Carolina High School & Academy Portfolio

School Portfolio 2020 - 2021

Michael Delaney, Principal
Burke Royster, Superintendent

Scope of Plan: 2018 – 2019 through 2022 – 2023

Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Carolina High School & Academy

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021 *(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		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Michael Delaney		March, 10, 2021
PRINTED NAME	SIGNATURE	DATE
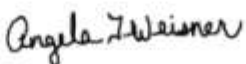
CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Temporary SIC Chairperson: Mr. James Odom		March 12, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Angela Weisner		March 10, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2725 Anderson Rd., Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-2300

PRINCIPAL E-MAIL ADDRESS: mdelaney@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Michael Delaney
2. Teacher	Sara Lloyd
3. Parent/Guardian	Rose Martinez
4. Community Member	James Odom
5. Paraprofessional	Rebecca Pridgeon
6. School Improvement Council Member	Rogene Avery
7. School Read To Succeed Literacy Leadership Team Lead	Angela Weisner
8. School Read To Succeed Literacy Leadership Team Member	Mallorie Smith

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

○ Yes ○ No ◉ 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).
◉ Yes ○ No ○ 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).
◉ Yes ○ No ○ 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.
◉ Yes ○ No ○ 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.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
◉ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
◉ Yes ○ No ○ 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).
◉ Yes ○ No ○ 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.

○ Yes ○ No ● N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.	
○ Yes ○ No ● N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.	
○ Yes ○ No ● N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and 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.	
○ Yes ○ No ● N/A	**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.	
● Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.	

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INTRODUCTION TO THE CAROLINA HIGH SCHOOL & ACADEMY PORTFOLIO

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

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

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

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

Portfolio Leadership Team

Michael Delaney	Principal
Wanda Littlejohn	Instructional Specialist
Jennifer Sabillon	Assistant Principal
Amanda Stewart	Assistant Principal
John Pachter	Assistant Principal
Kimberly Starks	Instructional Coach
Angela Weisner	Instructional Coach
Katie Smith	Instructional Coach
Sharon Higgins	Magnet Coordinator
Thomas Fair	Athletic Director
Leah Platt	Guidance
Rebecca Pridgeon	School Secretary
Lisa Gist	Bookkeeper

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

EXECUTIVE SUMMARY

Student Achievement

Teachers at Carolina High School and Academy keep abreast of the latest methods of delivering instruction through rigorous professional development opportunities offered at both the district and school level. Teachers have also taken advantage of staff development opportunities that are offered through the nearby universities in addition to attending local and national conferences. Because we recognize that students learn in different ways, teachers are encouraged to try a variety of instructional strategies to meet the needs of all students. We encourage all staff to be involved in professional development opportunities to increase student learning. Our highest priority is to implement the learned strategies to carry out our vision and closing the achievement gaps we have identified. Teachers are encouraged to work together in collaborative teams at the departmental level to plan vertically to ensure a continuum of learning that makes sense for all students. Teachers are also encouraged to perform cross-curricular planning to help students make connections between content areas. This is especially important as we continue to deliver instruction through the Project Based Learning (PBL) model which includes integrated curriculum classes. Deeper Learning practices have been integrated into all professional development activities for teachers and will be utilized in their classrooms.

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

Using Student Achievement Data

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

We have used data in the following ways:
- Identifying areas of weakness on EOCEP exams to improve curriculum and scheduling.
- Using graduation rates to closely identify what percentage of growth we need to satisfy the requirements of the next level on the State Report Card.
- In the classroom, teachers use diagnostic tests, writing samples, quizzes, tests, group work, Individual Assessments of Knowledge and Thinking, and other forms of assessment to determine student progress. These types of assessments are helpful in shaping instructional strategies to accommodate the students' different learning styles. Additionally, teachers conduct a data conference at the end of each project to analyze student growth and determine necessary steps to continue growth.

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

Student Support Systems

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

We have four teachers that serve students with learning disabilities through both an inclusion model and educational support classes. We also have two self-contained special education teachers that offer multiple core and elective classes and three ESOL teachers. When a teacher believes that a student has special needs that require attention, the student is referred to the Evaluation Support Team. The purpose of the Evaluation Support Team is to try to match student needs with resources that are available through the school, district, and community.

