

Carolina High School & Academy Portfolio



School Portfolio 2017 - 2018

**Michael Delaney, Principal
Burke Royster, Superintendent**

Scope of Plan: 2014 - 2015 through 2018 - 2019

Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Carolina High School

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Craig		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Michael Delaney		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amanda Stewart		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 2725 Anderson Road, Greenville, SC 29611

SCHOOL'S TELEPHONE: (864) 355-2300

PRINCIPAL'S E-MAIL ADDRESS: mdelaney@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	Michael Delaney
2. TEACHER	Suzanne Sitzler
3. PARENT/GUARDIAN	Mr. and Mrs. Livingston
4. COMMUNITY MEMBER	Dr. Hairston
5. SCHOOL IMPROVEMENT COUNCIL	Ms. Craig
6. Read to Succeed Reading Coach:	
7. School Read to Succeed Literacy Leadership Team Lead:	Amanda Stewart
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

** Must include the School Read to Succeed Literacy Leadership Team.

POSITION

NAME

***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 school complies with all applicable Act 135 requirements.

N/A **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).

X **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).

X **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.

X **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*.

X **Technology**

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

X **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.

X **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).

X **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.

N/A **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.

N/A **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.

N/A **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.

X **Recruitment**

The school 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.

X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The school 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.

TABLE OF CONTENTS

Introduction.....	7
Executive Summary.....	8
Student Achievement.....	8
Teacher and Administrator Quality.....	9
School Climate.....	10
Significant Challenges.....	10
Significant Accomplishments.....	11
School Profile.....	15
School and Community Demographics.....	16
School Personnel.....	22
Student Population.....	26
Academic Programs.....	29
Mission, Vision, and Beliefs.....	30
Data Analysis and Needs Assessment.....	34
Action Plan.....	44

INTRODUCTION TO THE CAROLINA HIGH SCHOOL & ACADEMY PORTFOLIO

The Carolina High School & Academy school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this portfolio are based upon the 90-90-90 (90% minority, 90% poverty, 90% academic performance at or above grade level) schools' research. This initiative promotes strategies that are research-based and are relevant to schools like ours. These categories were selected because we agree that the philosophies written into the initiatives will lead to CHS becoming an excellent school. Within each category is a description of the intent of the category, a brief summary of where we are as a school, and our next steps.

This school portfolio is a living document that describes our school and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student achievement. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout our school. It also shows how all of the parts fit together to make our school a positive place for our students.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

Portfolio Leadership Team

Michael Delaney - Principal
Wanda Littlejohn – Instructional Specialist
Andrew Baker – Assistant Principal
Chris Emerson – Assistant Principal
Marjon Ford – Assistant Principal
Amanda Stewart – Instructional Coach
Sharon Higgins – Magnet Coordinator
Thomas Fair – Athletic Director
Leah Platt – Guidance
Rebecca Pridgeon – School Secretary
Lisa Gist- Bookkeeper

All staff members were involved in the development of the school mission statement and school action plan.

EXECUTIVE SUMMARY

Student Achievement

Teachers at Carolina High School and Academy keep abreast of the latest methods of delivering instruction through rigorous professional development opportunities offered at both the district and school level. Teachers have also taken advantage of staff development opportunities that are offered through the nearby universities in addition to attending local and national conferences. Because we recognize that students learn in different ways, teachers are encouraged to try a variety of instructional strategies to meet the needs of all students. We encourage all staff to be involved in professional development opportunities to increase student learning. Our highest priority is to implement the learned strategies to carry out our vision and closing the achievement gaps we have identified. Teachers are encouraged to work together in collaborative teams at the departmental level to plan vertically to ensure a continuum of learning that makes sense for all students. Teachers are also encouraged to perform cross-curricular planning to help students make connections between content areas. This is especially important as we move toward project based learning and integrated curriculum classes. Teachers are placed in cohorts based on expertise for professional development purposes to encourage collaboration and collegial conversations about instruction.

We have determined through studying our achievement gaps that it is important to raise the rigor of the curriculum for all of our students. We believe the Standards in Practice process is the best way to achieve this goal. By combining grade level standards-based instruction and differentiated instructional practices with project based learning, we will increase our students' learning.

Using Student Achievement Data

We have systematically tried to use data to drive our decisions about the instructional program. The data has been made available to all teachers, parents, and students. In using the data, the teachers are making data-driven instructional decisions to help move all students to the next level.

We have used data in the following ways:

- Identifying areas of weakness on EOCEP exams to improve curriculum and scheduling.
- Using graduation rates to closely identify what percentage of growth we need to satisfy the requirements of the next level on the State Report Card.
- In the classroom, teachers use diagnostic tests, writing samples, quizzes, tests, group work, Individual Assessments of Knowledge and Thinking, and other forms of assessment to determine student progress. These types of assessments are helpful in shaping instructional strategies to accommodate the students' different learning styles.

With PowerTeacher, GCSource, and Enrich, teachers will be able to access the test data on their students more quickly. This will help us to address the achievement gaps more effectively.

Student Support Systems

Recognizing that some students need support beyond that which is available in the classroom, CHS has worked with the district to provide a variety of special services.

We have one resource teacher who works with students with learning disabilities. We also have three teachers that offer services to students in an inclusion model. Lastly, we also have two self-contained special education teachers that offer multiple core and elective classes. When a teacher believes that a student has special needs that require attention, the student is referred to the Assistance Team (A-Team). The purpose of the A-Team is to try to match student needs with resources that are available through the school, district, and community.

Summary of Progress

The past four years have been transitional. We have a clear path for increasing student achievement laid out before us. We are currently implementing project based learning through the norms and protocols of the New Tech Model. We have been focusing on creating rigorous projects that are standards-based and contain a variety of instructional strategies that meet the needs of all students.

Next Steps

We are focused on implementing and being stewards of the mission and vision of Carolina High School and Academy. Our goal is to increase the rigor in the courses we teach and provide meaningful and relevant projects and support for every student. To accomplish this, we plan to:

- Incorporate a project-based learning environment for all students, 9th-12th grade, to create a culture of trust, responsibility, and respect
- Examine student assessment data regularly, as a whole faculty and in grade level teams
- Establish collaborative teams of teachers to prepare lessons/projects that foster a new learning environment for all students
- Provide meaningful professional development for the staff that is geared toward implementing the mission and vision of the school

Teacher and Administrator Quality

We strive to improve our instructional and organizational priorities, because improvement must be continuous and rigorous. As a staff, we are constantly evaluating all aspects of the school to ensure effective instruction and success. All teachers and administrators of the school are focused on student achievement and providing the most positive educational experience for all students. Teachers and administrators are continually working together to evaluate and refine instructional practices.

Summary of Progress

This current school year, teachers worked on learning about project-based learning through participating in their own project. The teachers worked together to create an exceptional project for each of their courses, with a focus on authenticity, academic rigor, adult connections, applied learning, active exploration, and assessment practices. We will continue to make our focus for professional development on implementing effective project based learning in the classroom.

Next Steps

- Ensure all staff members are prepared for a project-based learning environment
- Ensure all instruction is standards based and the new South Carolina Standards are

implemented

- Ensure all teachers are being observed on a regular basis
- Continue to reflect on and evaluate all areas of the school to ensure the most efficient use of resources are used to positively impact student achievement and classroom instruction
- Ensure the staff continues to participate in professional development activities that are in line with the goals of the school

School Climate

We have continued to improve the school climate by providing students with a safe and inviting learning environment. The school logo and colors were changed in order to increase consistency with all school organizations and to remind students of our school's rich history. To increase school pride, additional school spirit activities have been incorporated such as pep rallies, spirit week, assemblies, and class competitions. This year, we have incorporated culture days with the freshman, sophomore, and junior New Tech students to build culture within. Projects on the culture and structure of project-based learning were conducted by teachers in each class at the beginning of the year. The projects were designed to prepare students for school year and get them acclimated to the protocols, norms, Ideal Graduate characteristics, and how to work with a group. The school name was added to the building as well as the Trojan logo added to locations on and around the campus.

Summary of Progress

Over the past 6 years, teachers and administrators have been working to improve the learning environment in the building. With a focus on providing students with rigorous learning experiences, students have noticed a positive change. Students are being challenged now more than ever and the results are evidenced on the School Report card.

