | | | | |
| African-American | | | | |
| Asian/Pacific Islander | | | | |
| Hispanic | | | | |
| American Indian/Alaskan | | | | |
| Disabled | | | | |
| Limited English Proficient | | | | |
| Subsidized Meals | | | | |

Baseline data to be established in 2014-15.

| Math – School - High | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | |
| All Students | | | | |
| Male | | | | |
| Female | | | | |
| White | | | | |
| African-American | | | | |
| Asian/Pacific Islander | | | | |
| Hispanic | | | | |
| American Indian/Alaskan | | | | |
| Disabled | | | | |
| Limited English Proficient | | | | |
| Subsidized Meals | | | | |

Baseline data to be established in 2014-15.

| Math – District - HS | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | |
| All Students | | | | |
| Male | | | | |
| Female | | | | |
| White | | | | |
| African-American | | | | |
| Asian/Pacific Islander | | | | |
| Hispanic | | | | |
| American Indian/Alaskan | | | | |
| Disabled | | | | |
| Limited English Proficient | | | | |
| Subsidized Meals | | | | |

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

ANNUAL OBJECTIVE: Annually meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

DATA SOURCE(S): WorkKeys report produced by ACT

| | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------------------|---------|---------|---------|
| School Projected | X | | | |
| School Actual | | | | |
| District Projected | X | | | |
| District Actual | | | | |

Baseline data to be established in 2014-15.

EOCEP % ENGLISH I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from **67%** in 2012 to **76.1%** in 2018.

ANNUAL OBJECTIVE: Increase by **1** percentage point annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|---------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| School Projected | X | X | 72.1 | 73.1 | 74.1 | 75.1 | 76.1 |
| School Actual | 71.1 | 77.1 | 75.5 | | | | |
| District Projected (MS and HS) | X | X | 77.3 | 78.3 | 79.3 | 80.3 | 81.3 |
| District Actual (HS only) | 71.1 | 78.4 | 77.4 | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|-----------------------------|----------------------------------|------------------------------|-------------------------------|---|
| PD in English I PLCs | Once a month | CRT | 0 | Na | PD calendar and agendas |
| Tutoring sessions before/after school | Weekly | Freshman administrator | 0 | Na | Sign in sheets |
| Media Center open before/after school for USA Test Prep | Daily | Media specialists | 0 | Na | Sign in sheets |
| EOC communications with parents | Ongoing | Freshman administrator | 0 | Na | PTA, open house agendas, call logs, website pages |
| EOC blitz benchmark practice week | Mid-semester both semesters | EOC teachers | 0 | Na | Score reports on USA Test Prep |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

EOCEP % ALGEBRA I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from **74.3%** in 2012 to **87%** in 2018.

ANNUAL OBJECTIVE: Increase by **2** percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------------------------|---------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| School Projected | X | X | 79 | 81 | 83 | 85 | 87 |
| School Actual | 74.3% | 79.9 | 80.7 | | | | |
| District Projected (MS and HS) | X | X | 84.6 | 85.6 | 86.6 | 87.6 | 88.6 |
| District Actual (HS only) | 78.0 | 83.2 | 82.7 | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|--|-----------------|---------------------------|-------------------------|------------------------|-------------------------------------|
| Use of USA Test Prep to diagnose student strengths/weaknesses on each standard | ongoing | Classroom teacher | \$20,000 For 4 years | Local funds | Student scores |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from **80.9%** in 2012 to **85.1%** in 2018.

ANNUAL OBJECTIVE: Increase by **.7** percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| School Projected | X | X | 82.3 | 83 | 83.7 | 84.4 | 85.1 |
| School Actual | 80.9 | 89.1 | 84.5 | | | | |
| District Projected | X | X | 81.7 | 82.7 | 83.7 | 84.7 | 85.7 |
| District Actual | 80.7 | 84.3 | 84.5 | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|----------------------------------|------------------------|----------------------------------|------------------------------|-------------------------------|--|
| Biology PLC | 2/month | Biology I teachers | 0 | Na | EOC scores, agendas |
| USA Test Prep | Ongoing | Biology I teachers | \$20,000 for 5 years | Local Funds | EOC scores, usage data, lesson plans |
| Rigorous instruction | Ongoing | PLC, Administrators & CRT | 0 | Na | Observations and lesson plans |
| Increase lab component | Ongoing | PLC | 0 | Na | Observations, lesson plans |
| Increased technology integration | ongoing | PLC, CRT | 0 | Na | Observations, lesson plans |
| Parent Communication | Ongoing | PLC | 0 | Na | IMS logs, website, blog, syllabus |
| | | | | | |
| | | | | | |
| | | | | | |

EOCEP % US HISTORY AND THE CONSTITUTION

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from **74.2%** in 2012 to **80.2%** in 2018.

