

School Data Portfolio

Eastside High School

1300 Brushy Creek Road
Taylors, South Carolina 29687

864-355-2800

Mr. Michael Thorne, Principal
Dr. W. Burke Royster, Superintendent

Greenville County Schools

Plan Scope

2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Eastside High School
SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)
SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (one year)

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent’s and school principal’s signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Michael Thorne		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ann Hartsell		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kathryn Brooks		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1300 Brushy Creek Rd., Taylors SC 29687
 SCHOOL TELEPHONE: (864) 355-2800
 PRINCIPAL E-MAIL ADDRESS: mthorne@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Michael Thorne
2. Teacher	Stacy Galli
3. Parent/Guardian	Ann Aust
4. Community Member	Ann Hartsell
5. Paraprofessional	Robin Hinton
6. School Improvement Council Member	Andrea Hargette
7. Read to Succeed Reading Coach	N/A
8. School Read To Succeed Literacy Leadership Team Lead	Kathryn Brooks
9. School Read To Succeed Literacy Leadership Team Member	Jonathan Dorn

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

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

ASSURANCES FOR SCHOOL PLAN

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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.

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>

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1. Introduction

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

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

Teams of stakeholders serve as the steering committee for this work based on input from our entire faculty. In spring of 2019, we reviewed the areas of need as defined in our last strategic plan. Stakeholder groups including teachers, administrators, students, and parents were asked to review the list of needs and to provide evidence that we had or had not progressed toward meeting them. These same stakeholder groups reviewed our vision and goals and provided input for a new vision and goals. As we turned in our process from a review to planning for the future, our academic departments also set goals. Our action plan is a result of this input. It was reviewed and approved by our faculty, our Student Government, our PTSA, our Leadership Team, and our School Improvement Council.

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

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

2. Executive Summary

Student Achievement Summary

Because of the increasingly diverse nature of our student body, student learning needs are constantly evaluated. Our ESOL population continues to grow; therefore, our teachers actively strive to incorporate ESOL strategies into their daily lesson plans. At Eastside we are focused on improvement for our entire student body, not just those students who comprise the lower quartile. This requires our teachers at every level to push students to perform at their maximum potential. Often, we find that our Honors/AP Level students, because they are naturally gifted, will exert the minimum effort required to make B's and C's when A's are well within their realm of possibility. We are also dedicated to increasing enrollment in our AP and Honors level classes while maintaining the necessary rigor. We are focusing on providing our students the necessary tools for success on the standardized tests which they take. Our Professional Development focus over the past two years has been incorporating disciplinary literacy and technology into lessons as well as analysis of student achievement.

Teacher/Admin Summary

All teachers are classified as Highly Qualified and we have no state accreditation deficiencies. Teachers are working towards obtaining their Literacy endorsement on their state teaching certificates. Courses are being offered at the district and state level to ensure that all teachers have the opportunity to gain this newly required endorsement.

School Climate Summary

Student attendance rate will maintain at a rate of 95% or higher and suspension/expulsion rate will maintain at a rate below 1.0% of the student population. Teachers, students, and parents who are satisfied with the school learning environment and safety will continue to increase each year. School safety continues to be at the forefront of each school and district decision. School wide committees are in place to research programs which will address each of these areas for us. These committees are comprised of teachers, administrators, students and parents.

Significant Challenges From the Past 3 Years

Eastside's challenges stem from our changing population of students which we serve. As noted in our profile, the demographics have shifted mainly in our ESOL population. In the past several years, our ESOL teacher allocation has increased from a half time position to a full time position. This shift, along with a cultural shift in our society, presents us with a continuing challenge of revising instructional strategies to meet the changing needs of our students.

Accomplishments/Results During the Past 3 Years

A significant, ongoing accomplishment involves our school's progressive approach to innovative programs. Programs that especially stand out are the following: cognitive tutor math support, Eagle Hour, mastery connect, and community outreach events. We have also recently implemented virtual credit recovery during the school day in a computer lab for our struggling students.

The district is in the process of providing personalized learning devices for each student (chrome books). Our school is in the last cycle to receive the devices but we have been actively preparing for this implementation with our teacher and students. We have implemented the use

of Google Apps for Education throughout Professional Learning for teachers and in classrooms for students. Many teachers use Google Classroom as a tool in the class as well as a tool for flipped professional development. Several teachers periodically implement flipped lessons and a few teachers implement flipped lessons the majority of the time.

The Counseling Department not only strives to meet individual student needs during the school day, it also holds evening meetings where parents gain information and can ask questions. This is very valuable since many parents work and are unable to speak or meet with counselors during the work day. Each counselor also meets individually with each student during the year to set goals and discuss class choices. Counselors stay with the student during all four years in order to build relationships with students and their families.

Our SIC has started two new programs: Hispanic Outreach Program for our ESOL families and Community Connections for our students and families who are bused in from further away neighborhoods. The Hispanic Outreach Program partners with our Spanish Honor Society to hold information nights each year. Parents are given the opportunity to learn about the school and also to interact with the committee members regarding helpful strategies for their children. The most recent outreach program included guests from the local Hispanic Alliance who were very well received by the parents and the students. The new Community Connections program hosts an annual evening event with dessert and a guest speaker. This is held at a local community center and centers around building relationships with families in the community who are not able to easily attend events at Eastside High School.