Next Steps

- Ensure all instruction is rigorous and challenging for students through project based learning
- Ensure students are being held accountable for their learning
- Continue to provide support for students during instruction
- Continue to provide students with relevant learning experiences that challenge them inside and outside of the classroom
- Continue to build upon school spirit and school pride in the building
- Increase AP offerings and passing rates
- Maintain and increase enrollment numbers
- Increase service learning and volunteer opportunities

Significant Challenges

- The poverty index is above 93.75%, with a 100% free lunch status, which presents many challenges for our students physically, emotionally, socially, and academically
- A highly transient school population hinders learning continuity
- Many students work part-time and full-time jobs to support their families
- There is a large population of special education students resulting in a max graduation rate of 85-90% each year
- ESOL population has increased to 34% of the overall student population

- On average 72% of students enter the 9th grade reading three to four grade levels below the 9th grade
- Student attendance rates are consistently below 94% each year
- Parental support and involvement is consistently low

Significant Accomplishments

HOSA (2014-2017)

- Missy McClintock- voted state HOSA President in 2014 and ranked 1st place in Researched Persuasive Speaking
- Moriah Roberts – placed 2nd in Medical Photography in 2014
- Aaron Finch – ranked 4th in Medical Spelling in 2014
- Taylor Smith – ranked 5th in Human Growth and Development in 2014
- Missy McClintock – 2nd in Prepared Speaking
- Anna Musenga, Erik Ortiz, Cashea Nelson – 5th in Public Announcement
- Chantelle Levesque – 9th in Nutrition
- Selma Genis – 9th in Medical Law and Ethics
- Chantelle Levesque, Xchaunzy Chappell, Anna Musenga – Barbara James Service Award
- Anna Musenga – 3rd place in Prepared Speaking in 2016
- Taylor Smith – Top 5 in Human Growth and Development
- Carlos Arroyo, Christain Barksdale, and Sebastian Gomez – Top 5 in Medical Innovation in 2016
- Chantelle Levesque – Outstanding HOSA Member and Gold in the Barbara James Service Award in 2016
- Anna Musenga – Silver in the Barbara James Service Award in 2016
- Christian Barksdale & Sebastian Gomez- 2nd in Biomedical Innovation 2017
- DeAra Craig- Outstanding HOSA Member 2017

Science Olympiad (2014-2017)

- The team placed 8th overall in the state in 2014
- Cherdricka Fleming and Ryan Flowers placed 6th in Anatomy and Physiology in 2014
- Daniel Alvarez and Kaylee Pilgrim placed 6th in Dynamic Planet in 2014
- Keith Coffman placed 5th place in Circuit Lab in 2014
- Josh Hendrix and Keith Coffman placed 4th in Compound Machines in 2014
- Cherdricka Fleming and Ryan Flowers placed 3rd in Boomilever in 2014
- Claire Roberson and Edgar Godinez placed 10th in Protein Modeling in 2015
- Ryan Flowers and Andy Le placed 8th in Scrambler in 2015
- Carlos Arroyo and Jheremy Robinson placed 11th in Green Generation in 2015
- Sebastian Gomez and Destany Patterson placed 11th in Forensics in 2015
- Susan Forbes and Claire Roberson placed 9th in Write it Do it in 2015
- Sebastain Gomez and Destany Patterson placed 1st in Air Trajectory in 2016
- Ryan Flowers and Ryan Semler placed 3rd in Bridge Building in 2016
- Andy Le and Juan Rodriguez placed 6th in Electric Vehicle in 2016
- Andy Le and Conner Dorchen placed 6th in GeoLogic Mapping in 2016
- Ellery McNeill and Alex Lockwood placed 6th in Robotic Arm in 2016
- Ellery McNeil, Ryan Semler, and Claire Roberson placed 6th in Experimental Design in 2016

- The team received 8th place in 2016
- Tyelen Gray and Sebastian Gomez placed 3rd in Towers in 2017
- Ellery McNeill and Jacob Levesque placed 3rd in Robot Arm in 2017

Athletics (2014-2017)

- Basketball Playoffs: 2014 boys advance to first round
- Basketball Playoffs: 2014 girls advance in the first round
- All Region Track 2014: Justice Williams, Monicia Pinson, Sherelle Jackson, Myeia Speaks, Tracy Scott, Nyquan Johnson, Dakari Braddock, Zykiesis Cannon
- All Region Baseball 2014: Justin Jones
- All Region Football 2014: Tracy Scott, Quincy McCauley, and Marcus Grant
- All Tournament Basketball 2014: Deandre Hargrove, Marcus Grant
- All Region Basketball 2014: Kameron Grant, Deandre Hargrove

Fine Arts (2014 – 2017)

- Women in Art Show 2014: 2nd place in Drawing, 3 pieces accepted
- GCS District Show 2014: 1st in Photography, 2nd & 3rd in Drawing, Sponsor Award
- SC Youth Art Month 2014: 1st place state winner
- SC Schools Photography Competition 2015: 1 work accepted
- Southeast-at-Large Region 2015: 2 Gold Key Awards for Photography, Scholastic Art Award
- All County Band 2015: Oscar Guillen
- Symphonic Band played in the 2015 SCBDA Concert Performance Assessment Festival
- 17 Scholastic Awards in 2015 (8 gold, 6 silver, and 3 honorable mention)
- All Region Band 2016: Luis Gamboa
- 5th Place at Henry Laurens Invitational Marching Band competition
- “25 on 25: Voices from the Westside” Art Show, 2016
- 17 works of art submitted to Scholastic Art Awards/Southeast-at-Large Region, 2016
- SCAEA Western Region “Youth Art Month” Show, 2017
- 6 works of art submitted to the “Women in Art” show, 2017

Academics (2014-2017)

- In 2014, Carolina High received an *Average* rating on the School Report Card after being *Below Average* for 3 years
- In 2014, Carolina High received an *Excellent* growth rating on the School Report Card
- In 2014, Carolina High received a *D* on the ESEA waiver after 2 years of receiving an *F*
- In 2014-2015, Carolina High received the Palmetto Gold Award for General Performance
- In 2016, Carolina High received an *Underperforming* rating on the School Report Card

School Report Card

- Life Scholarship – 30.5% eligible
- Retention rate – 7.5% (14% in Greenville County)
- EOC pass rate – 31.7% (82.9% in Greenville County)

- Graduation Rate – 55.3% increase over the last six years

Scholarships

Scholarships 2014-2015

- Palmetto Fellows total of \$73,400
- Clemson University Scholarship \$14,000
- Mary Baldwin Scholarship \$64,000
- Sistine Scholarship \$40,000
- Nova Southeastern University Deans Scholarship \$38,000
- Nova Southeastern University Presidential Scholarship \$110,640
- Irwin Belk Scholarship \$100,000
- Max Heller Award \$80,000
- USC Upstate Scholar \$10,000
- Berea Tuition Scholar \$16,000
- Founder's Vision Award \$5000
- 1 Pepsi Golf Scholarship

Scholarships 2015-2016

- 1 \$2000 scholarship to Newberry College for Science Olympiad
- 1 \$1000 PLTW Scholarship
- 1 \$500 Daybreak Scholarship
- Life Scholarship total of \$780,000
- Warrior Grant \$44,000
- SC Tuition Grant \$23,800
- McMillan Scholarship \$16,000
- Sistine Scholarship \$20,000
- Hope Scholarship \$56,000
- SC Baptist Scholarship \$500
- NGU Grant \$1,000
- Deans Academic Scholarship \$4,000
- Marching Band Scholarship \$600
- Carleton Scholarship \$46,510
- Palmetto Fellows \$58,300
- Presidential Scholarship \$120,000
- Watson-Brown Foundation Scholarship \$12,000
- Wofford First Generation Scholar \$100,000
- Wofford Merit Scholarship \$64,000
- Limestone Dean's Scholarship \$5,500
- Provost Scholarship \$6,500
- GCS Golf Scholarship \$3,000
- Wofford Grant \$20,000
- "I Can" Grant \$1,000
- Delta Sigma Theta Scholarship \$1,000
- Clemson Scholar \$28,000
- MLK Dreams in Action Scholarship \$3,000
- Herman Lay Scholarship \$214,236
- Foothills Scholarship \$51,200
- NGU Church Related Vocation Scholarship \$800

- Greenville Tech Culinary Scholarship \$1,000

Grants

- 2014 – LiveWell Greenville Healthy School Grant
- 2015 – Fluor Daniel Engineering Grant
- 2015 – LiveWell Greenville Healthy School Grant
- 2015 – Walmart Grant of \$1000 for the Marching Band
- 2016 – Brighter Futures Fund of \$2215
- 2016 – Fluor Corporation Grant for Engineering

SCHOOL PROFILE

The School Community

Carolina High School, located in Greenville County, was established in the 1956 -1957 school year as a 9th – 12th grade public high school to serve the students from both Welcome High School and Parker High School upon their closings. With fourteen high schools located within the Greenville County School District's borders Carolina was selected as a magnet school beginning in the 1995 – 1996 school year. This led to Carolina High School becoming Carolina High School and Academy. The specialized curriculums for Carolina include both a Pre-Engineering Program and a Health Professions Program. At its peak, the enrollment for Carolina was approximately 1300 students; however these numbers have decreased over the years as needs and composition of the community have changed. The Southern Regional Education Board (SREB) High Schools That Work (*HSTW*) initiative became a part of the Carolina Academy concept initiative in 1996 (Earle Bennett, *HSTW*, November 2003).

Today, Carolina High School and Academy has approximately 735 students who are served by 53 classroom teachers, including two academy teachers and an academy program coordinator. The original Carolina High School building was demolished in 2006 to make way for the new facilities currently used today. The new building includes 48 classrooms, two gymnasiums, a library, an auditorium, athletic/amenities, and three computer labs.

