TRAVELERS REST HIGH SCHOOL

Strategic Planning and Portfolio

2013-2014 through 2017-2018

Mr. Louis Lavely
Principal, Travelers Rest High School

Dr. W. Burke Royster
Superintendent, Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 *(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

Dr. W. Burke Royster	*W Burke Royster*	03.23.2016
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Laurie Tankersley	*Laurie M. Tankersley*	03.16.2016
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Lou Lavely	*Lou E. Lavely*	03.24.2016
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Stephanie Rees	*Stephanie Rees*	03.24.2016
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: llavely@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.

POSITION	*NAME*
1. PRINCIPAL	Lou Lavely
2. TEACHER	Kevin Hawkins
3. PARENT/GUARDIAN	Lori Mason
4. COMMUNITY MEMBER	Erin Smith
5. SCHOOL IMPROVEMENT COUNCIL	Angela Moore
6. READ TO SUCCEED READING COACH	Ashley Gordon
7. SCHOOL READ TO SUCCESS LITERACY LEADERSHIP TEAM LEAD	Stephanie Rees

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Atiba Jackson	Teacher
Heather Foster	Guidance
Deanna McCarrell	Media Specialist

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.

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

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

✓   **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, 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 district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

✓   **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

_NA_   **Innovation**
The district 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.

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

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

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

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

_NA_ **Parenting and Family Literacy**
The district 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.

_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.

✓ **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.

For the 2015-2016 school year, TRHS continued to implement student-centered practices that focus on student-generated learning and formative assessment tracking. The faculty followed a new lesson planning format to answer the questions: 1) Where are the students, 2) Where do the students need to be, and 3) How will we get them there? In addition, Professional Learning Communities (PLCs) spent time analyzing student work to formatively assess student progress towards mastery. Through professional development sessions, the instructional coach modeled thinking routines based on the book *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* by Ritchhart, Church, and Morrison. These thinking routines allowed teachers to "see" how students process information and make adjustments to their instruction accordingly. Teachers then planned to implement these routines during monthly departmental lunch meetings using Google Classroom.

Also in 2015-2016, TRHS invested in technology. In the fall of 2015, 119 chromebooks were purchased to created four class sets of 30 for teachers to checkout from the Media Center. In January 2016, additional chromebooks were purchased to provide each teacher who wanted them with three chromebooks for daily classroom use. Teachers use these chromebooks to implement a variety of strategies in the classroom especially the use of Google Classroom.

Throughout the Spring of 2016, TRHS began to plan for the school reading plan in alignment with South Carolina legislation, Read to Succeed. The plan will be completed in summer 2016.

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 ninth 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.

We achieved an Excellent absolute SDE Report Card rating in 2014. Our growth rating was Good. We earned an B on our ESEA rating. Due to changes in state testing, schools were not rated for state accountability in 2015.

While our diversity is not apparent in our racial makeup (23% 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 66.6% poverty rate.

A large demographic sub-group at Travelers Rest High School is our disabled population. We continue to make small gains 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 eighth 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: 1,225

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

Principal: Louis E. Lavely, Jr.

email: *llavely@greenville.k12.sc.us*

Our ten 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 77%, Black 13%, Hispanic 7%.

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 66.6% 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 57
    Support Staff 35
    %Teachers with Master's Degree or Above 72.8%
    % Teacher Attendance 91.5%

Certified Staff

    <u>Gender</u>
    Male 33%
    Female...67%

    <u>Education Level</u>
    Bachelor's 17%
    Bachelor's +18 ....10%
    Master's...46%
    Master's +30 ....26%
    Doctorate...1%

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

Faculty experience ranges widely. We have fewer faculty members who have fewer than five years experience (10%) 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:

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2010-2011 ........................1,253
2011-2012 ........................1,226
2012-2013 ........................1,240
2013-2014 ........................1,236
2014-2015 ........................1,225
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Sub-populations: Special Education