Summary of Progress

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

Next Steps

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

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

Teacher and Administrator Quality

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

Summary of Progress

As we work to refine instructional practices, the format and objectives of professional development change slightly each year. Professional development is delivered in a rigorous fashion consistent with how teachers are expected to facilitate instruction through Project Based

Learning. During the 2018 – 2020 school years, teachers were challenged with earning their Implementer Badge through the New Tech Network. In order to earn this badge, teachers must submit evidence as well as demonstrate their skill or practice in the areas of: eliciting and addressing student need-to-knows, course planning, project planning, culture and process management, use of echo, and engaging all students through scaffolding and differentiation. The NTN badging process through Echo provides online support through access to resources and training modules. Additionally, our instructional specialist and instructional coach provide differentiated support to teachers through faculty-wide trainings and work time, department level training, optional teacher-requested workshops, and project simulations for teachers to experience what effective PBL looks, sounds, and feels like. In order to build capacity in our building, our leadership team consisting of our department chairs has participated in several full day professional development sessions in order to be equipped to be effective implementers of PBL as well as support others in their department.

Next Steps

- Ensure all staff members are prepared for a project-based learning environment
- Ensure all instruction is standards based and the new South Carolina Standards are implemented
- Ensure all teachers are being observed on a regular basis and provided effective feedback
- Continue to reflect on and evaluate all areas of the school to ensure the most efficient use of resources are used to positively impact student achievement and classroom instruction
- Ensure the staff continues to participate in professional development activities that are rigorous, relevant, and in line with the goals of the school

School Climate

We have continued to improve the school climate by providing students with a safe and inviting learning environment. The entire school participated in a project on the culture and structure of project-based learning at the beginning of the year in order to prepare students for school year and establish a clear understanding of the protocols, norms, Ideal Graduate characteristics, and expectations. The willingness and ability of our entire staff to develop positive relationships with students as well as to communicate with one another has allowed for a pro-active approach in addressing students' feelings and behaviors. Teachers are encouraged to take time to intentionally build positive culture in their classrooms through the implementation of culture days between projects as well as integrating culture-building techniques into the day-to-day design of their lessons. Teachers continue to learn and develop ways to connect with our students and cultivate a safe and positive learning environment for everyone. This year, teachers are receiving professional development on understanding ELLs, their needs, and how to reach their students through a variety of strategies. Our district ESOL specialist is running the PDs and our staff is meeting monthly. There is also a Climate and Culture Committee to promote school spirit, engage staff, and provide a positive climate in the school building.

Summary of Progress

Teachers and administrators have been working to improve the learning environment in the building. With a focus on providing students with a rigorous and relevant PBL curriculum model, students have noticed a positive change and desire to learn through these authentic, challenges, and collaborative experiences. Students describe the staff members as being part of their family and the staff members often treat students like they are their own children.

Next Steps

- Ensure all instruction is rigorous and challenging for students through project based learning and deeper learning experiences
- Ensure students are being held accountable for their learning
- Continue to provide support for students during instruction
- Continue to provide students with relevant learning experiences that challenge them inside and outside of the classroom
- Continue to build upon school spirit and school pride in the building
- Increase AP offerings and passing rates
- Increase dual credit opportunities
- Maintain and increase enrollment numbers
- Increase service learning and volunteer opportunities
- Increase the use of Culture Days and other strategies; such as ACE's and Resiliency training
- Build knowledge base of ESOL and how to reach Els

Significant Challenges

- School closure, hybrid attendance plans, and virtual learning due to COVID-19 has challenged teachers and students to adapt to new learning environments
- The poverty index is 78.8%, with a 100% free lunch status, which presents many challenges for our students physically, emotionally, socially, and academically
- A highly transient school population hinders learning continuity
- Many students work part-time and full-time jobs to support their families
- There is a large population of special education students resulting in a max graduation rate of 98% each year
- ESOL population has increased to 32.2% of the overall student population
- On average 72% of students enter the 9th grade reading three to four grade levels below the 9th grade
- Student attendance rates are consistently low each year, with last year's being 91.34%
- Parental support and involvement are consistently low