Carolina's current student population consists of 42.7% African Americans, 33.7% Hispanic/Latinos and 18.5% Caucasians, with the remaining 5.1% classified as other than those noted. Currently, freshmen compose 33.3% of the student population, sophomores 27.6%, juniors 18.6%, and seniors make up 20.4% of the total enrollment. The magnet program has a current enrollment of 132 students which makes up approximately 18.0% of the student population. Currently, 100.0% of the student population is on Free/Reduced Lunch. This number reflects the school's poverty index of over 93.75%. Our primary feeder schools—Tanglewood Middle School, Lakeview Middle School, and Hughes Middle School—each have a Free/Reduced Lunch population in excess of 58%.

In the past, Carolina was a low-performing school according to the South Carolina School Report Card. Through hard work and effort, the school has shown growth. The Absolute Rating in 2011 was *Below Average* with an Improvement Rating of *Excellent*. In 2012 the Absolute Rating was *Below Average* with an Improvement Rating of *Below Average*. In 2013 the Absolute Rating was *Below Average* with an Improvement Rating of *Below Average*. In 2014 the Absolute Rating was *Average* with an Improvement Rating of *Excellent*.

In 2011, Mr. Michael Delaney became the principal. Mr. Delaney is a former Assistant Principal, Director of the Freshman Academy, and mathematics teacher for Carolina High School and Academy.

Geographic Location

Greenville, South Carolina, is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2010 census data, Greenville County has more than 451,219 residents, a 10.0% increase since the 2005 census. Greenville County, once known as the textile giant of the

Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations such as Michelin, General Electric, Hitachi and BMW to the region.

According to the 2010 census data, the homeownership rate in Greenville County was 67.9%. The median annual household income for Greenville in 2010 was \$48,518 while 66,329 persons were living below the poverty level.

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

Carolina High School and Academy Community

According to 2010 census data, the average per capita income was \$36,296, while 21.5% of families reported \$14,999 or less. Approximately 40% of adults are high school graduates while 7.0% have Bachelor’s Degrees or better. Residents reported ethnicity as 54.2% Caucasian, 32.4% African-American, 15.8% Hispanic and 0.4% Asian. 93.0% of households reported English as the primary language. The workforce includes the following types of jobs:

Management, Professionals and Related	15.0%
Sales and Office Occupations	23.4%
Service Occupations	26.2%
Construction and Maintenance	17.4%

Employment Status

Our community is largely employed in the same area in which they live, with approximately 58.0% working in zip code area 29611. The occupational employment data indicates that 35.0% are white-collar workers, 38.0% are blue-collar workers, and 26.0% are service workers. This data further indicates that 8.0% of persons residing in the area are unemployed. (Source: U.S. Census Bureau, Census 2010.)

Housing Information

Percentage of Household

Family Households	67.0%
Married Couple Family	38.0 %
Female Householder, No Husband Present	23.0%

Nonfamily Households	33.0%
Householder Living Alone	26.9%
Householder 65 Years and Over	24.8%
Households with Individuals Under 18	35.4%

Housing Occupancy

Occupied housing units 84.9%

Vacant housing units 15.1%

Housing Tenure

Owner occupied 55.8%

Renter occupied 44.2% (Source: U.S. Census Bureau, Census 2010.)

School Facilities

Carolina High School and Academy and the district are both committed to providing a safe and clean environment for learning. A safety plan, which includes all procedures for fire, tornado, earthquake, bomb threat evacuation and other emergencies, is in place and is updated yearly. Teachers have supervisory duties before classes, between classes and during lunch. The school nurse and other designated personnel are trained in First Aid/CPR.

Specific safety concerns regarding all buildings and grounds at the school site are handled by the school district maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of custodians performs basic cleaning and maintenance operations in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire/ Evacuation drills
- Lock down drills
- Fire safety inspections
- Campus supervision
- Two AED's
- Team of first responders
- Certified Athletic Trainer

Classroom Discipline/Learning Climate

Carolina High School and Academy provides a disciplined, but stimulating, learning climate. Parents are encouraged to become involved in our school community by helping with their child's homework and actively supporting their child's successes. Student discipline is the responsibility of all Carolina High School and Academy stakeholders.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, CHS offers many opportunities for student participation and recognition.

The school recognizes student achievement by offering incentives such as, field trips, t-shirts, certificates, ice cream socials, and award banquets. Students are encouraged and expected to maintain appropriate behavior at all times. Student handbooks and other information about school and classroom policies are distributed and discussed on a regular basis.

Subject matter and courses are reviewed on a regular basis. Curricula have been developed in alignment with state academic standards and local needs. All stakeholders are encouraged and welcomed to be active participants in this process.

Counseling and Other Student Support Services

Students at CHS receive a broad range of quality support services from an outstanding staff. Carolina High School and Academy has three full time guidance counselors. The goal of our guidance department is to support the personal, social, emotional, educational, and career development of all students. Counselors work with all stakeholders to help each student become a responsible and productive citizen.

A district social worker upon school requests along with a mental health counselor work with all stakeholders to ensure that all students attend school on a regular basis and to make home visits for students who do not attend school regularly.

Carolina High School and Academy also has a family services coordinator provided by the Urban League. The program is the Pre-College Enrollment Program. This program is designed to give opportunities to people who wish to pursue career goals in post-secondary institutions. The services provided are as follows:

- SAT/ACT applications and fee waivers and free SAT workshops
- Financial aid and post-secondary education counseling
- College tours
- College application and fee waivers
- Financial aid workshops and assistance for students and parents
- ACT Prep courses

Carolina High School also provides intensive EOC preparation, career guidance, and college preparation. Our students also can take advantage of Virtual school and Twilight school to keep them on track for graduation.

Partnerships

Carolina High School and Academy envisions our families, staff, and community working together to help our children succeed. This goal is a shared responsibility. We see a need to explore and develop new strategies in an attempt to involve our community because we believe that proactive cooperation will help us and our students meet the challenges of a fast-paced, ever-changing world.

Recognizing that parental involvement is one of the greatest contributors to student success in school, our staff convened a team to develop strategies for increased parent involvement. We determined, given our community's demographic profile that we need to provide non-threatening opportunities, at convenient times, so that parents can be included. Parents can be involved in a variety of activities that the school offers such as chaperones on field trips, prom and homecoming, career speakers, and tutoring after school. We would like to provide off-campus opportunities, such as a community picnic, for parents to meet teachers and faculty. Ultimately, we would like to have a strong partnership structure for our school so that our partners' efforts directly impact our students' success in school and in life.

We have developed a partnership initiative, as a part of our comprehensive school wide improvement plan, to ensure that our partners have the opportunity to contribute to and benefit from these endeavors. We foresee a reciprocal agreement between the school and community members. We already have many reciprocal opportunities for our students and would like to expand this effort. We want continuous long-term relationships which will help to educate all students, provide possible shadowing/internships, and will in turn train future professionals in these fields. It is our belief that our students have much to offer, as well as learn from, their community. We will continue to look for ways to develop two-way partnerships.

Carolina High School and Academy has established partnerships with parents, community leaders, and businesses in order to enhance the educational experience and prepare our students for life beyond high school. Following are examples of existing partnerships:

- Guest speakers in classrooms from local government and law enforcement agencies and local media and military representatives are utilized to help develop students into successful citizens.
- Business leaders on Career Day speak to classes to introduce students to different businesses for the purpose of developing students into quality employees.
- Local businesses and individuals, including alumni, donate money, supplies, and services to support various academic, athletic, and arts endeavors.
- Several engineering firms and manufacturing businesses volunteer through mentoring, financial contributions, and sponsorship of engineering competitions to support the Carolina Academy Engineering program.
- The school works closely with Greenville Technical College to involve students in career fairs, technical classes, Early College classes, and to bring speakers to talk to classes. Other colleges and universities also speak to various classes and student groups during the Carolina High and Academy College Fair each year.
- Reciprocal partnerships have been developed by faculty at Carolina High School and Academy by serving on advisory boards at Greenville Technical College.
- Department of Motor Vehicles provides a Third Party Testing Program at Carolina High.
- Pairing our students with Greenville Rotary Club to participate in a job shadowing experience to learn about the knowledge and skills required in the workplace by observing daily business

operation.