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Autism		4	4	6	2
Intellectual Disabled/Educable	11	13	7	9	6
Emotional Disability	2	5	3	4	1
Other Health Impairment	27	6	16	19	16
Hearing Impairment					
Specific Learning Disability	110	143	116	110	107
Multiple Disabilities			1	5	16
Orthopedic Impairment	2				
Speech/Language Impairment					
Intellectual Disabled/Trainable	43				10
Visual Impairment					1
Traumatic Brain Injury				1	1
Total	195	171	147	154	160

Free and reduced meals%/Poverty index

	2011	2013	2013	2014	2015
FARMS	41.4%	44.2%	44.2%	45.9%	47.4%
Poverty	61.8%	65.3%	65.3%	69.1%	66.6%

Attendance

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2010-2011 ........................93.8%
2011-2012 ........................93.3%
2012-2013 ........................93.3%
2013-2014 ........................97.5%
2014-2015 ........................93.6%
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Ethnicity/Gender

	2009-2010	2011-2012	2012-2013	2013-2014	2014-2015
Female	570	576	612	543	536
Male	629	610	629	621	624
African American/American Indian	0	0	0	0	0
Asian	6	11	9	0	3
Black	187	196	171	145	155
Hawaiian/Pacific Islander	1	0	1	1	0
Hispanic	50	56	65	57	76
White/African American	10	0	30	0	0
White/American Indian	3	0	0	2	5
White/Asian	3	0	0	0	0
White	991	949	965	921	888
Other Ethnicity	2	21	0	30	33
Ethnicity Unknown	0	0	0	1	0

Other Population Data (from 2015 Report Card)

	Our School	Change from Last Year
Students (n = 1,225)		
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	66.6	Down from 69.1%
Attendance Rate	93.6	Down from 94.5%
With disabilities	13.0	Down from 15.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 1.3%
Percentage of students served by gifted and talented programs	19.3	Down from 22.0%
Enrolled in AP/IB programs	22.7	Down from 16.7
Successful on AP/IB exams	54.6	No change
Career/technology students in co-curricular organizations	4.8	Down from 9.0%
Enrollment in career/technology courses	1189	Up from 603
Students participating in work-based experiences	0.2%	Up from 0.0%
Number of seniors who have completed FAFSA forms	150	N/A
Percentage of seniors completing college applications	N/A	N/A
Number of students in dual enrollment courses	34	N/A
Success rate of students in dual enrollment courses	96.0	N/A
Annual dropout rate	6.0	Down from 6.5%
Dropout recovery rate	8.2	N/A
Percentage of students retained	2.9	Down from 4.0%

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
- Community Based Job Training

Academic Honors
- Seven Palmetto Fellows
- One National Merit semi-finalist

Student Council Honors
- Seven Time National Gold Honor Council for Excellence Award – Student Council

Athletic Honors
- State AAA Individual Girls Golf Champions
- State AAA Individual Girls Tennis Champion
- Region Champions Girls Golf
- Region Champions Girls Tennis
- Region Champions Boys Basketball
- NC/SC Player – Boys Basketball
- All State Players – Girls Golf
- All State Players – Girls Tennis
- All State Players – Boys Basketball

Beta Club Honors
- Character Skit – 1st in State Competition
- English – 1st in State Competition
- Creative Writing – 2nd in State Competition
- Oratory – 2nd in State Competition
- Spanish – 2nd in State Competition
- English – 9th in National Competition

Fine Arts Honors
- All State Band – 1 student
- All Region Band – 13 students
- All County Band – 20 students
- District Honor Choir – 12 students
- Spring Sing Vocal Scholarship Recipient
- Theatre – Superior Play Rating
- Theatre – Superior Ensemble
- Theatre – Superior Technical Work

- Theatre – Excellence Technical Design
- Theatre – Excellence in Direction
- Theatre – Best in Load Award
- Theatre – Superior Acting and Stand out Performance