3. School Profile

School Profile Summary

Eastside High School's enrollment has risen over the last several years from 1,176 students in 1999-2000 to 1,509 students in 2018-2019. The configuration by grade level is as follows: 9th 413 students, 10th 382 students, 11th 362 students, and 12th 352 students. Our enrollment includes about 394 students who do not reside in our attendance area but attend through the special permission choice program. The ethnicity of our students is as follows: 67% are white, 15% are African American, 11% are Hispanic, 3% are Asian, and 3% are multiracial and other. Our white population has decreased over the past five years, while our minority groups have all increased in that time frame. Our free and reduced lunch numbers have increased from 7.7 % in 1999-2000 to 30.5% in 2017-2018. This group has increased over 400% in the past decade. In 2017-2018 our ESOL students comprised 9% of our population. Our student attendance rate is steady at 96% - 97%. Eastside High School has one-hundred and ten faculty members. We continue to recruit Highly Qualified (HQ) teachers in all subject areas. All teachers are deemed HQ according to federal guidelines.

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

By 1973, the student body had doubled in size and the building had also been enlarged to accommodate this growth. The 1980's saw the student population increase to over 1,400. In the

same year, math teacher Dr. Alexia Latimer established the first computer lab in the school district here at Eastside. Natural Helpers, a national peer counseling organization, was established at our school as the first in the school district as well as in South Carolina. The 1990's witnessed the construction of a new football stadium and also ushered in the concept of Site-Based Management. As the twenty-first century unfolds, all schools face the impact of accountability legislation. Our demographic composition is changing rapidly as we work to meet the new legislative regulations.

Twelve principals have led our school in its forty-seven year history. The longest tenure has been ten years. Our current principal is in his seventh year at Eastside. The balance of the administrative team is comprised of four assistant principals and one instructional coach.

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

While some of our parents are difficult to reach, we have very high parent involvement overall. Our parents volunteer thousands of hours to the school each year. While most of our students attend college in South Carolina, namely at Clemson and USC-Columbia, we have graduates at the University of Georgia, Francis Marion University, Gardner Webb College, University of Alabama, College of Korea, Columbia International College, Georgia Southern University and the Performing Arts Center of Los Angeles. Greenville Tech and Tri-County Tech are also popular schools for our graduates. Averaging over 2,000 conferences each year, our school counselors play a crucial role in helping our students to plan for their futures.

Our school is the fulfillment of a vision, inspired by her leaders -- students, teachers, administrators, parents, and all the supportive citizens of the community -- a team effort that gives special meaning to "Eastside High School: Engaging Minds. Embracing Community." which is our current tagline.

School Personnel Data

Eastside High School’s teaching staff is eighty-one in number with twenty-nine support staff. The gender, ethnicity, and education levels of our teachers are detailed below.

Gender		Ethnicity	
Male:	38	White:	95%
Female:	72	African American:	5%
Education		Attendance Rate	94.1%
BA:	28.7%		
MA:	71.3%		

Student Population Data

A. Enrollment by grade

9 th	413
10 th	382
11 th	362
12 th	352

B. Ethnicity of school (percentages)

Asian	3.2%
African American	15.4%
White	66.7%
Hispanic	11.3%
Multi-Racial	3.2%
Other	0.3%

C. Free/Reduced Lunch

%Free and Reduced	30.5%
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D. Attendance rate

98%

E. Dropout rate

1.8%

F. Gifted & Talented Enrollment
60.1%

School Programs/Initiatives:

Our school programs include literacy across the curriculum to support test scores and State Standards. Our math department uses Carnegie Learning strategies in the low level courses and has implemented those textbooks into their curriculum. Carnegie Learning's web-based program, MATHia, is also being used by our math department. We use Project-based strategies in our classrooms extensively and all teachers plan to use learning targets. In recent years, we have implemented programs for our ESOL population, our At Risk population, our repeat 9th grade population, and our seniors who are at risk of not graduating on time.

Honor Societies/Clubs/Athletics:

Eastside High School offers an array of extracurricular activities, further engaging our students in high school life. Each organization is facilitated by at least one teacher sponsor. Academic clubs and honor societies include Academic Team; Beta Club; Math Team; Mu Alpha Theta (Mathematics Honor Society); National Art Honor Society; National English Honor Society; National Honor Society; Rho Kappa (Social Studies Honor Society); Science Honor Society; Sociedad Honoraria Hispánica, Las Aguilas (Spanish Honor Society); and Societe Honoraire de Francais et les amis (French Honor Society). Eastside's Beta Club is proud to be the largest in the state for the past several years. Additional interest-specific clubs include Art Club, Astronomy Club, Book Club, Climbing Club, DECA, Eagles for Equality: GSA, Environmental Club, FCA, First Priority, Fishing Club, Fusion Club, Gaming Club, Glee Club, HOSA, Natural Helpers, Speech and Debate, Ukulele Club, and Youth in Government. Eastside Athletics boasts plentiful and successful sports teams for boys and girls to include football,

volleyball, cross country, tennis, swimming, golf, basketball, wrestling, baseball, softball, soccer, lacrosse, and track and field.