- Developed a network of speakers with the community and businesses.
- Created an active and vibrant School Improvement Council.
- Developed Kappa League Mentoring Program through Greenville Alumni Chapter of Kappa Alpha Psi Fraternity Inc.
- Mrs. Means, Job Coach, provides opportunities for non-paid training and job shadowing for 11th graders and paid work experiences for 12th graders.
- Student internships have been created through select companies, which include but are not limited to, A Plus Computing and the Greenville Health System.
- Greenville Health System has created an intense course for students in the Health Academy
- Vocational Rehab opens cases for qualified students to help with job training and support.
- Sun Trust Bank opens bank accounts for students.
- Jobs for Americas Graduates (JAG) has partnered with Carolina High to prepare students for jobs and college.
- 100 Black Men organization partnering and tutoring the young males at Carolina High School
- WIA helps place Carolina High students in jobs
- Students in Quantitative Thinking course worked to help partnered with the Humane Society
- Students partnered with Christa Jordan and the City of Greenville to help redevelop damaged rain gardens
- Welcome Baptist Church
- YMCA
- Carolina partners with Junior Achievement to help create workshops designed for school-age students
- General Electric
- Army and National Guard
- Fellowship of Christian Athletes
- Tanglewood Community Watch Group
- Environmental Science courses partnered with A.J. Whitenburg Elementary School to study local brownfields
- Home Depot partners with Carolina high to employ students
- College Day-All students at Carolina spend a day visiting various colleges, universities, and job sites across North Carolina, South Carolina, and Georgia
- Hispanic Alliance

Community Leadership Description

The community leadership of Carolina High School and Academy is comprised of an assortment of individuals and professionals. Leaders in business, law, technology, engineering, law enforcement, finance, military, journalism, the arts, hospitality, education, health professions, and government influence the community of Carolina High School. From informing and educating the students on a variety of career options to providing mentoring, inspiration and support, these leaders impact the Carolina community in a positive way. The following list is a sample of leaders who help:

- GE Community Leader: Ms. Kat Coffman, GE Corporation
- MedEx Program Coordinator: Mr. Al Squire
- The Goodwill: Alecia Brewster
- Vocational Rehabilitation – Chris Utsey

- 100 Black Men Organization: Mr. Al Gray and Greg Stephens
- City of Greenville – Christa Jordan
- Brains on Fire – Geno Church
- Greenville County Sherriff’s Office – Officer Rivera
- United Ministries - Amanda Warren & Mary Allen Murphy
- South Carolina Credit Union – Kat Hubbard
- Upstate Hispanic-American Women’s Association – Martha De Leon
- Magna Corporation - Wolfgang Lohmann and Thomas Myers
- Fluor Corporation - Nicholas Williams and Cesar Rodriquez
- Diversity Leadership Institute – The Riley Institute
- McDonalds

CAROLINA HIGH SCHOOL & ACADEMY STAFF

Faculty

Per the 2014 school report card the staff at Carolina High School and Academy had 47 teachers. 42.6% of these teachers had advanced degrees. 79.7% returned from the previous year. The attendance rate for teachers was 96.5%. The average salary was \$42,494. The student teacher ratio in core subjects was 22.4 to 1

Per the 2015 school report card the staff at Carolina High School and Academy had 50 teachers. 44.0% of these teachers had advanced degrees. 77.7% returned from the previous year. The attendance rate for teachers was 92.8%. The average salary was \$42,265. The student teacher ratio in core subjects was 25.4 to 1

Per the 2016 school report card the staff at Carolina High School and Academy had 49 teachers. 36.7% of these teachers had advanced degrees. 81.6% returned from the previous year. The attendance rate for teachers was 93.9%. The average salary was \$42,519. The student teacher ratio in core subjects was 25.1 to 1

During this particular school year, 2015-2016, our faculty consists of 49 certified teachers.

Administration

Assistant Principals

Marjon Ford – 6 years at Carolina, 16 years of experience
Chris Emerson – 6 years at Carolina, 17 years of experience
Andrew Baker – 7 years at Carolina, 7 years of experience

Principal

Michael Delaney – 13 years at Carolina, 6 years as Principal

A new instructional position was added in 2009 called the Instructional Specialist. Wanda Littlejohn is serving in that position, giving her 10 years of experience at Carolina High School and Academy and 16 years of experience.

Staff

Additional personnel at Carolina High School include:

- Media Specialist
- Magnet Academy Coordinator
- Secretary
- Bookkeeper
- 2 Aides
- 2.5 Clerks
- Resource Officer
- Nurse
- Plant Engineer
- 3 full time Guidance Counselor
- Mental Health Counselor
- 6 Custodians
- 6.25 FANS Staff
- Athletic Director
- Intervention Specialist

Name	Department	Gender	Experience	Educational Level
Ackerman, Dionna	World Language	Female	16	Bachelors
Attaway, Brittany	Special Education	Female	4	Bachelors
Berry, Jessica	Math	Female	2	Bachelors
Blair, Melissa	Music	Female	15	Masters
Brittain, Drew	English	Male	5	Bachelors
Campbell, James	World Languages	Male	9	Bachelors
Cochran, Ann	Media Specialist	Female	22	Masters
Cunningham, Daryl	ROTC	Male	4	Masters
Crnobrnja, Allie	Business	Female	3	Masters
Deuerling, Johnah	Business	Male	3	Bachelors
Driggers, Erin	Health Academy	Female	4	Bachelors
Egan, Bonnie	English	Female	2	Bachelors
Eleanor Fernandez	ESOL	Female	14	Masters
Fair, Thomas	Athletic Director	Male	27	Bachelors
Fox, Jennifer	Art and Drama	Female	24	Bachelors + 18
Fricke, Carolina	World Languages	Female	3	Bachelors
Hamby, Gary	Physical Education	Male	11	Bachelors
Haynes, Jaquana	Business	Female	2	Masters
Herring, Jekesha	Physical Education	Female	2	Masters
Hicks, Reginald	Physical Education	Male	28	Bachelors
Higgins, Sharon	Magnet Coordinator	Female	11	Associates
Hinson, Robin	ROTC	Female	11	Masters
Hodges, Elizabeth	Guidance	Female	4	Masters

Hullinger, Kortney	Mathematics	Female	2	Masters
Johnson, Brittany	Science	Female	3	Bachelors
Johnson, Robin	ESOL	Female	3	Masters
Jones, Emily	Mathematics	Female	4	Masters
Jones, Eric	Mathematics	Male	2	Bachelors
Kinlaw, Geri	Social Studies	Female	6	Masters
LaFreniere, Desiree	Social Studies	Female	0	Bachelors
LaPoe, Brendon	Social Studies	Male	5	Bachelors
MacDonald, Jamie	Social Studies	Male	0	Masters
Martin, Margaret	Guidance	Female	1	EdS
Mayes, Erin	Social Studies	Female	0	Bachelors
McDonald, Milford	Business	Male	2	Masters
Moore, Lydia	Special Education	Female	3	Bachelors
Parker, Jeremy	Social Studies	Male	1	Masters
Platt, Leah	Guidance	Female	1	EdS
Renzo, Carley	Special Education	Female	4	Bachelors
Reyes, Diana	Science	Female	0	Bachelors
Rivera, Lauren	English	Female	1	Bachelors
Roberson, Jamie	English	Female	3	Masters
Roberson, Clay	Engineering Academy	Male	12	Bachelors
Roofe, Noadiah	Science	Female	9	Masters
Savage, Corinda	Science	Female	18	EdS
Schuette, Matthew	Math	Male	5	Bachelors
Sitzler, Suzanne	English	Female	13	Masters +30

Snider, Elizabeth	Math	Female	1	Bachelors
Thomason, Andrea	Special Education	Female	8	Bachelors
Tisdale, Templeton	Science	Male	1	Masters
Tovornik, Kelly	English	Female	23	Bachelors
Veilleux, Elizabeth	Social Studies	Female	0	Bachelors
Waters, Katrina	Math	Female	4	Bachelors
Watkins, Stephanie	Special Education	Female	30	Bachelors
Whitaker, Lauren	Science	Female	3	Masters
Williams, Alison	English	Female	2	Bachelors
Administration	Assignment	Gender	Experience	Education Level
Baker, Andrew	Asst. Principal	Male	7	Masters
Delaney, Michael	Principal	Male	13	Masters
Emerson, Christopher	Asst. Principal	Male	17	EdS
Ford, Marjon	Asst. Principal	Female	16	Masters
Littlejohn, Wanda	Instructional Specialist	Female	16	Masters
Stewart, Amanda	Instructional Coach	Female	5	Masters

STUDENT POPULATION

Carolina High School and Academy has had many highs and lows in enrollment. At one time, in the 60's, the enrollment reached a high of 1300 students. After several years of declining enrollment, the number of students began to increase again when the magnet school was established. The following charts and graphs provide significant data on enrollment trends, attendance, disability, ethnicity, Free/Reduced Lunch, etc.

Carolina High School & Academy Enrollment by Ethnicity 2014-2017

<i>Population</i>	<i>2014-2015</i>	<i>2015-2016</i>	<i>2016-2017</i>
Asian	0.01%	0.10%	0.10%
Black	48.20%	45.10%	42.61%
Hispanic	25.20%	29.30%	33.51%
White	21.20%	20.50%	19.00%

Carolina High School & Academy Free/Reduced Lunch 2014-2017

<i>Lunch</i>	<i>2014-2015</i>	<i>2015-2016</i>	<i>2016-2017</i>
Free	79.9%	100.0%	100.0%
Reduced	3.9%		
Paid	16.2%		

Carolina High School & Academy Free/Reduced Lunch 2014-2017

The number of students meeting the criteria for Free/Reduced Lunch has increased to 100% for the 2016-2017 school year. In the past, some students that qualify did not often complete the application process.

Special Education

Approximately 16.6% percent of Carolina High School and Academy students are identified with special needs with a range of disabilities. The school provides several funded programs which focus on assisting "at risk" students and the special needs of all students—particularly those identified as exceptional. This assistance provides both during and after-school programs with specialized instruction. Carolina High School and Academy also has an English as a Second Language program as this population increases. In addition to those students with disabilities, Carolina serves seven students as mandated by Section 504 of the Rehabilitation Act of 1973 and its subsequent amendments. It is notable that the special needs populations, and 504 groups, have increased significantly in the most recent data collection period.

