SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL – Southside 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		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Jesse Bowens		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Bradley Griffith		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Emily Huminski		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: Southside High School
                         6630 Frontage at White Horse Rd.
                         Greenville, SC 29605
SCHOOL'S TELEPHONE: 864-355-8700
PRINCIPAL'S E-MAIL ADDRESS: bgriffit@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

<p align="center">(Mandated Component)</p>

<p align="center">**STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN**</p>

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

POSITION	*NAME*
1. PRINCIPAL:	Bradley Griffith, Principal
2. TEACHER:	Brandi Richardson, Teacher of the Year
3. PARENT/GUARDIAN:	Brooke Culclasure, PTA President
4. COMMUNITY MEMBER:	Dexter Reaves, Community Member
5. SCHOOL IMPROVEMENT COUNCIL:	Jesse Bowens, SIC Chair
6. READ TO SUCCEED READING COACH:	
7. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD	Emily Huminski, Instructional Coach

POSITION	*NAME*
Principal	Bradley Griffith
Assistant Principal	Regene Ransome
Instructional Coach	Emily Huminski
Mathematics Department Chair	John Pachter
English Department Chair	Brandi Richardson
Social Studies Department Chair	Joseph Paddenburg
Science Department Chair	Brian Corbett
World Language Department Chair	Rebecca Bogan
Fine Arts Department Chair	Sarah Jenkins
Special Education Department Chair	Angel Stepp
Director of Counseling	Dyamond Henderson
AFJROTC Department Chair	Joseph Windley
Physical Education Department Chair	Kristen Crawford
Media Specialist	Jennifer Browning

*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

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

_____   **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.

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

__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).

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.

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.

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.

Parenting and Family Literacy
_____
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
_____
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

2016-17 School Portfolio

2013-2018 School Action Plan

Southside High School
Bradley Griffith, Principal

Greenville County Schools
W. Burke Royster, Superintendent

Table of Contents

INTRODUCTION

Southside High School's strategic planning for school improvement includes monitoring, reflecting, and assessing our progress toward meeting our school goals. We collect, analyze, and chart our test scores and survey results. We identify areas of strengths and weaknesses in the light of our shared values and vision for our school. We disseminate data and information to our stakeholders. Collectively, we identify how we should move forward with one united and cohesive plan for future success and increased student achievement. Our School Portfolio reflects our efforts, progress, and achievements, and communicates our plans for further improvement. Our School Portfolio Team Members include:

Principal: Bradley Griffith

Instructional Coach: Emily Huminski

Teacher of the Year: Brandi Richardson

Parent/Guardian: Brooke Culclasure

Community Member: Dexter Reaves

School Improvement Council Member: Jesse Bowens

Faculty Council Members:
Rebecca Bogan
Jennifer Browning
Brian Corbett
Kristen Crawford
Dyamond Henderson
Emily Huminski
Sarah Jenkins
John Pachter
Joseph Paddenburg
Brandi Richardson
Angel Stepp
Joseph Windley

Executive Summary

- Student Achievement Findings

    Through efforts of students, parents, teachers, administrators, community volunteers, and business partners, Southside continues to sustain academic growth as evidenced by the following 1-year academic achievements from 2014-2015 to 2015-2016:

    - Seniors eligible for Life Scholarships rose from 23.0% to 35.4%.
    - The percentage of IB Diplomas awarded increased from 69.2% to 76.9%.
    - The percentage of IB test scores at or above level 4 increased from 56.6% to 63.9%.
    - SAT mean score increased from 1508 to 1512.
    - EOCEP Biology passage rate increased from 53.6% to 63.5%.
    - EOCEP English 1 passage rate increased from 56.1% to 72%.
    - EOCEP U.S. History passage rate increased from 58.1% to 66.6%.

    Southside High School administration, faculty, and staff work arduously to meet individual students where they are academically and motivate them to excel beyond their own expectations. Our first priority is to increase student achievement.

- Teacher and Administrator Quality Findings

    In 2016, 71% of Southside High School teachers held advanced degrees. Sixty-five percent of the faculty held continuing contracts, and 69% of teachers returned from the previous year. In 2016, 0% of classes at Southside High School were *not* taught by highly qualified teachers. Highly qualified teachers are those teachers that have:

    - Earned at least a bachelor's degree
    - Demonstrated content knowledge in each core content area he/she teaches

- o Do not have any waivers of the requirements for full state certification

School leadership maintains high expectations for professional practice. Our faculty is committed to shared values and beliefs about teaching and learning. All teachers participate in professional development through workshops provided at school and/or district levels, with further training available to IB and AP teachers. Thirteen teachers (24% of the faculty) hold Gifted and Talented endorsements. It is our #2 goal to ensure quality personnel in all positions.

- School Climate Findings

It is our #3 goal to provide a school environment supportive of learning. Each year the faculty, 11th grade students, and their parents are asked to complete an opinion survey. The purpose of the surveys is to garner stakeholders' level of satisfaction with the learning environment.

2015-2016 survey highlights:

- o Teachers' top responses (100% agreement on the following five responses):
  - School administrators visit classrooms to observe instruction.
  - The grounds around my school are kept clean.
  - The hallways at my school are kept clean.
  - There is sufficient space for instructional programs at my school.
  - I have access to reliable communication technology, including phone, fax, and email.
- o Students' top 3 responses:
  - My teachers expect students to learn (97.7%)
  - My teachers expect students to behave (98.4%)
  - My teachers do a good job teaching me English Language Arts (93.8%)
- o Parents' top 3 responses:
  - My child's school has high expectations for student learning (81.3%)

- My child's teachers encourage my child to learn. (68.8%)
- My child's teachers provide extra help when my child needs it. (62.6%)

Satisfaction with the learning environment, according to the 2015-2016 survey, declined last year for parents and teachers. 56% of parents indicated satisfaction, down 21% from the year before, and 55% of teachers indicated satisfaction, down 34% from the year before. Student satisfaction decreased slightly to 73% from 75% the year before. Survey results indicated that the issues that students were most concerned with were related to student behavior and bathroom cleanliness. Many of the students surveyed (41%) disagreed that the textbooks and workbooks used at school really help them to learn.

- School Challenges

  o Challenge #1: A significant percentage of students enter Southside High School with deficient reading and math skills. MAP Test scores indicate that 59% of the English 1 CP and Honors students who entered Southside in the fall of 2016 as 9th graders, tested below the 9th grade reading readiness level. Only 41% of incoming English 1 students who tested were prepared to meet the challenges of the rigorous English 1 curriculum. Despite their readiness level, these students are scheduled to take the English 1 End of Course Exam (EOC) at the end of the year. Math MAP Test scores indicate that 73% of the Algebra 1 CP, Honors, and Foundations of Algebra students who entered Southside in the fall of 2016 as 9th graders, tested below 9th grade math readiness level. Only 27% of the students tested were prepared for the rigors of Algebra 1 CP or Honors curriculum. Southside High School teachers work laboriously to meet students where they are, differentiate instruction, and scaffold for learning gaps, while meeting SC State Standards.

  o Challenge #2: Southside High School's student population is transient in nature. Approximately one quarter (1/4) of our

student population turn over each year, on average 30 students monthly. To put that into perspective, we have, on average, at least 1 student enroll or withdraw every single school day. Students within our population may enter and exit multiple times, and over multiple years. From September 1, 2016 to March 1, 2016 (6 months) there have been 345 students who have enrolled and/or exited. These students will not benefit from a full year of instruction at Southside High School.   Most of these students will be expected to take SC State End of Course Exams.   The continuously disruptive movement of students into and out of a class impacts the student and the class and causes:

- Continual change in the group dynamics
- Upheaval in instructional grouping
- Difficulty making benchmark test comparisons
- Challenges in classroom management. Teachers must continually re-teach procedures that had previously been established and taught at the beginning of the school year as each new student enters
- Challenges in curricular cohesion. Teachers must establish baseline data on each new student each time a new student enters the class and re-teach content knowledge, skills, and processes the teacher already taught and the rest of the students were already expected to learn
- Poor EOC test scores

- School Highlights

In 2014, Southside High School performance exceeded state expectations under the ESEA Federal Accountability Rating System, receiving a grade of B.