Fine Arts

Eastside's Fine Arts department offers superior guidance and instruction for a well-balanced curriculum. Students may develop creative talents to their fullest potential under the tutelage of the fine arts faculty. Award-winning symphony band, marching band, guitar, chorus, orchestra, theatre, and art studies afford students a broad range of experiences in performance and education.

EHS Spirit Week

Each year during football season, the Eastside High School student government hosts numerous daily spirit week activities for seven days for the purpose of raising money for a charitable cause. The charitable cause is generally chosen through its association with an Eastside High School student. In 2017, spirit week generated \$106,706 for the International FOXG1 Foundation. FOXG1 is a severe neurodevelopmental condition characterized by seizures, small head size, inability to control body movements, and lack of speech.

4. Mission, Vision, and Beliefs

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

- All students can learn.
- Students must be active participants in their own learning.

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

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

5. Data Analysis and Needs Assessment

Student Achievement & Needs Assessment

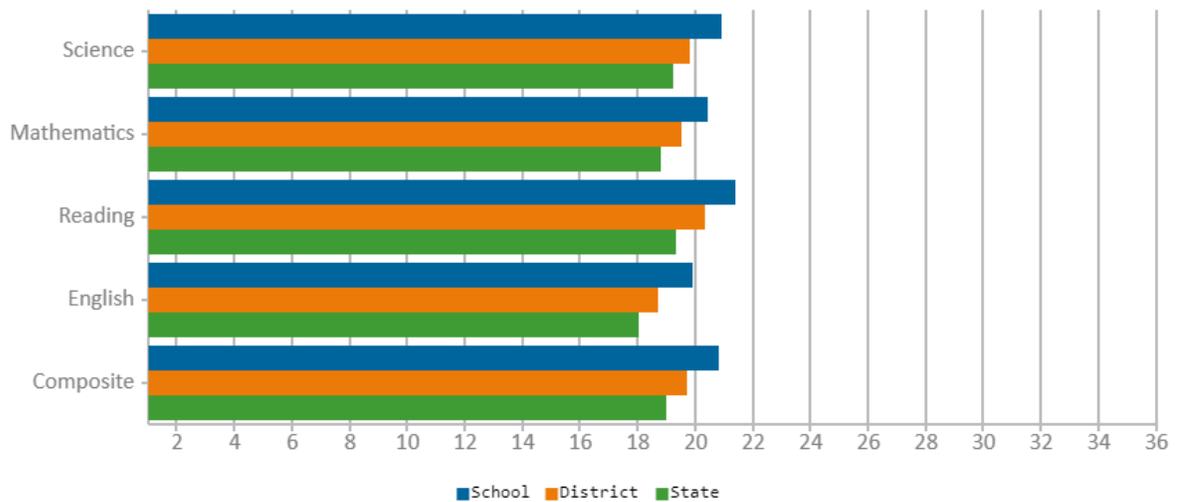
Since the needs of our students are as diverse as the students themselves, a constant review of academic data provides our teachers and school leaders with a more accurate assessment of student progress. In the last ten years the free/reduced lunch population at Eastside High has increased 400%. Additionally,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

Some additional data was analyzed to help us find growth areas. Discipline referrals have decreased over the past few years. The more time students spend in class, the better they perform overall. Our graduation rate is slowly rising (93% in 2017) and guidance and administration

work on our drop-out problem in a collaborative effort in increase this rate and help our students stay in school. Our student attendance rate continues to remain high, and all our teachers are deemed Highly Qualified by the federal NCLB standards.

ACT (2017-2018) - State Testing: Average Score

Average ACT Score Achieved by Students During the 2017-18 School Year



ACT (2017-2018) - State Testing: Percent of Students Meeting ACT College-Ready Benchmark

Percent of Students Meeting ACT College-Ready Benchmarks

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
62.30	40.70	46.60	34.40	23.50

ACT[®] benchmarks are scores on the ACT subject-area tests that 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 corresponding credit-bearing first-year college courses. The ACT is a registered trademark of ACT, Inc.

EOC Pass Rate:

	Algebra 1	English 1	Biology	US History
2018	69.5	84.1	76.6	87.1
2017	85.0	84.2	86.0	80.8
2016	93.3	85.3	85.7	87.5
2015	95.7	74.3	88.1	75.9
2014	83.6	85.2	89.3	80.2

Four Year Graduation Rate:

School Four-Year Cohort Graduation Rate

	2015	2016	2017	2018
School	88.00	93.00	93.40	88.70
District	84.20	86.80	87.30	83.60
State	80.30	82.60	84.60	81.00

AP Five Year Report:

	2014	2015	2016	2017	2018
Eastside High School (411948)					
Total AP Students	494	390	457	521	510
Number of Exams	820	758	889	891	872
AP Students with Scores 3+	271	248	318	357	322
■ % of Total AP Students with Scores 3+	54.9	63.6	69.6	68.5	63.1

SAT Senior Report 2018:

Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
62.6	574	559	1133

**Teacher and Administrator Quality
Professional Development Calendar
2018-2019**

Recurring Sessions

Date	Time	Title	Facilitator	Location
1st Wednesdays	3:45 – 4:45	Faculty Meetings	M. Thorne	Media Center
2nd Mondays	3:45 – 4:45	Department Chair Meetings	M. Thorne	Media Center Conference Room
3rd Wednesdays	3:45 – 4:45	Committee Meetings	Committee Chairs	Various
2nd & 4th Wednesdays	3:45 – 5:45	2017 Student Engagement Strategies	Lead Teachers & Department Chairs	Various
Mondays	9:30 AM	Administration Team Meeting	M. Thorne	Office Conference