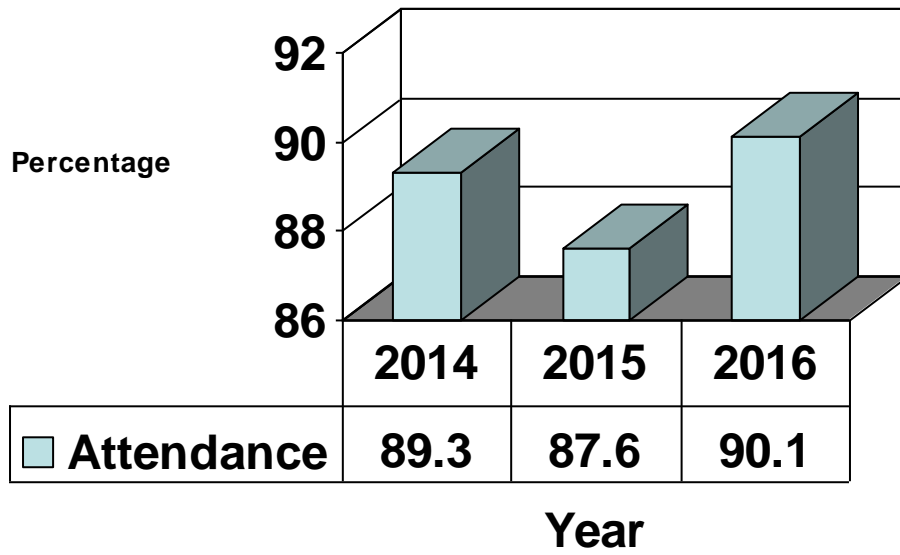
Percentage of Carolina High School & Academy Population with Disabilities

	<i>2014-2015</i>	<i>2015-2016</i>	<i>2016-2017</i>
Mentally Disabled/Educable	9.1%	9.5%	11.5%
Emotional Disability	8.5%	4.0%	0.8%
Other Health Impairment	11.3%	7.1%	7.4%
Specific Learning Disability	68.3%	76.1%	79.5%
Multiple Disabilities	0.0%	0.0%	0.0%
Orthopedic Impairment	0.0%	0.0%	0.0%
Speech/Language Impairment	1.4%	0.8%	0.0%
OTHER	2.8%	3.1%	0.0%
All	100.0%	100.0%	100.0%

Attendance

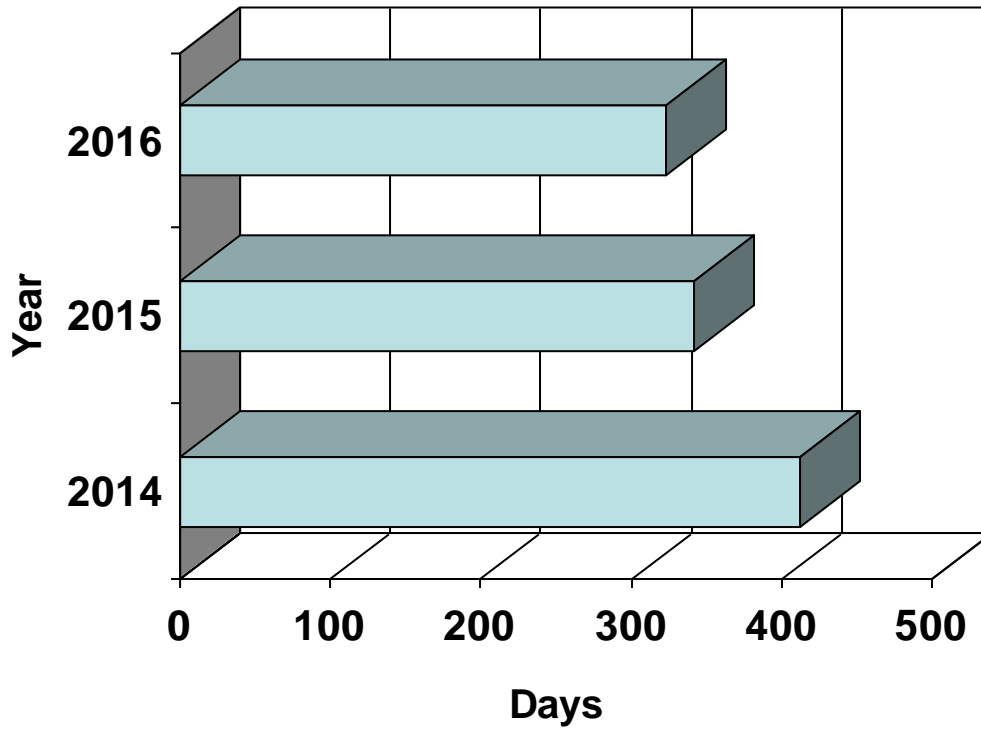
Student attendance rates at Carolina High School and Academy have declined over the past few years. Carolina High School and Academy has shown an increase in attendance rate in the last year.

Rate of Attendance 2014 - 2016



Discipline Rates

Suspension Days (Aug - Nov) 2014 - 2016



MAJOR ACADEMIC FEATURES

Magnet Program

Carolina High School features two magnet programs in which students from across the district can apply. These programs include Health Sciences and Engineering. The Health Science program has produced National Health Professions Winners. Students who enter the Health Science magnet will enjoy working in a project-based environment. The Engineering program features the nationally certified Project Lead the Way curriculum. Engineering students work in a project-based environment as well.

New Tech

Carolina High School will complete a school wide implementation of project based learning in every classroom by the 2017 – 2018 school year. Carolina High School has partnered with New Tech Network; a nonprofit organization that helps transform schools into an innovative learning environment. This new approach features dynamic and relevant curriculum where students take control of their learning while teachers facilitate and provide support. Each class of students that begin their freshman year with project based learning will also be supported with a Dell Latitude laptop.

Advanced Placement Courses

- Calculus
- Environmental Science
- Art Studio
- English Literature
- English Language
- Spanish

Technology

- South Carolina Virtual School-credit recovery
- 3 Computer Lab Spaces
- One to one Dell Venue 11s with 10th and 11th grade classes
- One to one Dell Latitude laptops with 9th and 12th grade classes

MISSION, VISION, VALUES, AND BELIEFS

Mission Statement, Vision, and Beliefs

Mission: To help students reach their full potential through engaging experiences that are academically excellent and socially equitable.

Carolina High School and Academy's Beliefs:

The faculty and staff of Carolina High School and Academy believe:

- That we can empower students to succeed as lifelong learners through individual and collaborative efforts
- That all students will adhere to and reach the high expectations we set forth and model
- That our diversity and challenges will make us stronger and not be an obstacle or excuse in our way
- That we will treat all members of our school, our community, and our stakeholders with the respect and dignity they deserve
- Our students and our parents are our customers and we will serve them to the best of our abilities, creating a dynamic partnership

Shared Vision

Our vision is to create a culture in which the school and community foster academic excellence and the social development of all students in a safe and inviting learning environment.

The following are the curriculum, instruction, assessment, and environmental factors that will support our vision for CHS students:

Curriculum will be or consist of...

- Academically Rigorous
- Authentic
- Applied Learning
- Active Exploration
- Adult Connections
- Effective Assessment Practices
- Standards Based
- Relevant
- Current
- Challenging

We envision a rigorous, standards based curriculum that is relevant and innovative. It must be clear, concise, structured and sequential, yet flexible. We continue to work toward integration of an inquiry, process, and performance based curriculum across content areas and a structure that encourages research and application.

Instruction will be...

- Engaging
- Challenging
- Student-Centered
- Truly Integrated
- Aligned with assessment
- Differentiated according to learning styles
- Flexible
- Geared for mastery

Such instruction must be facilitated by enthusiastic teachers, individualized, varied according to learning styles, and flexible. We must deliver accurate, current instruction that is conducive to critical thinking, provides real world experiences, and enhanced with technology. Teachers must use ongoing reflective assessment and research to monitor and adjust instruction.

Assessment will be or consist of...

- Aligned with standards
- Mastery-Based
- Collaborative
- Appropriate and Effective Feedback
- Relevant
- Ongoing

The faculty recognizes that improved assessment will positively impact student achievement. Teachers must use varied assessment methods, including authentic, formal and informal, rubric-based, and self-reflective strategies. The present climate demands assessment both consistent with standardized test formats and geared to address diverse learning styles.

Environment will be or consist of...

- Safe, secure, comfortable, and caring
- Trust, Respect, and Responsibility
- Structured and disciplined
- Unbiased
- Personalized
- Challenging and engaging

Students will be...

- Engaging in experiences that are academically excellent and socially equitable
- Empowered to succeed as lifelong learners
- Adhere to and reach the high expectations we set forth and model
- Treated with respect and dignity

The faculty's vision for the school environment includes small class sizes, adequate instructional materials, and appropriately maintained technology and support within a state-of-the art facility.