Southside High School received a 2014 SC State Annual School Report Card Absolute Rating and Growth Rating of Average.   For the two years in a row (2013 and 2014), school performance met the South Carolina State standards for progress toward the 2020 SC Performance Vision. In 2015 and 2016, schools will not

be rated for state accountability purposes. In the fall of 2017, the state will transition to a single accountability system.

Through combined efforts of students, teachers, administrators, parents, business partners, and volunteer tutors, Southside High School continues to make incremental and discernible improvement toward meeting our student achievement goals.

2015-16 Southside High School highlights include:

- o Seven (7) National Merit Finalists
- o Nine (9) AP Scholars
- o Four (4) AP Scholars with Honor
- o Thirty-one (31) AP Scholars with Distinction
- o Two (2) students earned perfect SAT math scores
- o One (1) student earned a perfect ACT score
- o Nationally Ranked (#5) Speech and Debate Team
- o Overall Sweepstakes Winner at George Mason University
- o 2nd Place Duo Interpretation at Nationals
- o National Holy Cross Navy & Old Gold Debate and Speech Exhibition Tournament
- o AFJROTC Unit Headquarters AFJROTC Distinguished Unit Award 2016
- o AFJROTC Unit Headquarters Outstanding Instructor Award
- o One (1) AFJROTC cadet earned Exemplary Staff Cadre Leadership Award at Southeastern Regional Summer Leadership School
- o AFJROTC finished 4th overall at the South Carolina State All Services Drill Championship - Governors Cup Top Gun Competition
- o AFJROT finished 2nd overall at the Clemson Tiger Regional Invitational Air Force JROTC Drill Championship
- o AFJROTC finished 2nd overall in the Regulation division at Upstate Regional Championship
- o AFJROTC finished 3rd overall in the Exhibition division at the Upstate Regional Championship
- o Academic Team placed 1st in South Carolina for the National Academic Quiz Tournaments (NAQT)
- o Academic Team named Small School Champions at the National Tournament of Academic Excellence
- o Academic Team placed 27th in the nation at the National Tournament of Academic Excellence

- Five (5) students selected for Greenville All County Honor Band
- SHS Symphonic Band: 8th Place Overall with Excellent Rating, 8th Place Music Performance, 7th Place Visual Performance, 7th Place Overall Effect at the South Carolina 2A State Championship Finals (1st time in School History)
- SHS Symphonic Band: Excellent in Sight Reading, Excellent on Stage, Overall Excellent Rating at 2016 SC Band Directors Association Concert Festival
- SHS Graduates Awarded Nearly Two Million Dollars in Scholarships

2016-17 Southside High School highlights thus far include:

- Eight (8) National Merit Finalists
- Nine (9) National Merit Semi-Finalists
- One (1) student received a perfect math SAT score
- One (1) student earned a perfect score on the ACT
- One (1) student was awarded the Max Heller Scholarship to Furman University
- Boys' Basketball Team – 3A SC State Champions
- At the 2016-2017 Youth in Government (YIG) Conference:
  - Southside received awards for Outstanding Bills
  - A Southside student was 1 of 20 students selected from 1,400 to be part of the South Carolina Delegation at the Conference on National Affairs
  - A Southside student received the Clementa Pinckney Compassionate Leadership award
  - Southside earned title of "Premiere Delegation"
- Four (4) students selected for Greenville All County Honor Band
- SHS Symphonic Band: 13th Place Overall at the South Carolina 2A State Championship Finals (2nd time in School History)

School Profile
- School Community
  - Partnerships

    Our collaboration with the community is an important component of our school's commitment to create a common school culture of excellence. This is evidenced by our long-term relationship

with GE in support of our mentoring program and the U.S. Government with typically twenty percent (20%) of Southside High School students involved in Air Force Junior Reserve Officer Training Corps (AFJROTC). In partnership with YMCA volunteers, our Character Education Initiative is thriving for the third year. Southside High School values our partners.

o PTA (Parent Teacher Association)

The Southside High PTA makes important differences in the education and development of students. The PTA provides classroom grants, funding for student agendas, classroom paper and copies, technology, and building maintenance. The PTA fosters positive relationships between the home and the school and sponsors various opportunities for parents, staff, and students to interact. As funds permit, the PTA also supports various extracurricular activities such as Forensics, Band, Drama Club, and AFJROTC. We recognize our volunteers monthly with our Volunteer of the Quarter Award.

o SIC (School Improvement Council)

Southside High School's School Improvement Council is made up of elected parent, student, and faculty members along with members of the school's administration and appointed community leaders. It meets monthly and serves to advise the leadership of Southside on ways to achieve the academic goals of the school.

SIC members recognize that a student's education is a responsibility shared by the school, family, and community, and work to establish a strong working relationship with Southside students' families to promote parental involvement to support student learning.

o IB (International Baccalaureate) Parents Council

The IB Parents Council (IBPC) is a group of volunteer parents who work to assist the (IB) Coordinator, in close coordination with the Principal, the PTA and Southside staff. The IBPC meets once a month, with an open forum portion for all members to

participate. The IBPC is a membership-based organization that also helps to facilitate communication among all IB families and with the IB Coordinator.

- o Sophomore Institute (SI)

    The Sophomore Institute's initiative is to increase student accountability by: developing a collaborative group of teachers who are solely focused on working with sophomore students to meet their needs across subject areas; providing the students with a set of common expectations and procedures across subject areas; and planning opportunities for students to be exposed to potential areas of study beyond high school. The goals of the Sophomore Institute are: to provide a level of rigor for all sophomore students regardless of their course classification; to create a common set of expectations and practices from classroom to classroom for all sophomore students in their core classes; and to expose and prepare students for post-high school opportunities (college, career, military).

    Southside High School sophomores are mentored by the SC Chapter of NSBE (National Society of Black Engineers), which sponsors monthly career assemblies. These assemblies expose our students to STEM careers, with engineers from Flour, Michelin, IBM, Colgate Palmolive, and Jacobs Engineering. In addition, the USC Medical Students' Health Outreach Initiative affords our students a "pipeline" to information on career options in the area of health care. These engaging hands-on demonstrations and seminars provide 10th grade students with valuable information regarding the medical field. All in all, the underlying goal of the Sophomore Institute is to Build a Better Graduate.

- • School Personnel Data
    - o Faculty and Staff

        The 2016-17 Southside High School faculty consists of fifty five (55) full and part-time teachers, three (3) guidance counselors,

one (1) IB coordinator, one (1) media specialist, and one (1) instructional coach (IC). Additionally, our staff consists of two (2) intervention specialists, one (1) classroom aide, as well as media, guidance, and attendance clerks. Our faculty is made up of National Board Certified teachers, AP certified teachers with Gifted and Talented endorsements, IB certified teachers, MYP trained teachers, PACE teachers, and teachers with advanced degrees, including Doctorates. Some of our teachers come from across the nation and the world. Each faculty and staff member brings a wealth of experience, talent, and knowledge to the classroom.

- o School Leadership

  The administrative team, made up of the principal, Bradley Griffith, and four (4) assistant principals, supervises the effective implementation of programs that enhance the entire school. Administrative duties, along with the name of the administrator assigned to each duty, are printed in the faculty handbook. The principal and assistant principals visit classrooms on a rotating schedule and are visible and accessible throughout the day. The administration maintains a high level of communication with the faculty, student body, staff, parents, school district, and community members.

- Student Population Data

  Our diversity is our strength. Of our 762 students, 61% are African American, 15% are Caucasian, 15% are Hispanic, and 6% are Asian. Twenty-four percent (177 students) are served by a gifted and talented program, 16% (125 students) are served by the special education program, approximately 10% (76/762) speak English as a Second Language, and approximately 2% are currently enrolled in an ESOL class. The current Poverty Index at Southside High School is 67.9%.