PAS-T Sessions

Date	Time		Facilitator	Location	Technology Points
9/14	Planning	Set-up and Goal Setting	K. Brooks	Media Center Professional Library	Yes
10/12	Planning	Standards 1, 2, 3, 4	K. Brooks	Media Center Professional Library	Yes
12/7	7:45-8:45 Planning	Standards 5, 6, 7, 8	K. Brooks	Media Center Professional Library	Yes

Date	Time	Title	Facilitator	Location	Technology Points
8/15	10– 10:30AM	Safety Briefing	M. Drango	101	No
	10:30 - 11AM	Keeping Up with Logistics	S. Calloway	103	No
	11-11:30AM	Analysis of Curriculum	K. Brooks	105	No
	11:30AM-Noon	Teacher Duty/Textbooks	B. Kluttz/L. Greene	104	No
	Noon-12:30PM	Opening a New Year	M. Thorne	102	No

8/21	Planning Periods	A Look at Assessments	K. Brooks	Media Center	Yes
9/22	Planning Periods	Student Learning Objectives	K. Brooks	Google Classroom	Yes
10/19	8:30AM-Noon	Interactive Student Lessons	DLC Cohort	Various	Yes
10/24	Planning Periods	Analyzing Student Work & Data	K. Brooks	Google Classroom	Yes
11/14	Planning Periods	Gathering Student Feedback	K. Brooks	Google Classroom	Yes

Date	Time	Title	Facilitator	Location	Technology Points
1/18	8:30AM-11:30AM	EHS Accreditation 2018: What Teachers Need to Know	PLC Lead Teachers	Various	No
1/23	Planning Periods	ELEOT: A Deeper Dive	K. Brooks	Google Classroom	No
3/13	7:45-8:45 Planning	Using Technology as a Tool and Not a Crutch	K. Brooks	Media Center Professional Library	Yes

School Climate

2018

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	83	335	66
Percent satisfied with learning environment	92.70%	80.00%	91.00%
Percent satisfied with social and physical environment	96.30%	86.30%	87.90%
Percent satisfied with school-home relations	94.00%	86.30%	80.30%

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

[2018 Eastside High School State Report Card](#)

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring A, B, and C on the English I EOCEP will increase from 62.4% in 2016-17 to 76% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the English I EOCEP will increase by 2.72% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 62.4	School Projected 63.5	65.1	67.8	70.6	73.3	76
		School Actual 71.3					

	(2016-17) 49	District Projected	52	55	58	61	64
		District Actual 58					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All English 1 teachers	0	N/A	Attendance logs of sessions
2. English 1 district benchmark and data analysis by English 1 teachers.	Quarterly	All English 1 teachers	0	N/A	Benchmark data, analysis and PLC notes
3. All English 1 teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-monthly	All English 1 teachers	0	N/A	PLC agendas and minutes
4. Schedule common planning period for English 1 teachers for data driven, standards based instructional	Daily	All English 1 teachers	0	N/A	Lesson and unit plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
planning.					

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase from 49.4% in 2016-17 to 66% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by 3.32% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 49.4	School Projected 51.5	52.7	56	59.4	62.7	66
		School Actual 36.9					
	(2016-17) 36	District Projected	39	42	45	48	51

		District Actual 33					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All Intermediate Algebra and Algebra 1 teachers	0	N/A	Attendance logs of sessions
2. Algebra 1 district benchmark and data analysis by Intermediate Algebra and Algebra 1 teachers.	Quarterly	All Intermediate Algebra and Algebra I teachers	0	N/A	Benchmark data and PLC notes
3. All Intermediate Algebra and Algebra 1 teachers participate in a PLC that meets bi-monthly for data driven instructional planning.	Bi-monthly	All Intermediate Algebra and Algebra I teachers	0	N/A	PLC agendas and minutes
4. Schedule common planning period for Intermediate Algebra and Algebra 1 teachers for data driven, standards	Daily	All Intermediate Algebra and Algebra 1	0	N/A	Lesson and unit plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
based instructional planning.		teachers			

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring A, B, and C on the Biology EOCEP will increase from 71.7% in 2016-17 to 79% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Biology EOCEP will increase by 1.46% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 71.7	School Projected 72.5	73.2	74.7	76	77.6	79
		School Actual 53.7					
	(2016-17) 64	District Projected	67	70	73	76	79

		District Actual 53					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All Biology 1 teachers	0	N/A	Attendance logs of sessions
2. Biology 1 district benchmark and data analysis by Biology 1 teachers.	Quarterly	All Biology I teachers	0	N/A	Benchmark data and PLC notes
3. All Biology 1 teachers participate in a PLC that meets bi-monthly for data driven instructional planning.	Bi-monthly	All Biology I teachers	0	N/A	PLC agendas and minutes
4. Schedule common planning period for Biology 1 teachers for data driven, standards based instructional planning.	Daily	All Biology 1 teachers	0	N/A	Lesson and unit plans