Fishing Team
- SAF/TBF State Champions
- BASS State Team Tournament – 5th place team
- Greenville County Tournament – 1st and 2nd place teams
- Berkley HS National Challenge – 3rd in nation

School/Faculty Honors
- Eight National Board Certified Teachers
- SC Beta Club State Sponsor – Cassandra Brailsford
- Region 2 AAA Coach of the Year – Kirby Alford (Girls Tennis)
- Region 2 AAA Coach of the Year – Josh Mills (Boys Basketball)
- Region 2AAA Coach of the Year – Liz Nix (Ladies Golf)
- Region 2 AAA Athletic Director of the Year – Erin Keen
- 2011 GCS Emerging Teacher Award – Jenna Mauldin
- 2014 GCS Emerging Teacher Award – Jessica Richardson
- 2016 SCTE High School Teacher of Excellence Award – Leigh Unterspan

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

The ACT: Average Score

Year	Composite	English	Mathematics	Reading	Science	Writing
2015	18.7	17.4	18.1	19.7	18.9	16.1

The ACT: Percent Meeting ACT College-Ready Benchmarks

Year	All 4 Subjects	English	Mathematics	Reading	Science
2015	11.4	44.9	20.8	34.7	20.3

ACT WorkKeys

Year	NCRC	Platinum	Gold	Silver	Bronze
2015	92.0	0.0	23.3	44.7	24.0

Algebra I EOC

Year	% Passing
2015	92.6
2014	80.7
2013	80.6
2012	74.3
2011	78.7

English I EOC

Year	% Passing
2015	79.8
2014	75.5
2013	73.6
2012	71.1
2011	77.8

Biology I EOC

Year	% Passing
2015	86.1
2014	84.5
2013	89.1
2012	80.9
2011	80.3

US History and Constitution EOC

Year	% Passing
2015	82.5
2014	74.3
2013	73.4
2012	74.2
2011	80.3

Graduation Rate

Year	% Passing
2015	77.9
2014	76.8
2013	67.8
2012	65.5
2011	72.6

Advanced Placement (AP)

Year	Number of Exams Taken	% Passing with score 3-5
2015	190	54.0
2014	157	58.0
2013	140	67.0
2012	142	65.0
2011	154	60.2

International Baccalaureate (IB)

Year	% Passing with score 4+
2015	62
2014	61
2013	76
2012	58
2011	54

ACT

Year	Math	ELA	Science	Reading	Composite Score
2015*	18.1	17.4	18.9	19.7	18.7
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

*All 3rd year students tested.

SAT

Year	Math	ELA	Composite Score
2015	482	474	956
2014	470	475	945
2013	476	487	963
2012	496	501	997
2011	475	482	957

Teacher and Administrator Quality

Professional Development 2015-2016

Year Long

- Professional Learning Communities – bi-monthly, departments meet to discuss best practices based on student growth
- Department Academic Overtime – departments meet after the monthly faculty PD to apply the thinking routines to their subjects

August

- 10 – New Teacher Orientation
- 12 – SCL Review – PLCs, Lesson Plans
- 14 – Round Robin meetings; Website/PowerTeacher Training

September

- 2 – SLO Training
- 8 – MAP Proctor Training; MYP Freshman Academy Training
- 15 – New Teacher Guided Support
- 17 – SCL Framework
- 29 – Blended PLC

October

- 2 – PSAT Proctor Training
- 5-9 – PD Week
    - Blended Learning – technology and the classroom
    - Classroom Management Strategies
    - Data Review – how did TRHS do in 2014-2015
    - Distance Learning
    - Field Trip – Hometown Teams, Slater Hall
    - Google Apps for Education
    - Google Websites
    - Greenville Tech Library Database
    - Interactive Content for Student Achievement
    - Learning on Display
    - Reading in the Content Areas to Promote Retention
    - Relationship Education Project
    - Remember the Joy
    - Student-Centered Learning
    - Video Production for the Classroom
    - Website for Athletics and Organizations
- 13 – Book Club – Classroom Management
- 15 – SCL Framework; Blended PLC
- 20 – New Teacher Guided Support
- 27 – SCL Framework