ANNUAL OBJECTIVE: Increase by **1** percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

| School Name | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| School Projected | X | X | 76.2 | 77.2 | 78.2 | 79.2 | 80.2 |
| School Actual | 74.2 | 73.4 | 74.3 | | | | |
| District Projected | X | X | 66.6 | 67.6 | 68.6 | 69.6 | 70.6 |
| District Actual | 65.6 | 73.9 | 75.3 | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|----------------------------|-----------------|-----------------------------|-----------------------|------------------------|---|
| PLC | ongoing | USHC teachers | 0 | na | Agendas, analysis of common assessments, EOC scores |
| USA Test Prep | Ongoing | USHC teachers | \$20,000 for 5 years | Local funds | Lesson plans, observations, EOC scores |
| Competition class t-shirts | Each semester | USHC teachers/ principal | \$5-8 per shirt | Local funds | Shirts on test days |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 57% in 2011 to 69% by 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

DATA SOURCE(S): AP report produced by the College Board

| School Name | Baseline 2010-11 | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------------|------------------|------------------|-----------------------|---------|---------|---------|---------|---------|
| School Projected | X | X | 64 | 65 | 66 | 67 | 68 | 69 |
| School Actual | 57 | 63 | 68.2 | 58 | | | | |
| District Projected | X | X | 56 | 57 | 58 | 59 | 60 | 61 |
| District Actual | 56 | 53 | 55 | 54 | | | | |

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by **10** points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by **2** points.

DATA SOURCE(S): SAT report produced by The College Board

| School | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------------------|---------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| Critical Reading Projected | X | X | 503 | 505 | 507 | 509 | 511 |
| Critical Reading Actual | 501 | 487 | 475 | | | | |
| Math Projected | X | X | 498 | 500 | 502 | 504 | 506 |
| Math Actual | 496 | 476 | 470 | | | | |
| Writing Projected | X | X | 465 | 467 | 469 | 471 | 473 |
| Writing Actual | 463 | 465 | 448 | | | | |
| Composite Projected | X | X | 1466 | 1472 | 1478 | 1484 | 1490 |
| Composite Actual | 1460 | 1428 | 1394 | | | | |

| District | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Critical Reading Projected | X | X | 493 | 495 | 497 | 499 | 501 |
| Critical Reading Actual | 491 | 496 | 499 | | | | |
| Math Projected | X | X | 496 | 498 | 500 | 502 | 504 |
| Math Actual | 494 | 492 | 496 | | | | |
| Writing Projected | X | X | 472 | 474 | 476 | 478 | 480 |
| Writing Actual | 470 | 474 | 472 | | | | |
| Composite Projected | X | X | 1461 | 1467 | 1473 | 1479 | 1485 |
| Composite Actual | 1455 | 1462 | 1467 | | | | |

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|---------------------------|--------------------------------------|----------------------------------|-----------------------------------|--|
| Word of the day | daily | CRT | 0 | na | Posters, announcements, website, marquee |
| SAT prep class | One per year | Guidance | 0 | na | Course catalog |
| SSR (sustained silent reading) | Daily | Teachers | 0 | na | Observations, lesson plans |
| Content specific word walls | Ongoing | Teachers | 0 | na | Observations |
| One day of testing strategy in each senior class | Before each testing | Teachers | 0 | na | Observation, lesson plans |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

GRADUATION RATE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by **1.9** percentage points each year, from **65.5%** in 2012 to **75%** in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by **1.9** percentage points annually.