Current 2016-17 Student Enrollment by Grade Level		
	Number	**Percentage**
Freshman	232	31%
Sophomores	207	28%
Juniors	148	20%

Seniors	156	21%
Total Enrollment	743	100%

Data Source: PowerSchool Report Generated on March 13, 2017

Current 2016-17 Student Enrollment Number by Grade Level and Demographics					
	9	10	11	12	Totals
African American	150	125	90	85	450
Caucasian	31	34	18	23	106
Hispanic	35	31	26	21	113
Asian	7	8	10	22	47
Other	9	9	4	5	27
Total	239	216	180	127	743

Data Source: GCSource Report Generated on March 13, 2017

The following table shows other general trends over the last 5 years. Student enrollment continues to decline. The Poverty Index has increased. The retention rate has steadily decreased since 2014, and the figures below show success on AP/IB exams has increased significantly.

Student Data Trends				
	2013	**2014**	**2015**	**2016**
Enrollment	825	818	814	806
Poverty Index	69.60%	70.84%	66.1%	62.4%
Retention Rate	4.7%	7.0%	5.4%	4.3%
Enrolled in AP/IB Programs	30.4%	31.2%	33.9%	24.2%
Successful on AP/IB Exams	57.6%	65.4%	64.0%	72.7%

Data Source: SC School Report Card

Transient Student Population

The transient nature of our community and student population has a profound effect on teaching and learning and ultimately on our student achievement. A significant number of students enroll and withdraw from our school throughout the school year and often on a daily basis; sometimes multiple times during the

year, and at times repeatedly over multiple years. Typically, close to 200 students, about a quarter (¼) of the entire student body, transition in or out of our building each year.

Perpetual student turnover throughout the school year negatively impacts instruction and learning. Continuous turnover in the classroom creates instructional and management challenges for the teacher. Gaps in student learning develop as a result of moving from one school to another during the school year and impact the continuity of a student's education. On-going student enrollment (enrollment *after* August, the beginning of the school year) directly impacts our school-wide high stakes test results and school-wide student achievement and more significantly, negatively impacts our students.

Incoming Freshman Reading and Math Readiness Levels

Prior to entering Southside High School, middle school students in Greenville County Schools take MAP Reading and Math Readiness Tests. These MAP scores help to gauge student learning readiness levels.

Reading Readiness

In the spring of 2016, less than half of the incoming 9th graders scored at or above the norm mean MAP Reading RIT Score for a 9th grader: 42% scored at or above a 9th grade reading readiness level; down slightly from the 43% of incoming students last year.

MAP Reading RIT scores from Spring 2015 indicate that 42% of students who tested and enrolled at SHS in an English 1 CP or Honors course this year read at or above grade-level; 58% of the students tested read *below* grade level. (Data Source: Enrich Spring 2016 MAP Reading RIT Scores)

For the fourth year, classes have been added to the schedule to provide additional support through an Accelerated Reading Program.

Math Readiness

MAP Math RIT scores from spring 2016 indicate that far less than half of students who tested and enrolled at SHS in an Algebra 1 CP or Honors course this year tested at or above grade-level. Only 28% of these students scored at or above a 9th grade math readiness level. These percentages are down from the 35% of incoming students last year.

72% of the students tested below grade level: well over half of the incoming freshmen were significantly unprepared to meet the challenges and rigor of an Algebra 1 CP course. Classes have been added to the schedule for the fourth year in a row to provide additional support through a Foundations in Algebra course, which provides students with an additional year of preparation before taking the SC State EOC exam. (Data Source: Enrich Spring 2016 MAP Mathematics RIT Scores)

- Program Initiatives

  - International Baccalaureate (IB) Program:

    The International Baccalaureate Organization (IBO), founded in 1968, is a nonprofit educational foundation based in Geneva, Switzerland. The foundation offers a comprehensive two-year curriculum—available in English, French, and Spanish—that allows students to fulfill certain requirements of various national education systems.

    The IB program is internationally recognized programs with an emphasis on global perspectives. It is a holistic style program with a prescribed course of study that encompasses six areas; English, history, science, foreign language, math, and an IB approved elective that emphasize process and integration of content across content areas. The IBO's Diploma Programme is a high school program offered to students in the final two years of school. Course work is divergent – asking why more than what. The program maintains rigorous world-wide assessment criteria standards.

  - Advanced Placement (AP) Program:

The AP program provides leadership and services for academically talented students with more emphasis on the academic rather than the philosophical. It is a cafeteria style program in which students have an opportunity to take college-level courses and exams while still in high school. Students may pick and choose content-driven courses. Southside currently offers 14 AP courses, including courses such as AP Calculus, AP Physics, AP Chemistry, and AP Psychology.

o Freshman Academy Program:

The 9th Grade Freshman Academy is a comprehensive program that strives to provide each 9th grade student with a challenging and nurturing learning environment that ensures a smooth transition from middle to high school. It seeks to ensure the academic success of its students by increasing the promotion rate for all freshmen, improving the quality of parental involvement, decreasing the number of discipline referrals, and increasing the attendance rate and passage rate for the End of Course Examinations. We enthusiastically promote good citizenship through consistent discipline and positive behavioral encouragement programs.

o Character Education Program:

Southside High School Freshman Academy, in collaboration with the YMCA Teen Achievers Program, incorporated a developed curriculum focused on structuring and nurturing the professional development of teens in grades 9-12. The program works hand-in-hand with community professionals, who help guide and mentor teens to make sensible decisions concerning their future. It not only benefits the student participants, but the community as well.

o Credit Recovery:

Credit Recovery, initiated by Greenville County School District, allows a student who has received a 61 or higher in a course to take the APEX course on-line and recover the credit. The APEX curriculum is closely aligned with SC standards. Additionally,

students have access to the APEX programs from home and can work at their own pace in school or at home. Students are required to be on campus to complete the assessments for the APEX programs. The highest grade a student can earn through the APEX recovery program is an 80.

- o Seat-Time Recovery:

  Seat-Time Recovery allows students who are currently passing a course and have more than the maximum number of absences the opportunity to recover class hours by attending Seat-Time Recovery. Seat-Time Recovery will enable participants to make up the hours required to receive credit for a course.

- Program Features
  - o Academic Team
  - o Academic Tutoring and Coaching
  - o Accelerated Reading Program
  - o AFJROTC Academic Team
  - o AFJROTC Drill Team – Nationally Ranked
  - o Art Club
  - o Athletic Programs – Baseball, Basketball, Cheerleading, Cross Country, Football, Soccer, Softball, Tennis, Track & Field, Volleyball
  - o Back-pack Program
  - o Badminton Club
  - o Beta Club
  - o Black History Month
  - o Drama Club
  - o Fine Arts – Band, Chorus, Art, Drama, Guitar, Piano
  - o Forensics – Nationally Ranked
  - o Future Physicians
  - o Gaming Club
  - o Gardening Club
  - o Home Economics Club
  - o Interact Club
  - o International Festival
  - o Junior Marshals
  - o Kitty Hawk Honor Society
  - o Miss Southside Pageant

- o Model Rocket/Model Airplane Club
- o National Honor Society
- o Psychology Club
- o Quantum Physics Club
- o SAM Team
- o SC Junior Academy of Science Club
- o Step Team
- o Student Council
- o Technology Club
- o Tiger Ambassadors
- o Tiger Pride/Beautification
- o Tiger Pride Gay-Straight Alliance
- o UNICEF
- o Yearbook
- o Young Democrats
- o Youth in Government

Mission, Vision, and Beliefs

- Mission

Southside High School's mission is to promote lifelong learning and to promote an understanding of community and curriculum standards by providing opportunities for students to apply acquired skills and by modeling desired behavior and attitudes. We will know students are learning and becoming productive, involved, caring citizens by maintaining data that charts their progress so we can provide various levels of intervention to guide students toward success.

- Vision

Creating a Common School Culture of Excellence

- Motto

Celebrating Diversity. United in Learning.

Data Analysis and Needs Assessment

- Student Achievement

ACT College Readiness Assessment Program

Prior to 2015, the ACT was administered as an optional national college readiness assessment. Students who were interested in

taking the test were required to pay a fee and take the test at an off-campus location on a Saturday. Generally, only the very motivated took the test.