November
- 5 – SCL Thinking Routines
- 17 – New Teacher Guided Support
- 19 – MYP Learner Profile

December
- 1 – MYP Objectives
- 8 – SCL Framework
- 10 – EOCEP Proctor Training

January
- 19 – SCL Framework
- 21 – Blended PLC

February
- 2 – New Teacher Guided Support
- 4 – SCL Thinking Routines
- 16 – New Teacher Guided Support
- 25 – WorkKeys Room Supervisor/Proctor Training

March
- 7-11 – PD Week
  - Google – what is new and what questions do you have?
  - Interactive Content for Student Achievement
  - Money – where does the budget come from?
  - Notes – thinking required
  - Research Technology
  - Student-Centered Learning
  - The ABCs of Prezi
  - Understanding Poverty in the Classroom (Part 1)
  - Your Relationship Balance
- 15 – New Teacher Guided Support

April
- 7 – SCL Thinking Routines
- 12 – ACT Room Supervisor/Proctor Training
- 21 – New Teacher Guided Support

May
- 17 – New Teacher Guided Support
- 19 – EOCEP Proctor Training

PD Emphasis:

The focus for professional development will continue to focus on student-centered teaching and technology integration. It will also integrate literacy strategies as determined by the Read to Succeed Literacy Team. Faculty will have opportunity for professional development through PLCs, faculty inservice, Power Hour meetings, and two professional development weeks.

Rational:

- As a school, we have taken great steps to move towards student-centered instruction. However, there is a need for continued emphasis on practical student-centered strategies.
- Following the districts lead, TRHS will have a renewed emphasis on literacy instruction. Based on data gathered during a Spring PD session, teachers have a very basic understanding of literacy and need practical strategies for their content area.

Learning Targets:

- Apply student-centered strategies in the classroom to encourage student-generated learning and provide learning that is personalized to the students.
- Identify disciplinary literacy strategies that are beneficial for the students

Outcomes Anticipated:

- Teachers will continue to use formative assessments in their classroom that reflect learning targets
- Results from formative assessments will be used to guide PLC discussions to answer…
  o Where are the students?
  o Where do they need to be?
  o How do we get them there?
- Teachers will identify strategies that deepen students' understanding of texts in the content areas

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, literacy, 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
- Individual teacher coaching
- 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

Ratings over a 5-year period

Year	Absolute Rating	Growth Rating
2015	**NA**	**NA**
2014	Excellent	Good
2013	Excellent	Good
2012	Good	Average
2011	Average	Below Average

Four-Year Cohort Graduation Rate

2015	2014	2013	2012
77.9	76.8	67.8	65.5

Five-Year Cohort Graduate Rate

2015	2014	2013	2012
70.4	72.9	71.2	62.3

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	92.6	80.7
English 1	79.8	68.0
Biology 1/Applied Biology 2	86.1	75.7
US History and the Constitution	82.5	64.9
All Subjects	85.4	71.7

2014-2015 SDE Survey Result

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	201	11
Percent satisfied with learning environment	94.0	87.0	91.0
Percent satisfied with social and physical environment	100.0	86.0	82.0
Percent satisfied with school-home relations	88.0	91.0	82.0

*Only students in grade 11 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 for State Testing each year.