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| School Projected | X | X | 67.4 | 69.3 | 71.2 | 73.1 | 75 |
| School Actual | 65.5 | 67.8 | 77.0 | | | | |
| District Projected | X | X | 73.9 | 75.4 | 77.0 | 78.5 | 80.0 |
| District Actual | 72.4 | 76.9 | 81.7 | | | | |

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|------------------------|---|----------------------------------|-----------------------------------|---|
| HSTW | Ongoing | AP Chuck Winney | 0 | Na | Connections agenda, HSTW PD agenda |
| District alternative programs (ex. Lifelong) | Ongoing | Guidance | | PTA | Log Power School |
| APEX, Online Courses | Ongoing | Guidance | 0 | Na | Logs Power School |
| Freshman Academy | Ongoing | AP Mary Sloan | 0 | Na | Agenda and log of special graduation support events |
| IGP | Ongoing | Guidance | 0 | Na | Copy of sample plan |
| Assemblies, programs, motivational speakers | Ongoing | Guidance, CATE, Freshman Academy | 0 | Na | Copy of announcements and student evaluations |
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PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Increase the number of local professional development sessions relating directly to student achievement with respect to CCSS and Smarter Balance from 1 in 2011-2012 to 18 in 2017-2018.

ANNUAL OBJECTIVE: Each year increase the number of PD sessions relating directly to student achievement with respect to CCSS and Smarter Balance by 3.

DATA SOURCE(S):

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------|---------------------|-----------------------------|----------|-----------|-----------|-----------|-----------|
| Projected | X | X | 7 | 10 | 13 | 16 | 19 |
| Actual | 1 | 4 | 16 | 24 | | | |

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|--|------------------------|--------------------------------------|----------------------------------|-----------------------------------|---|
| Consultants out of district | 1 per year | CRT | TBD | Local and grants | Announcements, agendas, and faculty evaluations |
| In-district consultants | 1 per semester | CRT | 0 | Na | Announcements, agendas, and faculty evaluations |
| Presentations by local presenters (including observations of best CCSS practice) | 2013-2014 4 | CRT | 0 | Na | Announcements, agendas, and faculty evaluations |
| | 2014-2015 6 | | | | |
| | 2015-2016 8 | | | | |
| | 2016-2017 10 | | | | |
| | 2017-2018 12 | | | | |
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STUDENT ATTENDANCE

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| School Projected | X | X | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| School Actual | 93.3 | 93.3 | 97.5 | | | | |
| District Projected | X | X | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| District Actual | 95.9 | 95.6 | 95.0 | | | | |

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|-------------------------|--------------------------------------|----------------------------------|-----------------------------------|--|
| Attendance Blitz | First week per semester | AP Chuck Winney | \$100 | Local funds & grants | Announcements, posters |
| Bi-weekly phone robo calls | Ongoing | Principal | 0 | na | Phone log |
| Teachers call parents on 4 th absence | Ongoing | Principal | 0 | na | Phone contact log |
| Individual conferences with guidance counselor at 6 th absence | Ongoing | Guidance | 0 | na | Counseling log |
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STUDENT EXPULSION

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------------------|-----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| School Projected | X | X | Less than 0.5% | Less than 0.5% | Less than 0.5% | Less than 0.5% | Less than 0.5% |
| School Actual | 0.5% | 1.3% | 1.3% | | | | |
| District Projected | X | X | Less than 0.5% | Less than 0.5% | Less than 0.5% | Less than 0.5% | Less than 0.5% |
| District Actual | 0.5% | 0.6% | 0.6% | | | | |

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|--|------------------------|--------------------------------------|----------------------------------|-----------------------------------|--|
| Improve use of Incident Management System (IMS) through professional development | 2013-14 | Principal | 0 | na | agenda |
| Use IMS to accurately track discipline incidents and analyze those that lead to expulsions | 2013-14 | Principal Designee | 0 | na | Reports |
| Continue to communicate school district behavior code to parents, students, and school personnel through website, parent newsletters, and student handbook | Ongoing | Principal and his designees | 0 | na | Copy of communications |
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PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 94.1% in 2012 to 94.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by .1 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------------------|-----------------------------|---------|---------|---------|---------|---------|
| School Projected | X | X | 94.3 | 94.4 | 94.5 | 94.6 | 94.7 |
| School Actual | 94.1 | 72.3 | I/S | | | | |
| District Projected | X | X | 89.0 | 89.5 | 90.0 | 90.5 | 91.0 |
| District Actual | 88.0* | 88.1 | 88.1 | | | | |

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Results are from 10-11.