CHS Graduate Profile

<p style="text-align: center;">9th Grade</p>	<p>Aware: Structures that will ensure ongoing awareness and value building about college & career options</p> <ul style="list-style-type: none"> • Advisory • Culture Building • Who Were You Meant To Be? • Exposure to Colleges, Universities, and Careers 	<p>Eligible: Annual course offerings aligned to college eligibility</p> <ul style="list-style-type: none"> • Choice of Course Level • Integrated ELA/Comp Apps • Integrated Algebra/Science • Integrated Biology/World Geography 	<p>Prepared: Annual skill and attribute development of learning</p> <ul style="list-style-type: none"> • Three Standardized Tests • Exhibitions and Presentations of Learning Throughout the Year • SWLO-Aligned PBL & PrBL
<p style="text-align: center;">10th Grade</p>	<p>Aware: Structures that will ensure ongoing awareness and value building about college & career options</p> <ul style="list-style-type: none"> • Advisory • Culture Building • Community Awareness • Exposure to Post-Secondary Opportunities 	<p>Eligible: Annual course offerings & assessments aligned to college eligibility requirements</p> <ul style="list-style-type: none"> • PSAT Testing • Integrated ELA/World History • Integrated Chemistry/Algebra • Integrated Geometry and Foundations in Animation 	<p>Prepared: Annual skill and attribute development and presentations of learning</p> <ul style="list-style-type: none"> • One CRA in Each Core Content Area • End of Year Exhibition and Presentation of Learning • SWLO-Aligned PBL & PrBL
<p style="text-align: center;">11th Grade</p>	<p>Aware: Structures that will ensure ongoing awareness and value building about college & career options</p> <ul style="list-style-type: none"> • Advisory • Internship Opp. • Portfolio Development • Community Service and Awareness • Exposure to Colleges/Careers 	<p>Eligible: Annual course offerings & assessments aligned to college eligibility requirements</p> <ul style="list-style-type: none"> • ACT for All Students • Integrated Physics /Pre-Calculus • Integrated ELA/Government & Economics • AP Offerings 	<p>Prepared: Annual skill and attribute development and presentations of learning</p> <ul style="list-style-type: none"> • Dual Enrollment if Qualified • 2 CRAs in Each Core Content Area • End of Year Exhibition and Presentation of Learning • SWLO-Aligned PBL & PrBL
<p style="text-align: center;">12th Grade</p>	<p>Aware: Structures that will ensure ongoing awareness and value building about college & career options</p> <ul style="list-style-type: none"> • Advisory • Community Service • Internship Opp. • Finalize Portfolio • CRA Reflections • Exposure to Colleges/Careers 	<p>Eligible: Annual course offerings & assessments aligned to college eligibility requirements</p> <ul style="list-style-type: none"> • COMPASS Test • Integrated ELA/Service Learning • US History • AP Offerings • Dual Credit Offerings 	<p>Prepared: Annual skill and attribute development and presentations of learning</p> <ul style="list-style-type: none"> • Dual Enrollment • Senior Portfolio Development & Defense • SWLO-Aligned PBL & PrBL

<p>The Why:</p> <p>To create a culture in which the school and community foster academic excellence and the social development of all students in a safe and inviting learning environment.</p>	<p>The How:</p> <p>Aware – Students will understand all post-secondary options and see the importance of college</p> <p>Eligible – Students will complete requirements necessary for college entrance</p> <p>Prepared – Students will graduate from high school with the skills and dispositions necessary to further their education or begin a career</p>	<p>The What:</p> <p>By developing, applying, and demonstrating College & Career Ready Knowledge, Skills, and Attributes including:</p> <ul style="list-style-type: none"> • Knowledge & Thinking • Written Communication • Oral Communication • Collaboration • Agency <p>Through...</p> <ul style="list-style-type: none"> • Project- & Problem-Based Learning • College Ready Assessments • Portfolios • Exhibitions of Learning • Dual Enrollment • Community Service • Internships • Advisory Programs 	

CHS Ideal Graduate Characteristics

1. Accountable
2. Civic-Minded
3. Collaborative
4. Creative
5. Critical Thinker
6. Goal-Driven
7. Passionate
8. Professional
9. Self-Advocate
10. Work Ethic

CHS Ideal Graduate: These ten characteristics were developed by members of our faculty and staff as to what we need our students to embody upon graduation. With these ten characteristics our students will be armed to face whatever life brings their way.

Student Achievement Needs Assessment

SDE School Report Card

<http://www.ed.sc.gov/data/report-cards>

Report Card Ratings

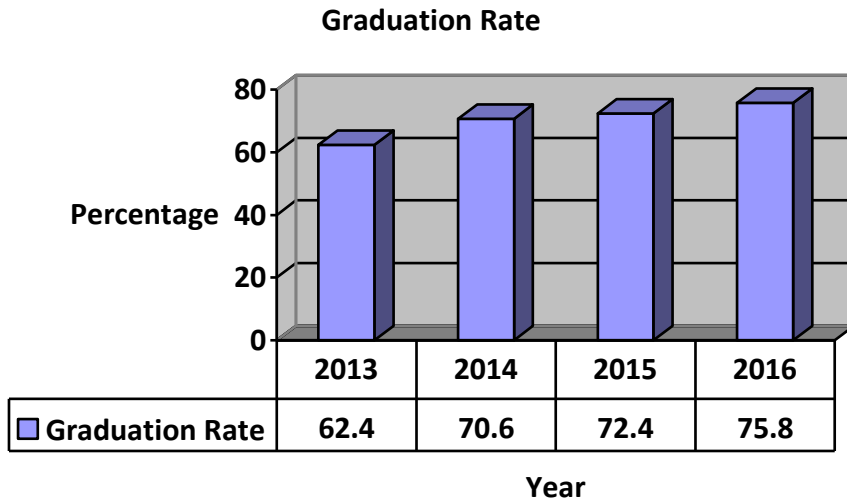
Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress/ESEA
2010	At-Risk	At-Risk	NA
2011	Below Average	Excellent	NA
2012	Below Average	Below Average	F 58.9
2013	Below Average	Below Average	F 35.4
2014	Average	Excellent	D 66.2
2015	No Rating	No Rating	No Rating
2016	No Rating	No Rating	No Rating

Overall End-of-Course Results

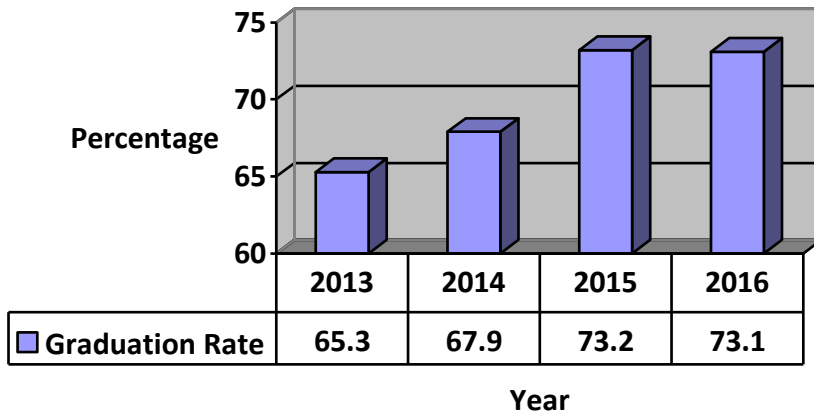
Percentage of Students Passing EOC by Subject 2013-2016

EOC Passage Rate 2013 - 2016				
	2013	2014	2015	2016
Algebra 1	65%	69.8%	45.8%	27.8%
English 1	56%	44.2%	34.1%	40.7%
US History	41%	35.3%	33.3%	29.6%
Biology	58%	61%	38.0%	27.9%

Graduation Rate



Fifth Year Graduation Rate



ESEA Federal Accountability Rating (<https://ed.sc.gov/data/esea/>)

Adequate Yearly Progress

Year	AYP Met	Goals Met
2009	No	10 of 15
2010	No	12 of 21
2011	No	6 of 13
2012	ESEA Rating = 58.9	25.5 of 38
2013	ESEA Rating = 35.4	27.1 of 56
2014	ESEA Rating = 66.2	41.8 of 60
2015	No Data	No Data
2016	No Data	No Data

Advanced Placement Overall Results

Year	# Tested	# of Exams	# of Scores from 3 to 5	Percentage of 3 to 5
2012	72	88	14	16%
2013	66	84	11	13%
2014	97	113	20	18%
2015	79	100	22	22%
2016	62	87	14	23%

AP Passage Rates

Course	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English Language	6.3%	22.2%	22.3%	28.6%	5.9%
English Literature	*	*	*	*	0%
Calculus	18.2%	9.0%	50%	30.0%	10.5%
Human Geography	11.4%	0%	4.5%	3.3%	*
Music Theory	75.0%	0%	*	*	*
Environmental Science	5.3%	16.7%	23.1%	16.7%	13.3%
Art Studio	100.0%	100%	100.0%	100%	100%
Spanish	*	*	*	85.7%	71.4%

*data not available because no students took particular test

Overall Test Results for SAT

Average SAT Reading Score from 2012-2015

	2012-2013	2013-2014	2014-2015	2015-2016
Average Score	448	428	398	421

Average SAT Math Scores from 2012-2015

	2012-2013	2013-2014	2014-2015	2015-2016
Average Score	447	435	402	420

Average SAT Writing Scores from 2012-2015

	2012-2013	2013-2014	2014-2015	2015-2016
Average Score	412	398	375	398

Average SAT Composite Scores from 2012-2015

	2012-2013	2013-2014	2014-2015	2015-2016
Average Score	1306	1261	1176	1239

Overall Test Results for ACT

Average ACT Scores from 2013-2016 by Subject

	2013-2014	2014-2015	2015-2016
English	15.1	14.3	11.9
Math	18.8	11.6	15.5
Reading	17.1	14.3	14.2
Science	17.7	15.0	14.9

Average ACT Composite Scores from 2013-2016

	2012-2013	2013-2014	2014-2015	2015-2016
Composite Average	18.1	17.2	14.3	14.3

Summary of Student Achievement Results

- The percentage of students passing the End-of-Course test in Algebra I, Biology, and US History decreased, and the percentage of students passing the End-of-Course test in English I increased in the 2015-2016 school year.
- The graduation rate has improved significantly over the past 4 years.
- The number of students taking and passing the AP exam has decreased.
- The average score on the SAT decreased in both verbal and math.