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 66.3% in 2016-17 to 73% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 1.34% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 66.3	School Projected 67.1	67.6	69	70.3	71.7	73
		School Actual 73.4					
	(2016-17) 58	District Projected	61	64	67	70	73

		District Actual 60					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All US History teachers	0	N/A	Attendance logs of sessions
2. US History district benchmark and data analysis by US History teachers.	Quarterly	All US History teachers	0	N/A	Benchmark data and PLC notes
3. All US History teachers participate in a PLC that meets bi-monthly for data driven instructional planning.	Bi-monthly	All US History teachers	0	N/A	PLC agendas and minutes
4. Schedule common planning period for US History teachers for data driven, standards based instructional planning.	Daily	All US History teachers	0	N/A	Lesson and unit plans

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 5 Increase the average ACT Composite Score for the graduating class from 21.3 in 2016-17 to 22.8 in 2022-23.

PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from 1133 in 2016-17 to 1134 in 2022-23.

INTERIM PERFORMANCE GOAL: 5) Annually increase the average ACT Composite Score for the graduating class.

INTERIM PERFORMANCE GOAL: 6) Annually increase the average SAT Composite Score for the graduating class.

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 21.3	School Projected 21.4	21.6	21.9	22.2	22.5	22.8
		School Actual 20.0					

	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual 18.7					

SAT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 1133	School Projected 1133	1133	1133	1134	1134	1134
		School Actual 1130					
	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134

		District Actual 1089					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student sign-ups for college entrance tests
2. Test Prep class taught by English and math teachers for college entrance tests.	Continuous	English and Math teacher	0	N/A	Master schedule

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 7 Students will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard as measured by the WIN Ready 2 Work Career Readiness Assessment.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	School Projected	96.0	96.5	97.0	97.5	98.0
		School Actual 95.5					
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	District Projected	94.0	95.0	96.0	97.0	98.0

		District Actual 93.7					
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	School Projected	96.0	96.5	97.0	97.5	98.0
		School Actual 95.5					
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	District Projected	95.0	96.0	97.0	98.0	99.0
		District Actual 94.7					
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected	92.2	93.2	94.2	95.2	96.2
		School Actual 91.2					

SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	District Projected	90.0	91.0	92.0	93.0	94.0
		District Actual 89.3					
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	School Projected	74.0	75.0	76.0	77.0	78.0
		School Actual 73.7					
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	District Projected	68.0	69.0	70.0	71.0	72.0
		District Actual 67.1					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student sign-ups for college entrance tests
2. Job Fair Exposition and Job Shadowing.	Continuous	School Counselors/CDF	0	N/A	Attendance logs
3. Students will take Naviance career readiness assessment.	Continuous	School Counselors	0	N/A	Assessment results

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 8 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EOCEP English 1 SC SDE Website	51.3% A, B, C (2016-17)	School Projected Hispanic	60.0	61.0	62.0	63.0	64.0
EOCEP English 1 SC SDE Website		School Actual Hispanic	59.6				
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected Hispanic	48	51	54	57	60

EOCEP English 1 SC SDE Website		District Actual Hispanic 53					
EOCEP English 1 SC SDE Website	35.5% A, B, C (2016-17)	School Projected AA	50.0	51.0	52.0	53.0	54.0
EOCEP English 1 SC SDE Website		School Actual AA 49.1					
EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	District Projected AA	41	44	47	50	53
EOCEP English 1 SC SDE Website		District Actual AA 50					
EOCEP English 1 SC SDE Website	26.3% A, B, C (2016-17)	School Projected SWD	17	20	23	26	29
EOCEP English 1 SC SDE Website		School Actual SWD 16.7					
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	District Projected SWD	17	20	23	26	29
EOCEP English 1 SC SDE Website		District Actual SWD 20					

EOCEP English 1 SC SDE Website	45.5% A, B, C (2016-17)	School Projected LEP	60	62	64	66	68
EOCEP English 1 SC SDE Website		School Actual LEP 57.1					
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	District Projected LEP	40	43	46	49	52
EOCEP English 1 SC SDE Website		District Actual LEP 48					
EOCEP English 1 SC SDE Website	53.0% A, B, C (2016-17)	School Projected SIP	58	60	62	64	66
EOCEP English 1 SC SDE Website		School Actual SIP 56.8					
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected SIP	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual SIP 56					
EOCEP Algebra 1 SC SDE Website	33.3% A, B, C (2016-17)	School Projected Hispanic	40	43	46	49	52

EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 38.1					
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	District Projected Hispanic	40	43	46	49	52
EOCEP Algebra 1 SC SDE Website		District Actual Hispanic 33					
EOCEP Algebra 1 SC SDE Website	35.0% A, B, C (2016-17)	School Projected AA	20	23	26	29	32
EOCEP Algebra 1 SC SDE Website		School Actual AA 14.0					
EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	District Projected AA	30	33	36	39	42
EOCEP Algebra 1 SC SDE Website		District Actual AA 24					
EOCEP Algebra 1 SC SDE Website	18.9% A, B, C (2016-17)	School Projected SWD	10	13	16	19	22
EOCEP Algebra 1 SC SDE Website		School Actual SWD 6.1					

EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	District Projected SWD	13	16	19	22	25
EOCEP Algebra 1 SC SDE Website		District Actual SWD 6					
EOCEP Algebra 1 SC SDE Website	45.5% A, B, C (2016-17)	School Projected LEP	30	33	36	39	42
EOCEP Algebra 1 SC SDE Website		School Actual LEP 27.3					
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	District Projected LEP	39	42	45	48	51
EOCEP Algebra 1 SC SDE Website		District Actual LEP 34					
EOCEP Algebra 1 SC SDE Website	42.5% A, B, C (2016-17)	School Projected SIP	30	33	36	39	42
EOCEP Algebra 1 SC SDE Website		School Actual SIP 26.4					
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	District Projected SIP	34	37	40	43	47

EOCEP Algebra 1 SC SDE Website		District Actual SIP 29					
EOCEP Biology SC SDE Website	52.7% A, B, C (2016-17)	School Projected Hispanic	35	38	41	44	47
EOCEP Biology SC SDE Website		School Actual Hispanic 32.7					
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	District Projected Hispanic	50	53	56	59	62
EOCEP Biology SC SDE Website		District Actual Hispanic 35					
EOCEP Biology SC SDE Website	50.5% A, B, C (2016-17)	School Projected AA	25	28	31	34	37
EOCEP Biology SC SDE Website		School Actual AA 22.2					
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected AA	43	46	49	52	55
EOCEP Biology SC SDE Website		District Actual AA 27					

EOCEP Biology SC SDE Website	30.7% A, B, C (2016-17)	School Projected SWD	10	15	20	25	30
EOCEP Biology SC SDE Website		School Actual SWD 3.8					
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	District Projected SWD	21	24	27	30	33
EOCEP Biology SC SDE Website		District Actual SWD 11					
EOCEP Biology SC SDE Website	50.8% A, B, C (2016-17)	School Projected LEP	33	36	39	42	45
EOCEP Biology SC SDE Website		School Actual LEP 30.					
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected LEP	43	46	49	52	55
EOCEP Biology SC SDE Website		District Actual LEP 31					
EOCEP Biology SC SDE Website	57.3% A, B, C (2016-17)	School Projected SIP	35	38	42	45	48

EOCEP Biology SC SDE Website		School Actual SIP 32.1					
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	District Projected SIP	51	54	57	60	63
EOCEP Biology SC SDE Website		District Actual SIP 35					
EOCEP US History and the Constitution SC SDE Website	43.6% A, B, C (2016-17)	School Projected Hispanic	50	53	56	59	62
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 48.6					
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected Hispanic	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 43					
EOCEP US History and the Constitution SC SDE Website	39.0% A, B, C (2016-17)	School Projected AA	66	68	70	72	74
EOCEP US History and the Constitution SC SDE Website		School Actual AA 64					

EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected AA	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual AA 36					
EOCEP US History and the Constitution SC SDE Website	39.4% A, B, C (2016-17)	School Projected SWD	50	53	56	59	62
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 45.5					
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	District Projected SWD	27	30	33	36	39
EOCEP US History and the Constitution SC SDE Website		District Actual SWD 25					
EOCEP US History and the Constitution SC SDE Website	34.5% A, B, C (2016-17)	School Projected LEP	55	57	59	61	63
EOCEP US History and the Constitution SC SDE Website		School Actual LEP 51.4					
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected LEP	37	40	43	46	49

EOCEP US History and the Constitution SC SDE Website		District Actual LEP 37					
EOCEP US History and the Constitution SC SDE Website	45.4% A, B, C (2016-17)	School Projected SIP	55	57	59	61	63
EOCEP US History and the Constitution SC SDE Website		School Actual SIP 53.4					
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected SIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual SIP 42					
ACT Graduating Class	Composite 17.8 (2016-17)	School Projected Hispanic	18	19	20	21	22
ACT Graduating Class		School Actual Hispanic 15.7					
ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	18.0	19.0	20.0	21.0	22.0
ACT Graduating Class		District Actual Hispanic 17.3					

ACT Graduating Class	Composite 16.4 (2016-17)	School Projected AA	17	18	19	20	21
ACT Graduating Class		School Actual AA 15.9					
ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	17.0	18.0	19.0	20.0	21.0
ACT Graduating Class		District Actual AA 15.7					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All EOC teachers	0	N/A	Attendance logs of sessions

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. EOC district benchmark and data analysis by EOC teachers.	Quarterly	All EOC teachers	0	N/A	Benchmark data and PLC notes
3. All common subject teachers participate in a PLC that meets bi-monthly for data driven instructional planning.	Bi-monthly	All teachers	0	N/A	PLC agendas and minutes
4. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student sign-ups for college entrance tests
5. Test Prep class taught by English and math teachers for college entrance tests.	Continuous	English and Math teacher	0	N/A	Master schedule
6. Specialized classes for low readers (READ 180, Language Live), EL learners, special education students, and credit recovery.	Continuous	Teachers	0	N/A	Benchmark data and pass rates

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 9 By 2023, Greenville County Schools will achieve and maintain a district graduation rate of at least 90%, a graduation rate of at least 80% in each high school below 80%, and a 90% employability credentialing rate among eligible special needs students.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate	(2016-17) 93.4	School Projected 93.4	93.5	93.6	93.7	93.8	93.9
		School Actual 88.7					

Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual 84					
Employability Credentialing Rate	Data will be reported in 2020-21	School Projected TBD	TBD	TBD	TBD	TBD	90
		School Actual					
Employability Credentialing Rate	Data will be reported in 2020-21	District Projected	TBD	TBD	TBD	TBD	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All teachers	0	N/A	Attendance logs of sessions
2. Identification of students at risk to fail tests or not graduate through PowerTeacher and GCSource and developing intervention plans with students and parents.	Continuous	School Counselors	0	N/A	Documentation within GCSource and counselors' notes
3. Mentoring at-risk students.	Continuous	All faculty	0	N/A	Documentation of mentoring sessions
4. Assign school counselors by alphabet to better track students and assist towards a 4 year graduation.	Continuous	School Counselors	0	N/A	School Counselor student assignments
5. Annual IGP meetings with students and parents.	Yearly	School Counselors	0	N/A	Documentation of IGP meetings
6. Utilize online credit recovery and virtual school classes for students both during the school day and at home to remain on track.	Continuous	School Counselors	0	N/A	Credit recovery and virtual class signups and completion Master schedule

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Seat Time Recovery (STR).	Continuous	STR Coordinator and Attendance Clerk	0	N/A	STR documentation

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 10 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements (TBD).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool, College Reports	Baseline will be established at the end of the 2018-19 school year	School Projected TBD	TBD	TBD	TBD	TBD	90%
		School Actual					
PowerSchool, College Reports	Baseline will be established at the end of the 2018-19 school year	District Projected	TBD	TBD	TBD	TBD	90%

		District Actual					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Annual IGP meetings with students and parents to address G+ options.	Yearly	School Counselors	0	N/A	Documentation of IGP meetings
2. Dual enrollment partnership with Greenville Technical College's Early College program.	Yearly	School Counselors	0	N/A	Attendance records
3. Increase enrollment in advanced placement courses, CATE courses, and health science courses for completers.	Yearly	Teachers and school counselors	0	N/A	Power School records

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 11 Annually increase the percentage of 9th graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9th-grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	66	School Projected 70.0	70.8	75.6	80.4	85.2	90
		School Actual 95.5					
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90

		District Actual 80					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All 9 th grade teachers	0	N/A	Attendance logs of sessions
2. All 9 th grade common subject teachers participate in a PLC that meets bi-monthly for data driven instructional planning.	Bi-monthly	All 9 th grade teachers	0	N/A	PLC agendas and minutes
3. Identification of students at risk to fail tests or not graduate through PowerTeacher and GCSource and developing intervention plans with students and parents.	Continuous	School Counselors	0	N/A	Documentation within GCSource and counselors' notes
4. Mentoring at-risk students.	Continuous	All faculty	0	N/A	Documentation of mentoring sessions
5. Assign school counselors by alphabet to better track students and	Continuous	School Counselors	0	N/A	School Counselor student assignments

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
assist towards a 4 year graduation.					
6. Annual IGP meetings with students and parents.	Yearly	School Counselors	0	N/A	Documentation of IGP meetings
7. Utilize online credit recovery and virtual school classes for students both during the school day and at home to remain on track.	Continuous	School Counselors	0	N/A	Credit recovery and virtual class signups and completion Master schedule
8. Seat Time Recovery (STR).	Continuous	STR Coordinator and Attendance Clerk	0	N/A	STR documentation

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 12 Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

INTERIM PERFORMANCE GOAL: Annually increase the percentage of high school Gifted and Talented Academic (GTA) students taking AP courses.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	(2016-17) 61.4	School Projected 61.8	62	63	64	65	65
		School Actual 58.1					
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65

		District Actual 51					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase AP enrollment and preparation through vertical teaming.	Continuous	All teachers and school counselors	0	N/A	Master schedule and AP enrollment
2. Annual IGP meetings with students and parents.	Yearly	School Counselors	0	N/A	Documentation of IGP meetings

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected TBD	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected	TBD	TBD	TBD	TBD	TBD

		District Actual					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Review certification status and courses assigned before the school year begins to ensure all teachers are Highly Qualified (HQ).	July/August	Administration and Instructional Coach	0	N/A	HQ compliance report
2. Attend and recruit teachers from career fairs such as Shining Stars.	Spring	Administration	0	N/A	New hires
3.					

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	91.1	School Projected Students ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 86.3					
SC SDE School Report Card Survey	100	School Projected Teachers ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 98.8					
SC SDE School Report Card Survey	97.9	School Projected Parents ≥ 90	≥ 90				
		School Actual Parents 89.3					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90				
		District Actual Students 84					
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90				
		District Actual Teachers 97					

SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use school website, school messenger, social media, and email to inform students and parents about safety measures.	Continuous	Administrators	0	N/A	Documentation from posts, emails, and phone calls
2. Administrators, faculty, and SRO will supervise students in all locations and report safety concerns/incidents immediately.	Continuous	Administrators, Faculty, and SRO	0	N/A	Duty schedules and documentation of investigations
3. All students and staff are monitored for displaying school IDs.	Continuous	All staff	0	N/A	ID machine documentation of IDs made and security camera footage

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Safety training for all staff by school district and SRO.	Continuous	Administrators and SRO	0	N/A	Safe Schools training completion documentation and SRO log