As of 2015, *all* 11th graders (students in their third year of high school) in South Carolina, with exception of those who were eligible for alternate assessments, were administered the ACT and the ACT Workkeys tests as state mandated college and career readiness assessments. The tests were administered at no cost to the student, at school, during regularly scheduled class time.

ACT Subject-Area Mean Scale Scores

ACT Subject-Area Scale Scores can range from 0-36, and two achievement levels are reported by the SC State Report Card; ready (met) and not ready (not met).

The Southside High School (SHS) 2016 ACT composite (English, Math, Reading, and Science) mean scale score was 18, compared to the South Carolina state-wide composite scale score of 18.2.

2016 ACT Subject-Area Mean Scale Scores				
Target Score	English *Score = 18*	Mathematics *Score = 22*	Reading *Score = 22*	Science *Score = 23*
SHS Scale Score Average (range 0 – 36)	16.6	18.5	18.3	18.3

Data Source = The ACT Profile Report 2016

Writing scale scores range from 1-36, and the ready/not ready achievement levels are not applicable. Southside High School's Writing scale score average is 16.0, higher than the 15.4 SC State scale score average.

ACT Target Benchmark Scores

According to ACT.org website, the ACT benchmark scores on the ACT subject-area tests represent the level of achievement required for students to have a 50% chance of obtaining a B or

higher or about a 75% chance of obtaining a C or higher in first-year college courses (http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/). **Students must meet the target benchmark score to be considered College Ready.**

Meeting ACT Target Benchmarks means

English score – 18
Math score – 22
Reading score – 22
Science score – 23

50% chance of obtaining a B or higher

in a first-year subject-area college course

ACT Subject-Area Achievement Levels (Ready/Not Ready)

The following table indicates the target benchmark score for each subject and the percent of SHS 11th graders who met the target benchmark score in 2016 and, therefore, are considered college ready.

2016 ACT Subject-Area Benchmark Tests			
College Course	ACT Subject-Area Test	*ACT Target Benchmark Score* (ACT scores range from 0 – 36)	Percent MET Target Benchmark Score College Ready
English Composition	English	*18*	34%
College Algebra	Math	*22*	22%

Social Sciences	Reading	*22*	24%
Biology	Science	*23*	18%

Of the four ACT subject-area tests, English, Mathematics, Reading, and Science, the greatest percentage of the 187 SHS 11th grade students who tested in 2016, met the English subject-area target benchmark score. Thirty-four percent of the students met the level of achievement required for students to have a 50% chance of obtaining a B or higher in a credit-bearing first year English course. The subject area in which the fewest percentage of SHS 11th grade students met the target benchmark score was Science. Only eighteen percent met the required level of achievement.

Of the 187 SHS 11th grade students who tested in 2016, 14% met *all* 4 subject benchmark target scores.

The Asian student population achieved the highest level of achievement, in comparison to the other student populations, in each and every subject area.

2016 ACT Subject Target Scores % Met by Ethnicity				
	English	Math	Reading	Science
African American	15%	8%	8%	5%
Caucasian	74%	39%	52%	39%
Hispanic	16%	4%	8%	4%
Asian	100%	100%	80%	60%

ACT Workkeys Job Skills Assessment System

National Career Readiness Certificates

The ACT Workkeys is a job skills assessment given to all 11th graders statewide, with the exception of those eligible for

alternative assessments. The assessments consists of 3 subtests: Applied Mathematics, Reading for Information, and Locating Information. Students are awarded certificates based upon their overall results. The ACT Workkeys was first administered at Southside High School in 2015. Only students with valid scores on *all* three tests can earn a National Career Readiness Certificate (NCRC).

In 2016, 24.4% of SHS students tested did not receive an NCRC. Therefore, 75.6% of SHS students did receive a certificate.

Student-level scores include scale scores and a level score for each of the three tests (Reading for Information, Applied Mathematics, and Locating Information). Students who successfully complete these three tests may be eligible for ACT's National Career Readiness Certificate (NCRC). Based on performance, students may earn a bronze, silver, gold, or platinum certificate, as described below.

- Bronze - scores at least a level 3 in each of the three core areas
- Silver - scores at least a level 4 in each of the three core areas
- Gold - scores at least a level 5 in each of the three core areas
- Platinum - scores at least a level 6 in each of the three core areas

Although a student may score significantly higher on one of the subtests, the certificate earned cannot be at a level higher than the lowest level earned on any one test.

Conversion Tables
Below are the conversion tables identifying the range of scale scores corresponding to each job profiling level.

Reading for Information		Applied Mathematics		Locating Information	
Scale Score	Level	Scale	Level	Scale	Level

		Score		Score	
65-72	<3	65-70	<3	65-71	<3
73-74	3	71-74	3	72-74	3
75-78	4	75-77	4	75-79	4
79-81	5	78-81	5	80-86	5
82-84	6	82-86	6	87-90	6
85-90	7	87-90	7		

Data Source = SDE Assessments ACT Workkeys Test Scores – School Scores Report

On average, Southside High School students' scale scores for each of the subtests corresponded to a Level 4.

2016 ACT Workkeys Mean Scale Scores by Subtest			
	Applied Mathematics	Locating Information	Reading for Information
Mean Scale Score	77.0	76.3	79.0

Data Source = SDE Assessments ACT Workkeys Test Scores – School Scores Report

The Workkeys assessment is used in conjunction with job profiling. The Workkeys levels represent the minimum level of skills needed to be successful in a specific job. Employers, using the Workkeys levels, can get a clear picture of a prospective employee's ability to meet the demands of the job.

Bronze

In 2016, 18.3% of Southside 11th graders earned a Bronze NCRC.

According to the 2010 South Central TN Workforce Alliance (Source: http://www.sctworkforce.org/crcdefiningskillgaps.htm), students would qualify for these jobs available at the Bronze level: Bag Machine Operator, Certified Nurse Assistant, Correctional Officer, Electrician Helper, Fiberglass Assembler,

Heavy Equipment Operator, Hose Assembler, Fork Lift Operator, Melting Technician, Plastic Molding Machine Operator, Production Associate, Teacher Aide, Mig Welder.

Silver

Students earning a Silver NCRC meet skills required for at least 67% of the jobs in the ACT JobPro database.
In 2016, 37.2% of Southside 11th graders earned a Silver NCRC.

The students who earned a Silver NCRC meet requirements for the following jobs: Accounting Clerk, Control Box Technician, Customer Service Representative, CNC Mill Operator, General Office Clerk, Industrial Maintenance Mechanic, Licensed Practical Nurse, Machinist, Pharmacy Technician, Processing Assembler, Radiologic Technologist, Refrigeration Mechanic, Sheet Metal Worker, Storage and Distribution Manager.

Gold

Of the 11th graders that tested in 2016, 19.5% earned a Gold NCRC.

The SHS students who earned a Gold NCRC meet skills required for at least 93% of the jobs in the ACT JobPro database. Gold NCRC recipients meet requirements for the following jobs: A+ Certification, Auto CAD (Computer Aided Design), Computer Programmer, Construction Manager, Industrial Electrician, Electro-Mechanical Technician, Electronics Technician, IT Systems Administrator, Legal Secretary, Medical Lab Technician, Registered Nurse, Respiratory Therapist, Semiconductor Processor, Supplier Quality Engineer.

Platinum

With a minimum score of 6 on each of the three assessments, students earning the Platinum NCRC demonstrate skills

associated with approximately 99% of the jobs in the ACT JobPro database.

In 2016, .6% of SHS students earned the Platinum NCRC. These students meet skills required for the following jobs: Civil Engineer, Architect, Air Traffic Controller, Airline Pilot, CEO, Logistics Analysts, Education Administrators, and Physician Assistants.

Total

75.6% of Southside 11th graders earned an ACT National Career Readiness Certificate in 2016. These students meet skill requirements that employers agree are critical in the workplace. These students are considered career ready.

Applied Mathematics

Students who score below a level 3 on any of the subtests do not earn a National Career Readiness Certificate (NCRC) and are not considered Career Ready.