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|------------------------|--------------------------------------|----------------------------------|-----------------------------------|--|
| Continue “Coffee with the Principal” informal discussions | Ongoing | Principal | >\$25 | Local funds | Log of visitors |
| Continue active website | Ongoing | Webmaster | 0 | na | Website |
| Teacher positive calls | Ongoing | Teachers | 0 | na | Call logs |
| Regular robo calls with positive reports | Ongoing | Principal | 0 | na | Call logs |
| Letters and emails to parents | Ongoing | Principal | 0 | na | Copies |
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STUDENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from **78.3%** in 2012 to **83.3%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **1** percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

| School Name | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|---------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| School Projected | X | X | 79.3 | 80.3 | 81.3 | 82.3 | 83.3 |
| School Actual | 78.3 | 79.8 | 84.7 | | | | |
| District Projected (ES, MS, and HS) | X | X | 81.5 | 82.5 | 83.5 | 84.5 | 85.5 |
| District Actual (HS only) | 79.7 | 80.7 | 76.5 | | | | |

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|--------------------------------|--------------------------------------|----------------------------------|-----------------------------------|--|
| Positive calls or emails to parents and students | Ongoing | Faculty | 0 | na | Phone logs |
| Increased emphasis on real world/authentic learning | Ongoing | CRT/Faculty | 0 | na | Lesson Plans |
| Student of the month luncheons with principal | Ongoing | Principal | \$125 | Local funds | Agenda |
| Student surveys | End of 1 st 9 weeks | CRT | 0 | na | Survey summary |
| Implementation of ideas in student survey | 2 nd semester | PLCs | 0 | na | Lesson plans |
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TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 94.1% in 2012 to 96.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .4 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| School Projected | X | X | 94.5 | 94.9 | 95.3 | 95.7 | 96.1 |
| School Actual | 94.1 | 95.2 | 91.5 | | | | |
| District Projected | X | X | 92.5 | 93.0 | 93.5 | 94.0 | 94.5 |
| District Actual | 98.0 | 92.6 | 93.5 | | | | |

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|--------------------------------|---------------------------------|----------------------------------|------------------------------|-------------------------------|--|
| Teacher recognition | Monthly | PTA | Varies | PTA | List of events |
| Principal coffee with teachers | Quarterly during planning block | Principal | >\$50 | Local funds | List of events |
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PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from **84.6%** in 2012 to **86.4%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **.3** percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 85.2 | 85.5 | 85.8 | 86.1 | 86.4 |
| School Actual | 84.6 | 71.5 | I/S | | | | |
| District Projected | X | X | 93.9 | 94.3 | 94.7 | 95.1 | 95.5 |
| District Actual | 93.5 | 92.8 | 93.1 | | | | |

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from **80.5%** in 2012 to **83.5%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **.5** percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 81.5 | 82 | 82.5 | 83 | 83.5 |
| School Actual | 80.5 | 85.2 | 90.0 | | | | |
| District Projected | X | X | 91.0 | 91.5 | 92.0 | 92.5 | 93.0 |
| District Actual | 90.0 | 89.6 | 87.2 | | | | |

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from **96.1%** in 2012 to **96.7%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **.1** percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| School Projected | X | X | 96.3 | 96.4 | 96.5 | 96.6 | 96.7 |
| School Actual | 96.1 | 100 | 100.0 | | | | |
| District Projected | X | X | 98.5 | 98.5 | 98.5 | 98.5 | 98.5 |
| District Actual | 98.9 | 98.3 | 98.2 | | | | |

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|------------------------|--------------------------------------|----------------------------------|-----------------------------------|--|
| All exterior doors locked at all times | Ongoing | Plant Engineer | 0 | na | Daily checks |
| Greater visibility of SRO | Ongoing | SRO | 0 | na | Student, teacher, parent survey |
| Entrance buzzer system | Ongoing | Principal | TBD | District | In place |
| Robo calls home | Ongoing | Principal | 0 | na | Call log |
| Administrator/teacher visibility at lunch, between classes, and before/after school | Ongoing | Principal | 0 | na | Regular checks |
| Interior doors locked | Ongoing | Principal | 0 | na | Regular checks |
| Drills | Ongoing | Principal designee | 0 | na | Drill log |
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