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected ≤1.0	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0.5					

ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤ 1.0				
		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected ≤ 0.7	$\leq .07$				
		School Actual 0.0					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	District Projected	$\leq .07$				

		District Actual 0.04					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use school website, school messenger, social media, and email to inform students and parents about safety measures.	Continuous	Administrators	0	N/A	Documentation from posts, emails, and phone calls
2. Administrators, faculty, and SRO will supervise students in all locations	Continuous	Administrators,	0	N/A	Duty schedules and documentation of

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
and report safety concerns/incidents immediately.		Faculty, and SRO			investigations
3. Safety training for all staff by school district and SRO.	Continuous	Administrators and SRO	0	N/A	Safe Schools training completion documentation and SRO log

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	45	School Projected 47	50	55	60	65	70
		School Actual 45					
AdvancED Culture & Climate Surveys	52	District Projected Secondary	54	58	62	66	70

		District Actual Secondary 50					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School Wellness and Character committee will provide school wide activities to increase rapport between faculty and students.	August – May	Committee members	0	N/A	Survey results.
2. Increase faculty involvement in extra-curricular activities.	August – May	Faculty	0	N/A	Survey results.
3. Increase faculty and student involvement in spirit week events.	September	Student government	0	N/A	Survey results.

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 98	School Projected ≥ 98	95	95	95	95	95
		School Actual 97.3					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95

		District Actual 95					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Report truancy and conduct truancy prevention meetings with students and parents.	Continuous	Attendance clerk	0	N/A	Truancy records
2. Communication with students and parents about attendance expectations and policy in student handbook, on website, teachers' syllabi, Open House, and freshman orientation.	Continuous	Attendance clerk, teachers, administrators	0	N/A	Student handbook, school website, teachers' syllabi, open house agenda, and freshman orientation agenda
3. Encourage students and parents to use portal and backpack programs to monitor attendance.	Continuous	All faculty	0	N/A	Parent portal usage
4. Daily, automated phone calls to parents for each absence.	Continuous	Attendance clerk	0	N/A	PowerSchool

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) District Priority

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid <u>8%</u> Lonely <u>14%</u> Angry <u>15%</u>	School Projected Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		School Actual Afraid 8 Lonely 14 Angry 15	Afraid ≤ Lonely ≤ Angry ≤				

AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 16% Angry – 14%	Afraid ≤ Lonely ≤ Angry ≤				

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. School Wellness and Character committee will provide school wide activities to increase rapport between faculty and students.	August – May	Committee members	0	N/A	Survey results.	
2. Increase faculty involvement in extra-curricular activities.	August – May	Faculty	0	N/A	Survey results.	
3. Increase faculty and student involvement in spirit week events.	September	Student government	0	N/A	Survey results.	

Appendix



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Eastside High School

A. This school documents and monitors the reading and writing assessment and instruction planned for all sixth through twelfth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment
 A Comprehensive System of Assessment

- Summative Assessment
- SC Ready, End of Course
- Formative Assessment
 - Fountas and Pinnell, DRA, Dominic
 - Star Reading
 - MAP
- Data Teams
 - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
A2. Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.				
Lenses of Assessment Assessing for Supplemental Instruction				
<ul style="list-style-type: none"> • Reading Process • Small Group and Individual 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

addition to 90 minutes of daily reading and writing instruction.				
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C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment				
Assessing for Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D3. Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.

Lenses of Assessment

Assessing for Reading Engagement:

- Student Choice
- Large blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
E2. The teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

F. This school provides teacher and administrator training in reading and writing instruction.

Lenses of Assessment

Assessing for Professional Development

- Literacy Competencies for Middle and Secondary Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<p>F1. Teachers participate in professional learning opportunities based on data through</p> <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans</p>
<p>F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data:</p> <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Lenses of Assessment
Assessing for Literacy Partnerships

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
<p>G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing.</p> <ul style="list-style-type: none"> • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
<p>G2. Specific actions are taken to foster partnerships.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

H. This school embeds practices reflective of an exemplary literacy-rich environment.

Lenses of Assessment

Assessing for Inquiry-based Learning:

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
H2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become more proficient researchers and readers and writers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
H3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H4. Teachers ensure texts and materials are organized and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

H. This school embeds practices reflective of an exemplary literacy-rich environment.

Lenses of Assessment

Assessing for Inquiry-based Learning:

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
easily accessible by students.				
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none">• Common practice for teachers to work together planning instruction and providing interventions through our Eagle Hour schedule.• Wide variety of texts available to students through media center and classroom sets of novels.• Professional development opportunities.	<ul style="list-style-type: none">• Teachers working on add-on endorsement through the State Department of Education for literacy.• Utilizing a system for helping parents.• Community partnerships.

SMART Goals and Action Steps Based on Analysis of Data	
<p>Goal #1:</p> <p>Develop and implement a program to help parents understand how to effectively help their high school student learn lifelong disciplinary literacy skills which will be in place by March 2020.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Create a page on media center and school webpage for parent resources. • Provide educational session during Open House for parents to learn about literacy at the high school level. • Provide tips in PTSA newsletters for parents to help high school students read.
<p>Goal #2:</p>	<p>Action Steps:</p>
<p>Goal #3:</p>	<p>Action Steps:</p>

References

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2), 8-14.