Of the three subtests, the greatest percentage of Southside 11th grade students, on average, who scored below a Level 3 in 2016, scored below a level 3 on the Applied Mathematics test. 19.5% of SHS 11th graders scored below a level 3; 28.6% were African American students; 8.7% were Hispanic, and 13% were Caucasian. These students are not considered career ready.

2016 ACT Workkeys Subtest % Students Scored at Level by Ethnicity						
Applied Mathematics						
	Less than Level 3	Level 3	Level 4	Level 5	Level 6	Level 7
African American	28.6	16.5	28.6	20.9	4.4	1.1

Caucasian	13.0	8.7	8.7	17.4	30.4	21.7
Hispanic	8.7	30.4	17.4	26.1	17.4	0
Asian	0	0	0	13.6	22.7	63.6
Total	19.5	15.2	20.1	20.1	12.2	12.8

Data Source = SDE Assessments ACT Workkeys Test Scores – School Scores Report

In 2016, 80.5% of SHS students demonstrated essential mathematical skills required for success in the workplace across industries and throughout the country. These students are considered to be prepared to apply mathematical reasoning to real-world situations, to solve work-related mathematical problems, and to think critically.

Locating Information

This job skills assessment subtest measures real world skills that require an employee to use workplace graphics such as charts, graphs, tables, flowcharts, and diagrams. As an example, a meteorologist may be required to locate and analyze information as they predict weather patterns and systems.

13.4% of Southside students who were tested in 2016 scored below Level 3. These students did not receive an NCRC and are not considered career ready.

86.6% of SHS 11th graders scored at Levels 3 through 6 on the Locating Information subtest. (This subtest has a maximum level score of 6.) These SHS students demonstrated essential skills required in the workplace and are considered career ready.

2016 ACT Workkeys Subtest by Ethnicity						
Locating Information						
	Less than Level 3	Level 3	Level 4	Level 5	Level 6	Level 7
African American	18.7	28.6	46.2	5.5	1.1	NA

Caucasian	8.7	0	47.8	43.5	0	NA
Hispanic	8.7	21.7	65.2	4.3	0	NA
Asian	0	0	18.2	81.8	0	NA
Total	13.4	18.9	45.7	21.3	0.6	NA

Data Source = SDE Assessments ACT Workkeys Test Scores – School Scores Report

Reading for Information

The Reading for Information subtest assesses skills that require employees to comprehend, interpret, and apply information from written text.   Texts include memos, directions, signs, safety bulletins, policies, and regulations.   Employees may be asked to understand acronyms, multiple word meanings, and technical terms.

Only 6.1% of the Southside students who were tested in 2016 scored below Level 3 on the Reading for Information subtest. These students did not receive an NCRC and are not considered career ready.

2016 ACT Workkeys Subtest % Level by Ethnicity						
Reading for Information						
	Less than Level 3	Level 3	Level 4	Level 5	Level 6	Level 7
African American	6.6	8.8	40.7	39.6	3.3	1.1
Caucasian	4.3	4.3	21.7	21.7	30.4	17.4
Hispanic	8.7	4.3	17.4	56.5	8.7	4.3
Asian	0	0	9.1	22.7	18.2	50.0
Total	6.1	6.1	29.3	37.2	10.4	11.0

Data Source = SDE Assessments ACT Workkeys Test Scores – School Scores Report

93.9% scored at Levels 3 through 7 on the Reading for Information subtest.   The Asian and Caucasian student populations dominate Levels 6 and 7.

These students demonstrated essential skills required in the workplace and are considered career ready.

EOCEP (End of Course Examination Program) Passage Rate

Currently, South Carolina requires students enrolled in English 1, Algebra 1, Biology, and U.S. History to take a standardized multiple choice exam near the end of the course. The exam score is calculated 20% of the student's final grade.

Generally, students take these courses in high school. Many of our most academically ambitious students take English 1 and Algebra 1 courses at the middle school. Their scores are not reflected in our EOC passage rate data.

Although test content can signal what is important for students to learn and for teachers to teach, teachers are not permitted to view or review actual test questions. Likewise, detailed test results can be valuable to improve teacher effectiveness; unfortunately, details (such as specific areas students struggled with or skills students failed to adequately demonstrate) are not provided by the state to the teachers.

Not all students entering a course of study bring with them established study habits and diligence, adequate skill sets, or comparable prior knowledge. A student's below-grade reading level or limited vocabulary knowledge can greatly impact a student's ability to comprehend a question or demonstrate content knowledge within the confines of a multiple choice test.

Teachers, throughout Southside High School, augment students' working vocabulary skills with academic and tier 2 vocabulary study. Some 9th grade students benefit from our accelerated reading program. Some incoming freshmen, testing below grade level readiness in math, benefit from placement into a Foundations in Algebra course, followed by the Algebra 1 EOC Course. These students take the Algebra 1 EOC exam at the end of their 2nd year. All of our CP and Honors EOCEP students take benchmark tests throughout the year to identify areas for improvement. Students are encouraged to take advantage of

after-school tutoring and cost-free computer-based test prep programs through USATestPrep.

The overall percent of tests in 2016 with scores of 70 or above in all subjects was 66.3%. The passage rates rose on the Biology, English 1, and US History EOC exams, but slipped on the Algebra 1 exam.

The EOC Exam mean scores increased in every subject area except in Algebra. The US History EOC mean score increased by 4.4%; the English 1 EOC mean score increased by 2.7%; and the Biology EOC mean score increased by 1.9%. The Algebra 1 EOC mean score fell by 4.3%.

The overall trend in EOC passage rates and mean scores proves positive, indicating an overall increase in student achievement. Since 2009, the overall passage rate has risen a staggering 24.3%, from 36.2% to 66.3%.

Advanced Placement Tests (AP Tests) % Scoring a 3 or Above

There were 133 students enrolled in at least one AP course in 2016, taking a total of 300 AP exams.   Students scored between a 3 to a 5 on 201 exams out of the 300 exams taken. A score of 3 indicates Qualified, a 5 indicates Extremely Well Qualified. Most colleges and universities in the United States grant course credit based on AP test scores; most requiring a score of 3 or higher for credit to be granted or course prerequisites to be waived.

Nine (9) Southside High School students were recognized as National AP Scholars, four (4) as AP Scholars with Honor, and thirty-one (31) as AP Scholars with Distinction in 2016.

SAT Mean Scores

The SAT is a national college readiness assessment generally taken by high school juniors and seniors. It is often used as part of a college admissions process. The SAT consists of 3 tests; Critical Reading, Math, and Writing.   The highest composite score possible on the SAT is a 2400.

Southside's 2016 SAT mean composite score of 1512 surpasses District, State, and National mean composite scores. Data indicates Southside SAT mean scores have enjoyed a general upward trend over the last seven years.

Since 2010, Southside SAT Critical Reading mean scores reflect a 29 point gain, Mathematics mean scores reflect a gain of 25 points, and Writing Mean Scores reflect a gain of 27 points.

In 2016, two (2) students earned perfect SAT math scores, and seven (7) students were recognized as National Merit Finalists.

Graduation Rate

On-Time Graduation Rate

In recent years past, the on-time graduation rate had been based on the percentage of students who graduated on-time (within 4 years), passed both sections of the HSAP exit exam, and received a SC State diploma. As of 2014, HSAP Passage is no longer required for students to graduate.

Factors that have negatively impacted graduation rate are:

- students enrolled in the Special Education Occupational Program do not receive a SC State diploma
- students who leave Southside High School, enroll elsewhere but fail to inform the school of their whereabouts are considered dropouts
- students who graduate late are not included in the on-time graduation rate

Southside's On-Time Graduation Rate continues to climb. Since 2010, our graduation rate has increased by 12.8% to 77.2% in 2016.

Five-Year Cohort Graduation Rate

In 2012, SC State Department of Education added a five-year cohort graduation rate to the state report card. This cohort includes students who graduate within a 5-year period.

The percent of Southside students who graduated within a five-year period rose from 67.6% in 2012 to 79.2% in 2016.