TEACHER AND ADMINISTRATOR QUALITY

Professional Development

The focus for professional development this year was helping teachers create exceptional PBL projects. Teachers were provided with several opportunities to learn about the components of PBL through cohorts as well as learning how to use available technology to aid instructional practices through PBL. The table below shows the various opportunities that teachers participated in.

2016 – 2017 Plan

Professional Development Calendar 2016-2017			
Date & Time	Location	Topic	Point Value
July			
7/20: 8:30-4:00	Media Center	New Tech Teacher Residency	7 hrs (Ex or PD)
7/21: 8:30-4:00	Media Center	New Tech Teacher Residency	7 hrs (Ex or PD)
August			
8/17: 4:00-5:00	Media Center	Faculty Meeting	N/A
8/24: Planning Periods	Room 111	Project Launch	1 hour (PD)
8/29: 4:00-5:00	Room 015	New Teachers	1 hour (Ex)
8/31: Planning Periods	Room 111	Gradebook Setup/Google Sites	N/A
8/31: 4:00-5:00	Media Center	Faculty Meeting	1 hour (Ex or PD)
September			
9/1: Planning Periods	Room 111	Gradebook Setup/Google Sites	N/A
9/6: 4:00-5:30	Room 015	PAS-T Process	2 hours (PD or Ex)
9/7: 4:00 – 6:00	Media Center	GT Course 591	Selected Group 1
9/14: Planning Periods	Room 111	Scaffolding and S.L.O.s	1 hour (PD)
9/21: 4:00-6:00	Media Center	GT Course 591	Selected Group 1
9/26: 4:00-5:00	Room 015	New Teachers	1 hour (Ex)
9/28: 4:00-5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
October			
10/5: 4:00-6:00	Media Center	GT Course 591	Selected Group 1
10/12: 4:00 – 5:00	Media Center	Faculty Meeting: Windows and Office	1 hour (PD or Ex)
10/13: 9:00-10:00	Room 015	Mentor Teachers	1 hour (PD)
10/20: Planning Periods	Room 111	Scaffolding Strategies	1 hour (PD)
10/26: 4:00-5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
10/31: 4:00-5:00	Room 015	Mentor Teachers and New Teachers Round Table	1 hour (PD or Ex)
November			
11/2: 4:00-6:00	Media Center	GT Course 592	Selected Group 1
11/9: Planning	Room 111	Scaffolding Strategies	1 hour (PD)

Periods			
11/16: 4:00-6:00	Media Center	GT Course 592	Selected Group 1
11/28: 4:00-5:00	Room 015	New Teachers	1 hour (Ex)
11/30: 4:00-5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
December			
12/7: 4:00-6:00	Media Center	GT Course 592	Selected Group 1
12/12: 4:00-5:00	Room 015	New Teachers	1 hour (Ex)
12/14: Planning Periods	Room 111	Scaffolding Strategies	1 hour (PD)
12/14: 4:00-5:00	Media Center	Faculty Meeting	N/A
January			
1/4: 4:00-5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
1/18: Planning Periods	Room 111	Scaffolding Strategies	1 hour (PD)
1/23: 4:00-5:00	Room 015	PAS-T Phase Two	1 hour (Ex)
1/25: 4:00-5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
1/30: 4:00-5:00	Room 015	New Teachers	1 hour (Ex)
February			
2/1: 4:00-6:00	Media Center	GT Course 591	Selected Group 2
2/8: Planning Periods	Room 111	Scaffolding Strategies	1 hour (PD)
2/15: 4:00 - 6:00	Media Center	GT Course 591	Selected Group 2
2/22: 4:00-5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
2/27: 4:00-5:00	Room 015	New Teachers	1 hour (Ex)
March			
3/1: 4:00-6:00	Media Center	GT Course 591	Selected Group 2
3/8: Planning Periods	Room 111	Scaffolding Strategies	1 hour (PD)
3/13: 4:00-5:00	Room 015	Mentor Teachers	1 hour (PD or Ex)
3/15: Planning Periods	Room 111	Scaffolding Strategies	1 hour (PD)
3/22: Planning Periods	Room 111	Scaffolding Strategies	1 hour (PD)
3/27: 4:00-5:00	Room 015	Mentor Teacher and New Teacher Round Table	1 hour (Ex)
3/29: 4:00-5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
April			
4/5: Planning Periods	Room 111	Scaffolding Strategies	1 hour (PD)
4/19: 4:00-6:00	Media Center	GT Course 592	Selected Group 2
4/24: 4:00-5:00	Room 015	New Teachers	1 hour (PD or Ex)
4/26: 4:00 – 5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
May			
5/3: 4:00-6:00	Media Center	GT Course 592	Selected Group 2
5/10: 4:00-5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)
5/17: 4:00-6:00	Media Center	GT Course 592	Selected Group 2
5/24: 4:00-5:00	Media Center	Faculty Meeting	1 hour (PD or Ex)

2017 – 2018 Professional Development Plan

Professional development for 2017-2018 will continue to prepare teachers for PBL as the school continues to implement school-wide. Also, training will take place on project-based learning as we transition our school into a PBL environment.

New Tech NTAC Conference

19 teachers and 6 administrators will participate in a week long Professional Development this July in St Louis. This is the New Tech Annual Conference which offers content specific PD to all teachers, school leaders, and support personnel. The PDs will aid teachers in learning how to implement effective project-based learning and also allow built in work time for schools to plan together.

New Tech Training

All PBL teachers as well as other teachers will be offered professional development in consistent and effect PBL strategies. Some topics will include:

- IAKTs – Individual Assessment on Knowledge and Thinking
- Agency Rubric
- Oral Communication Rubric
- Critical Friends
- Assessing Student Work

Teacher Residency

A teacher residency will be offered for new PBL implementation teachers. In this 2-3 day professional development, teachers will officially learn and experience what PBL looks like in the classroom. Teachers will develop and practice initial protocols, norms, and everyday practices in a PBL environment. This cohort of teachers will also begin to plan and develop projects for their PBL classroom.

Regularly Scheduled Meetings

- Weekly afternoon meetings will be scheduled for teachers involved in project-based learning
- Faculty meetings offered 1-2 times per month will include relevant professional development based on the needs of the staff
- Monthly meetings on how to incorporate technology in the classroom will be offered for teachers
- Department meetings will be held monthly to discuss PD from the district level pertaining to state testing, incorporating new standards, and common assignments/assessments

First Year and PAS-T Support

First year teachers, teachers new to the school and teachers who will be evaluated through PAS-T will also receive extra support and professional development. These teachers will receive PD on classroom management, planning and instruction, building rapport with students, and other topics as needed.

SCHOOL CLIMATE NEEDS ASSESSMENT

SDE School Report Card (<https://ed.sc.gov/data/report-cards/>)

Overall School Climate Data

	Student Attendance Rate	Students Suspended or Expelled for Violent or Criminal Offenses
2013	88.9%	2.9%
2014	89.3%	1.5%
2015	87.6%	1.0%
2016	90.1%	1.3%

School Evaluation 2015 - 2016

	Number of Surveys	Percent Satisfied with the Learning Environment	Percent Satisfied with Social and Physical Environment	Percentage Satisfied with School-Home Relations
Teachers	44	68.2%	84.1%	43.1%
Students	144	79.8%	82.7%	77.1%
Parents	9	*	*	*

Evaluations by Teachers, Students and Parents

*Not enough data collected

Safety Evaluation 2015 – 2016

- 97.7% of teachers agreed or mostly agreed that they feel safe at school during the day

Summary of School Climate Data

- The student attendance rate increased by 2.5% but is still lower than the goal of 95%
- Teachers are less satisfied with the home-school relationship than students

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	15.6	17	18.7
School Actual	14.2	14.3		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.3		

Baseline data to be established in 2014-15.