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

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

DATA SOURCE(S): SC SDE website – ACT test scores

ACT Composite – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**19.0**	**19.3**	**19.6**
School Actual	18.7			
District Projected	X	**19.2**	**19.5**	**19.8**
District Actual	18.9			

ACT English – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**17.7**	**18.0**	**18.3**
School Actual	17.4			
District Projected	X	**18.0**	**18.3**	**18.6**
District Actual	17.7			

ACT Mathematics – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**18.4**	**18.7**	**19.0**
School Actual	18.1			
District Projected	X	**19.2**	**19.5**	**19.8**
District Actual	18.9			

ACT Reading – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**20.0**	**20.3**	**20.6**
School Actual	19.7			
District Projected	X	**19.7**	**20.0**	**20.3**
District Actual	19.4			

ACT Science – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**19.2**	**19.5**	**19.8**
School Actual	18.9			
District Projected	X	**19.3**	**19.6**	**19.9**
District Actual	19.0			

ACT Writing – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**16.2**	**16.3**	**16.4**
School Actual	16.1			
District Projected	X	**15.8**	**15.9**	**16.0**
District Actual	15.7			

ACT English – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**50.3**	**55.7**	**61.1**
School Actual	44.9			
District Projected	X	**53.1**	**58.6**	**64.0**
District Actual	47.7			

District Projections based upon National Percent of Students in the 2015 Graduating Class Meeting Benchmarks by Subject

ACT Math – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**25.7**	**30.6**	**35.5**
School Actual	20.8			
District Projected	X	**33.3**	**38.1**	**43.0**
District Actual	28.4			

ACT Reading – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**38.3**	**41.9**	**45.5**
School Actual	34.7			
District Projected	X	**36.9**	**40.4**	**44.0**
District Actual	33.3			

ACT Science – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**24.7**	**29.1**	**33.5**
School Actual	20.3			
District Projected	X	**28.2**	**32.6**	**37.0**
District Actual	23.8			

☒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): ESSA 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

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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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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): SC SDE website – ACT WorkKeys Test Scores

ACT WorkKeys – Percentage of students who received a National Career Readiness Certificate (NCRC)

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**93.0**	**94.0**	**95.0**
School Actual	92.0			
District Projected	X	**90.2**	**91.2**	**92.2**
District Actual	89.2			

ACT WorkKeys – Percentage of students who received a Bronze NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**24.3**	**24.6**	**24.9**
School Actual	24.0			
District Projected	X	**21.2**	**21.5**	**21.8**
District Actual	20.9			

ACT WorkKeys – Percentage of students who received a Silver NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**45.0**	**45.3**	**45.6**
School Actual	44.7			
District Projected	X	**40.6**	**40.9**	**41.2**
District Actual	40.3			

ACT WorkKeys – Percentage of students who received a Gold NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**23.6**	**23.9**	**24.2**
School Actual	23.3			
District Projected	X	**27.4**	**27.7**	**28.0**
District Actual	27.1			

ACT WorkKeys – Percentage of students who received a Platinum NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	**0.1**	**0.2**	**0.3**
School Actual	0.0			
District Projected	X	**1.0**	**1.1**	**1.2**
District Actual	0.9			

☒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	79.8			
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	79.7 (MS & HS)			

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

☒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 87.0% 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	92.6			
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	90.1 (MS & HS)			

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

☒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 0.7 percentage points 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	83.0	**83.7**	**84.4**	**85.1**
School Actual	80.9	89.1	84.5	86.1			
District Projected	X	X	81.7	82.7	**83.7**	**84.7**	**85.7**
District Actual	80.7	84.3	84.5	83.7			

☒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 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

	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	82.5			
District Projected	X	X	66.6	67.6	**68.6**	**69.6**	**70.6**
District Actual	65.6	73.9	75.3	77.8			

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of exams with a score of 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 point annually exams with a score of 3 or above (out of a possible 5) on all AP examinations.