International Baccalaureate Results

The International Baccalaureate (IB) Diploma Program is a rigorous high school program offered to students in their final two years of high school. Participants must take challenging courses and demanding exams. A score of 4 = satisfactory performance; a score of 7 = excellent. In 2016, 48 students took a total of 232 IB tests. Of the 232 Subject-Area-Only tests, 128 (55%) were tests with scores 4 or higher.

IB Diploma Programme students need to complete six courses, gain at least 24 points, subject to certain performance minimums, and other demanding requirements to be awarded an IB Diploma. In 2016, 26 IB Diplomas were attempted with 20 awarded (76.9%).

- Teacher/Administrator Quality

Professional Development Alignment

Professional development is very important in the school district of Greenville County and Southside High School. The school district provides summer training opportunities through its Summer Academy, as well as workshops and institutes sponsored by various departments throughout the year.

Professional development conducted at Southside High School aligns very closely with our school and technology goals.

School Goals (SAP):
Goal #1: Improve student achievement
Goal #2: Improve school climate
Goal #3: Ensure quality personnel in all positions

School Technology Plan (STP):
Goal #1 Professional Development
Goal #2 Curriculum and Instructional Integration
Goal #3 Learners and their Environment

SC ADEPT Performance Standards for Teachers (PAS-T):
    Goal #1 Knowledge of Curriculum, Subject Content, and Development Needs
    Goal #2 Instructional Planning
    Goal #3 Instructional Delivery
    Goal #4 Assessment
    Goal #5 Learning Environment
    Goal #6 Communication
    Goal #7 Professionalism
    Goal #8 Student Achievement

Professional Development Focus 2015-16

Middle Years Program (MYP): Improving Program Implementation
Special Education Inclusion Program: Training & Implementation
Professional Learning Communities (PLC):
    Develop & Implement a Student-Centered Learning Framework
- o Data Driven Decision Making Using Student Work Analysis
- o Building PLC Experts: Proficiency & Differentiation
- o SLO Goals: Assessments & Progress Monitoring
New Hire Orientation

Professional Development Focus 2016-17

High Quality Essential Questions
Disciplinary Literacy
Formative Assessment
Rigor
Differentiation of Instruction
Professional Learning Communities:
    Developing Leadership Capacity
    Creating New Knowledge to Improve Instruction
    Formative Assessments & Grading
Instructional Technology (especially GAFE)
New Hire Orientation

- School Climate

Student Attendance Rate

> The student attendance rate decreased 1.7% in 2016 to 92.2%, down from 93.9% in 2015. Southside administration and attendance designee communicate consistently with district attendance supervisors and drop out specialists to provide support to students with attendance issues. Southside High School is also working with the Hispanic Alliance to provide targeted support to our Hispanic students with attendance issues. With fewer tardies and absences, students benefit from essential instructional time.

Student Attendance Rate
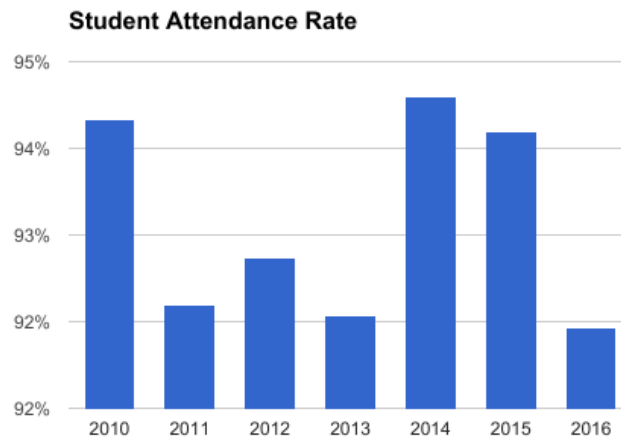
Student Out of School Suspension or Expulsion Rate for Violent and/or Criminal Offenses

> The percentage of students suspended or expelled for violent and/or criminal offenses increased to 2.6% in 2016 (up from 0.1% in 2015). As of March 2017, zero students have been suspended or expelled for violent offenses.

% Student Suspension or Expulsion Rate
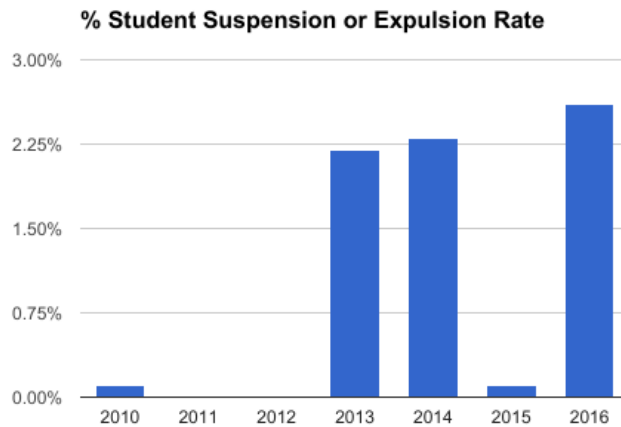
Opinion Surveys

Percent Satisfied with the Learning Environment

Each year, Southside High School teachers, eleventh grade students, and their parents are surveyed to determine the percent satisfied with the learning environment.

% Satisfied with Learning Environment
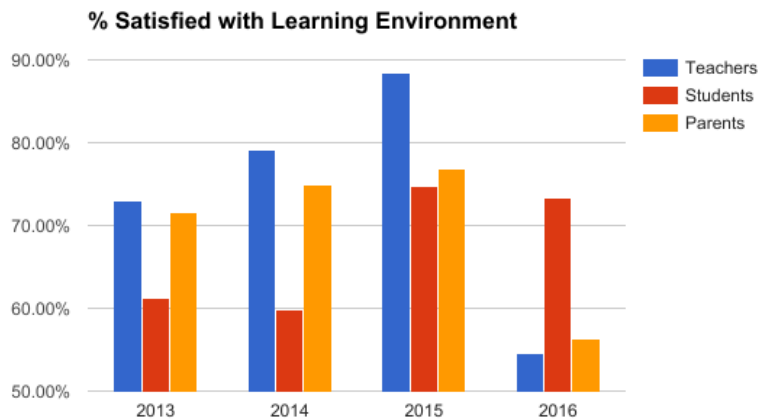
Percent Satisfied with School Safety

Each year, Southside High School teachers, along with eleventh grade students, and their parents are surveyed to determine the percent satisfied with safety at school.

% Satisfied with School Safety
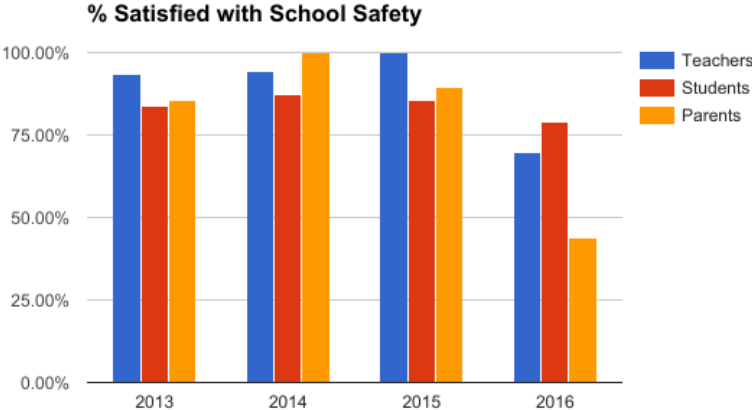
SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒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): ESSA Federal Accountability and SDE School Report Card

ACT Composite – Average ACT Score

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X	18.2	18.5	18.8
School Actual	17.9	18.0		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.2		

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	16.7	17.0	17.3
School Actual	16.4	16.6		
District Projected	X	18.0	18.3	18.6
District Actual	17.7	17.9		

ACT Mathematics – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	18.8	19.1	19.4
School Actual	18.5	18.5		
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	18.1	18.4	18.7
School Actual	17.8	18.3		
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	18.6	18.9	19.2
School Actual	18.3	18.3		
District Projected	X	19.3	19.6	19.9
District Actual	19.0	19.4		

ACT Writing – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	5.9	6.0	6.1
School Actual	5.8	16?		
District Projected	X	5.8	5.9	6.0
District Actual	5.7	16.7		

ACT English – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	39.1	44.5	49.9
School Actual	33.7	32.5		
District Projected	X	53.1	58.6	64.0
District Actual	47.7	47.6		

ACT Math – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	27.6	32.5	37.4
School Actual	22.7	21.5		
District Projected	X	33.3	38.1	43.0
District Actual	28.4	30.9		

ACT Reading – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	27.9	31.5	35.1
School Actual	24.3	25.2		
District Projected	X	36.9	40.4	44.0
District Actual	33.3	36.8		

ACT Science – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	23.2	27.6	32.0
School Actual	18.8	19		
District Projected	X	28.2	32.6	37.0
District Actual	23.8	27.7		

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

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

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

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

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

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

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

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

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

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

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

SC SDE did not provide baseline data for 2014-15 or 2015-2016.