ACT English – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	17.7	23.8	29.9
School Actual	11.6	11.9		
District Projected	X	18.0	18.3	18.6
District Actual	17.7	18		

ACT Mathematics – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	18.9	21.9	24.9
School Actual	15.9	15.5		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.3		

ACT Reading – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	19.4	25.0	30.1
School Actual	14.3	14.2		
District Projected	X	19.7	20.0	20.3
District Actual	19.4	19.7		

ACT Science – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	19.0	23.0	27.0
School Actual	15.0	14.9		
District Projected	X	19.3	19.6	19.9
District Actual	19.0	19.5		

ACT Writing – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	15.1	20.2	25.3
School Actual	10.0	10.2		
District Projected	X	X	17.0	17.3
District Actual	15.1	16.7		

ACT English – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	30	50	70
School Actual	9.6	11.0		
District Projected	X	53.1	58.6	64.0
District Actual	47.7	48.5		

ACT Math – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	30	50	70
School Actual	9.6	4.9		
District Projected	X	33.3	38.1	43.0
District Actual	28.4	31.4		

ACT Reading – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	30	50	70
School Actual	8.3	8.6		
District Projected	X	36.9	40.4	44.0
District Actual	33.3	37.4		

ACT Science – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	30	50	70
School Actual	5.8	5.6		
District Projected	X	28.2	32.6	37.0
District Actual	23.8	28.3		

ACT %TESTED

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 2015-16.

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 2015-16.

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 2015-16.

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 2015-16.

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	82.6	85.9	89.2
School Actual	79.3	69.4		
District Projected	X	90.2	91.2	92.2
District Actual	89.2	89.6		

Baseline data to be established in 2014-15.

ACT WorkKeys – Percentage of students who received a Bronze NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	30.8	25.8	20.8
School Actual	35.8	35.0		
District Projected	X	21.2	21.5	21.8
District Actual	20.9	18.8		

ACT WorkKeys – Percentage of students who received a Silver NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	32.3	34.3	36.3
School Actual	30.3	28.8		
District Projected	X	40.6	40.9	41.2
District Actual	40.3	48.3		

ACT WorkKeys – Percentage of students who received a Gold NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	9.9	11.9	13.9
School Actual	7.9	5.6		
District Projected	X	27.4	27.7	28.0
District Actual	27.1	22.3		

ACT WorkKeys – Percentage of students who received a Platinum NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	1.0	2.0	3.0
School Actual	0.0	0.0		
District Projected	X	1.0	1.1	1.2
District Actual	0.9	0.3		

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 35% % in 2012 to 65 % in 2018.

ANNUAL OBJECTIVE: Increase by 5 percentage point(s) 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	45.1	50.1	55.1	60.1	65.1
School Actual	35.1	55.6	44.2	34.1	40.7		
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)	82.8 (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.

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 55.2 % in 2012 to 85.2 % in 2018.

ANNUAL OBJECTIVE: Increase by 5 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	65.2	70.2	75.2	80.2	85.2
School Actual	55.2	64.7	69.8	45.8	27.8		
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)	85.5 (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.

EOCEP % BIOLOGY I

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 58.9 % in 2012 to 88.9 % in 2018.

ANNUAL OBJECTIVE: Increase by 5 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	68.9	73.9	78.9	83.9	88.9
School Actual	58.9	57.8	61.0	38.0	27.9		
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5	83.7	80.4		

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 43.8 % in 2012 to 73.8 % in 2018.

ANNUAL OBJECTIVE: Increase by 5 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	53.8	58.8	63.8	68.8	73.8
School Actual	43.8	40.5	35.5	33.3	29.6		
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3	77.8	82.7		

Advanced Placement

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 0 % in 2011 to 35 % by 2018.

ANNUAL OBJECTIVE: Increase by 5 percentage points 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	10	15	20	25	30	35
School Actual	0	16	13	18	22	17		
District Projected	X	X	56	57	58	59	60	61
District Actual	56	53	55	54	53	54		

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by 5 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 15 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	420	425	430	435	440
Critical Reading Actual	410	448	428	398	421		
Math Projected	X	X	446	451	456	461	466
Math Actual	436	447	435	402	420		
Writing Projected	X	X	391	396	401	406	411
Writing Actual	381	412	398	375	398		
Composite Projected	X	X	1257	1272	1287	1302	1317
Composite Actual	1227	1307	1261	1176	1239		

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	503		
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496	496	503		
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472	473	480		
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467	1466	1486		

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 _____ percentage points each year, from 58.7 % in 2012 to 88.7 % in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by 5 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	68.7	73.7	78.7	83.7	88.7
School Actual	58.7	62.4	70.6	72.4	75.8		
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2	86.8		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
South Carolina Virtual School-Credit Recovery Program	June 2013 and ongoing	Guidance	\$0	District Funds	Student rosters, Reports of student progress, Final Grade providing evidence of credit earned
Double block core courses for students who are behind	June 2013 and ongoing	Guidance	\$0	N/A	New schedules distributed to students indicating courses have been blocked
Students will be pre-registered for classes needed to graduate or to be on expected grade level.	June 2013 and ongoing	Guidance	\$0	N/A	Registration forms will provide proof that students are pre-registered in required courses Guidance counselors' initials verify that course selection is appropriate for graduation or grade level promotion Students identified by analyzing graduation status reports All students analyze their own transcripts to ensure credit accuracy
Provide professional development/training on planning/implementing differentiated instructional strategies to meet the needs of each student as indicated by test data.	Ongoing	Littlejohn/Baker	\$0	N/A	Professional development calendar and participant roster, Lesson plans demonstrating implementation of differentiated instructional strategies, Unit plans and department chair checklist
Professional development will be provided on effective rigor and relevance to all departments	Ongoing	Littlejohn/Baker	\$0	N/A	Professional development calendar and participant rosters providing evidence of training, Written evidence and observations providing documentation of strategies incorporated in classes.

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 percentage of classes taught with a project based learning or problem based learning curriculum implementation from 0 % in 2011 to 100 % in 2018

ANNUAL OBJECTIVE: Increase percentage of classes taught with PBL or PrBL by 17 percentage points annually.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	34	51	68	85	100
Actual	0	0	28	55	59		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
A teacher observation schedule will be devised each year	By August of each school year	Administration	\$0	N/A	Teacher observation schedule will be provided each year in the teacher handbook
Teacher observation feedback will be student centered, include suggestions for improvement and will outline the best practices observed	Ongoing	Administration	\$0	N/A	Observation notebook will provide evidence each year of feedback
Continue to help teachers grow and improve based on current strengths/weaknesses (ex. cohort groups)	Ongoing	Littlejohn/Baker	\$0	N/A	Professional development calendar will provide evidence
Provide time and funding to allow teachers to attend content-specific professional development beyond the school and the district	Ongoing	Delaney	\$500/year	Local Funds	Professional development agendas and handouts will provide evidence
Provide a more targeted and organic mentoring program for teachers	Ongoing	Littlejohn/Baker	\$0	N/A	A list of mentors and mentees will provide evidence
Recruit teachers experienced with working with at-risk youth and/or who are interested in the PBL model	As needed	Delaney	\$0	N/A	List of those hired
Provide support to current and future PBL teachers from in house, district coach, and New Tech resources	Ongoing	Littlejohn/Baker	Already budgeted	N/A	Professional development agendas, handouts and teacher surveys
Support PBL teachers with teacher residency, and New Tech professional development conferences	Ongoing	Administration	Already budgeted	N/A	Professional development agendas, conference agendas

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 – 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	88.9	88.9	89.3	87.6	90.1		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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 – 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	0.0	0.0	0.0	0.0	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%	0.7	0.9		

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 81.3 % in 2012 to 100 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 3.1 percentage point(s) 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	87.5	90.6	93.7	96.8	100
School Actual	81.3	82.3	I/S	83.0	I/S		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

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 69.5 % in 2012 to 99.5 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 5 percentage point(s) 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	79.5	84.5	89.5	94.5	99.5
School Actual	69.5	81.4	77.4	87.0	79.8		
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)	83.8 (ES, MS & HS)		

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 80.9 % in 2012 to 100 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3.2 percentage point(s) 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	87.3	90.5	93.7	96.9	100
School Actual	80.9	81.2	89.2	81.0	68.2		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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 88.2 % in 2012 to 100 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.2	94.2	96.2	98.2	100
School Actual	88.2	79	I/S	92.0	30		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	91.7		

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 88.6 % in 2012 to 100 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.9 percentage point(s) 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	92.4	94.3	96.2	98.1	100
School Actual	88.6	95.5	85.2	80.0	82.6		
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)	91.1 (ES, MS, & HS)		

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 95.8 % in 2012 to 100 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.7 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.2	97.9	98.6	99.3	100
School Actual	95.8	98	100	88.0	97.7		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Ensure all policies and procedures are communicated to all staff members	Ongoing	Administration	\$0	N/A	Beginning of year handouts, staff handbook, weekly principal memos
Creating a culture of trust, respect, and responsibility within all stakeholders	Ongoing	Administration/Teachers	\$0	N/A	Culture Days, Class meetings, New Lunch program
Ensure all staff, students and district personnel wear proper identification	Ongoing	Administration/Front Office	\$0	N/A	Sign in sheet, Temporary ID list, referrals for student offenders
Maintaining the building appropriately	Ongoing	Administration/Custodial Staff	\$0	N/A	Work request reports
Addressing violent or gang related student behavior immediately and severely	Ongoing	Administration	\$0	N/A	Referral log