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

	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	53.7			
District Projected	X	X	56	57	58	**59**	**60**	**61**
District Actual	56	53	55	54	53			

☒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	474			
Math Projected	X	X	498	500	**502**	**504**	**506**
Math Actual	496	476	470	482			
Writing Projected	X	X	465	467	**469**	**471**	**473**
Writing Actual	463	465	448	452			
Composite Projected	X	X	1466	1472	**1478**	**1484**	**1490**
Composite Actual	1460	1428	1394	1408			

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	497			
Math Projected	X	X	496	498	**500**	**502**	**504**
Math Actual	494	492	496	496			
Writing Projected	X	X	472	474	**476**	**478**	**480**
Writing Actual	470	474	472	473			
Composite Projected	X	X	1461	1467	**1473**	**1479**	**1485**
Composite Actual	1455	1462	1467	1466			

☒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**	**75.0**
School Actual	65.5	67.8	77.0	77.9			
District Projected	X	X	73.9	75.4	**77.0**	**78.5**	**80.0**
District Actual	72.4	76.9	81.7	84.2			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Power Hour tutoring	Weekly	Teachers	0	Na	Sign in sheets
EOC communications with parents	Ongoing	Freshman administrator	0	Na	PTA, open house agendas, call logs, website pages
USA Test Prep	Ongoing	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
PLC	ongoing	Teachers	0	na	Agendas, analysis of common assessments, EOC scores
SAT prep class	One per year	Guidance	0	na	Course catalog
One day of testing strategy in each senior class	Before each testing	Teachers	0	na	Observation, lesson plans
HSTW	Ongoing	AP Josh Kay	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 Michelle Michael	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

☐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): District Portal – Professional Development

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	2016-17	2017-18
School Projected	X	X	7	10	13	**16**	**19**
School Actual	1	4	16	24	29		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
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 2014-2015 6 2015-2016 8 2016-2017 10 2017-2018 12	CRT	0	Na	Announcements, agendas, and faculty evaluations

☐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 – School Profile page – Students section

	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	93.6			
District Projected	X	X	95.0	95.0	**95.0**	**95.0**	**95.0**
District Actual	95.9	95.6	95.0	95.6			

☐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 – School Profile page – Students section

	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%	1.1%			
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%	0.7%			

☐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 0.1 percentage point annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #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	91.0			
District Projected	X	X	89.0	89.5	**90.0**	**90.5**	**91.0**
District Actual	88.0*	88.1	88.1	89.8			

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

☐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 annually students who are satisfied with the learning environment.

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

	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	87.0			
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	83.9 (ES, MS & HS)			

☐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 0.4 percentage points annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #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	94.0			
District Projected	X	X	92.5	93.0	**93.5**	**94.0**	**94.5**
District Actual	98.0	92.6	93.5	93.3			

☐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 0.3 percentage points annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #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	82.0			
District Projected	X	X	93.9	94.3	**94.7**	**95.1**	**95.5**
District Actual	93.5	92.8	93.1	91.7			

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

☐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 0.5 percentage points annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.5	82.0	**82.5**	**83.0**	**83.5**
School Actual	80.5	85.2	90.0	86.0			
District Projected	X	X	91.0	91.5	**92.0**	**92.5**	**93.0**
District Actual	90.0	89.6	87.2	91.3 (ES, MS & HS)			

☐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 0.1 percentage point annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #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	100			
District Projected	X	X	98.5	98.5	**98.5**	**98.5**	**98.5**
District Actual	98.9	98.3	98.2	98.3			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Bi-weekly phone robo calls	Ongoing	Principal	0	na	Phone log
Teachers call parents on 4th absence	Ongoing	Principal	0	na	Phone contact log
Individual conferences with guidance counselor at 6th absence	Ongoing	Guidance	0	na	Counseling log
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
Continue active website	Ongoing	Webmaster	0	na	Website
Regular robo calls with positive reports	Ongoing	Principal	0	na	Call logs
Letters and emails to parents	Ongoing	Principal	0	na	Copies
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 surveys	End of 1st 9 weeks	CRT	0	na	Survey summary
Implementation of ideas in student survey	2nd semester	PLCs	0	na	Lesson plans
All exterior doors locked at all times	Ongoing	Plant Engineer	0	na	Daily checks
Greater visibility of SRO	Ongoing	SRO	0	na	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