☒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 – Percentage of students who received a National Readiness Certificate (NCRC)

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	87.7	88.7	89.7
School Actual	86.7	75.6		
District Projected	X	90.2	91.2	92.2
District Actual	89.2	89.6		

ACT WorkKeys – Percentage of students who received a bronze NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	28.5	28.8	29.1
School Actual	28.2	18.3		
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	34.9	35.2	35.5
School Actual	34.6	37.2		
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	21.6	21.9	22.2
School Actual	21.3	19.5		
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	2.8	2.9	3.0
School Actual	2.7	0.6		
District Projected	X	1.0	1.1	1.2
District Actual	0.9	0.3		

☒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 47.1% in 2012 to 72.1% 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	52.1	57.1	62.1	67.1	72.1
School Actual	47.1	55.4	53.2	56.1	70.3		
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)	82.5		

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 53.3% in 2012 to 78.3% 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	58.3	63.3	68.3	73.3	78.3
School Actual	53.3	63.5	82.7	76.0	62.0		
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)	85.3		

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 76.3% in 2012 to 81.3% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in 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	77.3	78.3	79.3	80.3	81.3
School Actual	76.3	60.6	63.0	53.6	62.2		
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		

☒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 50.3% in 2012 to 65.3% in 2018.

ANNUAL OBJECTIVE: Increase by 3 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	53.3	56.3	59.3	62.3	65.3
School Actual	50.3	56.2	57.6	58.1	65.1		
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3	77.8	82.6		

☒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 62% in 2011 to 67% by 2018.

ANNUAL OBJECTIVE: Increase by 1 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		63	64	65	66	67
School Actual	62	58	63	65.4	61	67.0		
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55	54	53	55		

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

FIVE YEAR PERFORMANCE GOAL: Annually increase by 2 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 6 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	473	475	477	479	481
Critical Reading Actual	471	516	506	506	506		
Math Projected	X	X	483	485	487	489	491
Math Actual	481	514	498	503	509		
Writing Projected	X	X	460	462	464	466	468
Writing Actual	458	485	489	499	497		
Composite Projected	X	X	1416	1422	1428	1434	1440
Composite Actual	1410	1515	1492	1508	1512		

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	502		
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496	496	502		
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472	473	479		
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467	1466	1483		

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

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by 4 percentage points each year, from 57.4% in 2012 to 77.4% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by 4 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	61.4	65.4	69.4	73.4	77.4
School Actual	57.4	69.3	73.6	77.6	77.2		
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		

Strategic Education Plan
2013-2018

ACTION PLAN: **Goal**   **1**

Goal 1: Raise the academic challenge and performance of each child.

Strategy 1   Implement and refine, as appropriate, a process for the continuous development and updating of 21st Century curriculum that is innovative and rigorous for all students.

Overall Leadership   Principal

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1.1.1 Implement a collaboratively designed standards-based curriculum for all students a. Integrate Common Core State Standards b. Align curriculum with state and national standards c. Include 21st Century skills across all content areas (such as collaborative problem solving, learning through digital means, simulations, etc.) d. Use innovative	2013-2018	Department administrators IC AP/IB Coordinator Department Chairs			Syllabi aligned to appropriate standards submitted by course rather than teacher Collaborative unit plans aligned to appropriate standards submitted by course rather than teacher Weekly and daily lesson plans

technology support for curriculum (e-learning, test prep software programs, etc.) e. Integrate literacy skills across content areas					
1.1.2 Use curriculum maps and curriculum alignment resources to provide for more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students a. Use district curriculum maps and resources on the portal b. Use IBO curriculum guides and resources provided by the IB/MYP programme c. Use AP curriculum guides and resources as provided by AP College Board d. Implement the Gifted and Talented curriculum to ensure alignment to and extension of grade level curriculum and	2013-2018	Department administrators IC AP/IB Coordinator Department Chairs			Common syllabi Certified AP Syllabi Common unit plans Weekly and daily lesson plans

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
standards					

1.1.3 Make informational text and primary source text resources available to all teachers to support Common Core State Standards implementation
 	
   a. Survey teacher/department text needs
   b. Purchase texts
	2013-2018	Principal
		
		Media Specialist
			$$		Purchase orders
					
					Instructional Media Action Plan

Strategy 2   Implement innovative, research-based instructional delivery models that meet the needs of all students.

Overall Leadership   Principal

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1.2.1 Implement rigorous, research-based instructional delivery models, such as Learning Focused, to support critical thinking required by the Common Core State Standards and to prepare students for the rigor of the Smarter Balanced Assessment	2013-2018	Department administrators IC Department Chairs			Weekly lesson plans Classroom observation forms PAS-T portfolios

System
  a. technology enhanced
  b. constructed response
  c. selected response
  d. performance tasks					

1.2.2 Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including, but not limited to the following: a. Data-driven decision making b. 21st Century learning environments that are collaborative and student-centered c. Creative and targeted classroom accommodations and modifications for diverse learners	2013-2018	Department administrators IC AP/IB Coordinator Department Chairs	$$		Common unit plans Weekly lesson plans Classroom observation forms Grade distribution reflection sheets Benchmark test data or pre/post tests
1.2.3 Challenge and accelerate student learning at all levels and through rigorous and innovative student-centered learning opportunities a. Teachers will use the Bloom's taxonomy and	2013-2018	Department administrators IC AP/IB Coordinator Department			Weekly lesson plans Classroom observation forms PAS-T portfolios

4 levels of rigor to drive and reflect on expectations for level of rigor in the classrooms b. Provide modeling, exemplars, and rubrics for student work		Chairs			
1.2.4 Implement and evaluate innovative, research-based, non-traditional delivery models to close achievement gaps, raise achievement, and increase the graduation rate, such as, but not limited to: a. Virtual School b. APEX c. Twilight School d. Freshman Academy e. Seat-Time Recovery f. Test-Prep Classes (PassKey, USA Test Prep software, etc.) g. After-school Tutoring Program h. Career Centers i. Special Education Job Shadowing Program	2013-2018	Principal Administrative Team	$$		Student schedules Student attendance records Software/materials purchase orders

Strategy 3   Develop and implement formative and summative assessments across all grade levels and content areas that are aligned to Common Core and measure 21st Century critical thinking skills

Overall Leadership   Principal

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1.3.1 Develop and/or implement research-based formative and summative assessments school-wide in all grade levels and content areas to support student achievement of Common Core standards and support data-driven decision making in the classroom a. Use formative assessments strategies to check for understanding and progress of all students in the classroom b. Use exemplar assessments on the portal and/or the IBO CC (International Baccalaureate Online Curriculum Center) c. Attend district training	2013-2018	Department administrators IC AP/IB Coordinator Department Chairs			Common-standards midterm and/or final exams Common-standards unit assessments Common-standards performance tasks Weekly lesson plans Portal professional development attendance records Observation forms

on multiple assessment models to include curriculum-based, performance-based and product-based d. Develop and implement common summative assessments (to include a variety of assessment types: i.e., constructed response, multiple choice, and performance tasks as we transition to Common Core)					
1.3.2 Implement consistent use of Common Core-aligned rubrics to assess informational, argumentative, and narrative writing in all content areas.	2013-2018	Department administrators IC AP/IB Coordinator Department Chairs			Weekly lesson plans Observation forms PAS-T portfolios - writing examples and rubrics
1.3.3 Develop systems of student progress monitoring and benchmarking • Benchmark testing program for all EOC and HSAP courses	2013-2018	IC			Benchmark testing schedule Progress monitoring documentation
1.3.4 Utilize data gathered during progress	2013-2018	Department administrators			Weekly lesson plans

monitoring and benchmarking to plan instructionally		IC			Quarterly Grade Distribution Reports Benchmark Test Data and Instructional Modification forms PAS-T portfolio – student achievement section
1.3.5 Develop, implement, and monitor school-wide systems for data gathering and analysis and communication with all stakeholders a. Tracking and testing 9GR groups b. Tracking student progress and develop appropriate intervention plans c. Monitoring school-wide benchmark testing, reporting, and instructional modification	2013-2018	Guidance department administrator Guidance Counselor/Test Coordinator Data Team			Tracking and testing documentation Student intervention plans Meeting agendas

Strategy 4   Provide innovative, ongoing professional development to ensure 21st Century learning in every

classroom.

Overall Leadership   Principal

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1.4.1 Attend district and State training a. For the integration of technology into curriculum, instruction, and assessment b. For the implementation of the Common Core State Standards c. For training on cognitive rigor and the implications for instruction and assessment (Smarter Balanced Assessment system) d. For training in disaggregating formative and summative assessment data to inform instructional decisions e. For content-related professional development	2013-2018	Department administrators IC Department Chairs			Portal professional development attendance reports PAS-T portfolio – professionalism section

1.4.2 Provide ongoing support and training a. For the implementation of Common Core State Standards b. For the implementation of Learning Focused strategies and other researched-based instructional best practices to integrate literacy skills across content areas, to increase rigor, to support critical thinking in the classroom, and to implement rigorous assessment practices c. For the implementation of data gathering and analysis to inform instructional decision making d. For content-related professional development	2013-2018	IC Department Chairs			Professional development plan and agendas Professional development attendance reports

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Meet state and district requirements by demonstrating 100% faculty and administrator participation in researched-based professional development opportunities.

ANNUAL OBJECTIVE: Demonstrate 100% faculty, administration, and staff participation in researched-based professional development opportunities.

DATA SOURCE(S): Portal attendance reports

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100	100	100	100	100
Actual			100	100	100		

ACTION PLAN: Goal ___2___

Ensure quality personnel in all positions

Strategy 1   Attend innovative professional development to ensure 21st Century learning in every classroom.

Overall Leadership   Principal

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
2.1.1 All faculty new hires attend at least one research-based best practices training such as Learning Focused to help them implement best-practices in the classroom	Annually	IC Department Administrators			Portal Professional Development Reports Training attendance sheets Teacher PAS-T portfolio
2.1.2 All faculty and administration attend at least one 21st Century technology-based training to help them integrate curriculum, instruction, and assessment	Annually	Department administrators IC			Portal Professional Development Reports Teacher PAS-T portfolio
2.1.3 All faculty and administration attend at least one literacy skills based training for the implementation of the Common Core State Standards	Annually	Department administrators IC			Portal Professional Development Reports Teacher PAS-T portfolio

2.1.4 All counselors and support staff to attend at least one training to increase the quality of services to families and/or students	Annually	Principal

Department Administrators | | | Portal Professional Development Reports |
| 2.1.5 All faculty, administration, and staff complete district safety training | Annually | Department administrators | | | Safety Training Reports

Teacher PAS-T portfolio |

☐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	92.8	92.3	NA	93.9	92.2		
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 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	2.2	2.3	0.1	2.6		
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		

☐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 64.7% in 2012 to 67.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.5 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	65.2	65.7	66.2	66.7	67.2
School Actual	64.7	71.5	75.0	77.0	56.3		
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 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 60.4% in 2012 to 62.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 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	60.9	61.4	61.9	62.4	62.9
School Actual	60.4	61.2	59.8	75	73.4		
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)	90.9		

☐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 70.2% in 2012 to 72.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 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	70.7	71.2	71.7	72.2	72.7
School Actual	70.2	72.9	79.2	89.0	54.5		
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		

☐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 76.4% in 2012 to 78.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 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 #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.9	77.4	77.9	78.4	78.9
School Actual	76.4	85.7	100	89.5	68.8		
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 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 86% in 2012 to 88.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 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	86.5	87.0	87.5	88.0	88.5
School Actual	86	83.7	87.2	85.3	87.5		
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)	90.9		

☐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 92% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 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 #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.5	93.0	93.5	94.0	94.5
School Actual	92.0	93.3	94.3	100	97		
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		

ACTION PLAN: Goal ___3___

Provide a school environment supportive of learning

Strategy 1   Improve school attendance related practices, policies, and procedures in order to increase student attendance across all grade levels.

Overall Leadership   Principal

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation

3.1.1 Research and identify successful strategies to improve attendance, including decreasing student tardies, (such as attendance rewards, school attendance competitions, etc.)
   a. Pilot new strategies
   b. Implement successful pilot strategies (may include purchase of incentives)
	2013-2018	Attendance-Drop out Committee Team Leader	$$		Committee meeting minutes
					
					 Attendance records
					
					 Faculty and/or student handbook policies and procedures

3.1.2 Improve early detection and intervention of potential drop outs to increase Southside's graduation rate a. Convene a committee of an administrator, faculty	2013-2018	Attendance-Drop out Committee Team Leader			End of Year and Summer Review Committee meeting minutes

					Faculty and/or student handbook policies and procedures
member, counselor, intervention specialist, and attendance clerk to determine improved identification methods b. Identify methods to intervene with students and families experiencing attendance problems					Attendance records School Report Card graduation rate

Strategy 2   Improve school discipline related policies and procedures in order to decrease the student expulsion rate

Overall Leadership   Principal

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
3.2.1 Provide training to faculty new hires on the use of the Incident Management System (IMS) to insure accurate tracking of all discipline incidents	Annually	IC Attendance Clerk			Professional Development training agendas and/or attendance records IMS reports
3.2.2 Continue to communicate school district behavior code to parents, students and school personnel through school website, parent newsletters and student and faculty	Annually	Principal			Website, newsletters Student and/or faculty handbook

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
handbooks					
3.2.3 Provide counseling services for students who have been suspended and their parents	Annually	Principal			Probation Contracts

Strategy 3   Improve school practices, policies, and procedures in order to increase parent, student, and teacher satisfaction with the learning environment

Overall Leadership   Principal

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation

3.3.1 Conduct a web-based survey of a sample of parents, students, and teachers to determine school strengths and weaknesses
  a. Create a web-based survey
  b. Evaluate survey results
  c. Research and identify strategies to improve school practices and/or policies
  d. Implement as determined
	2013-14	SIC Committee Chairperson
		
		PTSA President
		
		Principal
					Create Survey Monkey Phone messenger
					
					Survey results
					
					SIC Committee and/or PTSA agendas and/or minutes
					
					Student and/or faculty handbooks

3.3.2 Increase public awareness of Southside programs	2013-14	SIC Committee Chairperson			SIC Committee and/or PTSA agendas and/or minutes

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
a. Review breadth and depth of current forms of communication b. Explore ways to improve two-way communication (between stakeholders and school) c. Explore additional outreach opportunities		PTSA President Principal			

Strategy 4   Improve school practices, policies, and procedures in order to increase parent, student, and teacher satisfaction with school safety

Overall Leadership   Principal

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
3.4.1 Monitor facilities, personnel, programs and equipment that provide for a safe and secure environment a. Document district personnel safety training compliance b. Evaluate existing facility security systems and improve as needed	Annually	Principal Department Administrators			Fire and other emergency drill schedules Safety training compliance records Administration Team minutes
3.4.2 Conduct on-line to determine safety concerns a. Evaluate survey results	2013-14	SIC Committee Chairperson			Survey results SIC Committee and/or

b. Research and identify strategies to improve school practices and/or policies c. Implement as determined		PTSA President Principal			PTSA agendas and/or minutes

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