Significant Accomplishments

Athletics (2018-2019)
- Juan Cruz Castillo - Player of the Year Boys Soccer
- Hugo Lopez - All Region Boys Soccer
- Alex Coronel - All Region Boys Soccer
- Bryan Silva-Garcia - All Region Boys Soccer
- Gustavo Cruz - All Region Boys Soccer
- Drew Brittain - Region 2 AAA Coach of the Year
- Britney Evett - Female Academic All Region
- Magdalena Rubi Olivares - Female Academic All Region
- Isla Mitchell - Female Academic All Region
- Jonnasia Sledge - Female Academic All Region
- Ashley Rhodes - Female Academic All Region

- Michael Austin Neese - Male Academic All Region
- Braylen Robinson-Goldsmith - Male Academic All Region
- Warren Collins - Male Academic All Region

Athletics (2019 - 2020)
- Cameron Speaks - All Region 2 AAA Football
- Tyrese Hampton - All Region 2 AAA Football
- Shakur Seawright - All Region 2 AAA Wrestling
- Hunter Van Horn - All Region 2 AAA Wrestling
- Mi'Kel Chappell - All Region 2 AAA Basketball
- Dexter Terrell - All Region 2 AAA Basketball

Athletics (2020-2021)
- Jalen Griffin- All Region 2 AAA Football
- Javius Burton- All Region 2 AAA Football
- Christina Williams- All Region Girl's Basketball
- Mi'kel Chappell- All Region Boy's Basketball

HOSA (2017-2020)

- Anna Musenga – 3rd place in Prepared Speaking in 2016
- Taylor Smith – Top 5 in Human Growth and Development
- Carlos Arroyo, Christain Barksdale, and Sebastian Gomez – Top 5 in Medical Innovation in 2016
- Chantelle Levesque – Outstanding HOSA Member and Gold in the Barbara James Service Award in 2016
- Anna Musenga – Silver in the Barbara James Service Award in 2016
- Christian Barksdale & Sebastian Gomez- 2nd in Biomedical Innovation 2017
- DeAra Craig- Outstanding HOSA Member 2017
- Darby Alvarenga and Diana Hoyos Lopez- 3rd place in Certified Emergency Response Team 2018
- Mackenzie Holley- Top 5 in Home Health 2018

Science Olympiad (2017-2020)

- Sebastain Gomez and Destany Patterson placed 1st in Air Trajectory in 2016
- Ryan Flowers and Ryan Semler placed 3rd in Bridge Building in 2016
- Andy Le and Juan Rodriguez placed 6th in Electric Vehicle in 2016
- Andy Le and Conner Dorchen placed 6th in GeoLogic Mapping in 2016
- Ellery McNeill and Alex Lockwood placed 6th in Robotic Arm in 2016
- Ellery McNeil, Ryan Semler, and Claire Roberson placed 6th in Experimental Design in 2016
- The team received 8th place in 2016
- Tyelen Gray and Sebastian Gomez placed 3rd in Towers in 2017
- Ellery McNeill and Jacob Levesque placed 3rd in Robot Arm in 2017

Fine Arts (2017-2020)

- All Region Band 2016: Luis Gamboa

- 5th Place at Henry Laurens Invitational Marching Band competition
- "25 on 25: Voices from the Westside" Art Show, 2016
- 17 works of art submitted to Scholastic Art Awards/Southeast-at-Large Region, 2016
- SCAEA Western Region "Youth Art Month" Show, 2017
- 6 works of art submitted to the "Women in Art" show, 2017
- 1 Gold, 3 Silver, 2 Honorable Mention Key Awards, Scholastic Art Awards, 2017
- Community Mural, Welcome Park Apartments, 2017
- 2nd place in Photography and 3rd place in Digital Media in GCS District Art Show, 2018
- Submission to "Congressional Art Show", 2018
- SCAEA Western Region "Youth Art Month" Show, 2018
- 2 works of art submitted to the "Women in Art" Show, 2018
- 100% Pass rate AP Studio Art portfolios
- 1 Silver Key, 2 Honorable Mentions, Scholastic Art Awards, Southeast-at-large, February, 2019
- 3rd Place, Photography, GCS District High School Art Show, May 2019

School Report Card

- Life Scholarship: 72 students eligible
- Palmetto Fellows: 2 students eligible
- Retention- 3.7%
- Graduation Rate – 79.1

Scholarships 2018-2019
- CAD Academic Honors Scholarship (4 x 4900)19,600
- SCAD Academic Honors Scholarship on Campus (4 x 2100) 8400
- Johnson C. Smith Academic Merit Scholarship (12,000x4) 48,000
- Anderson University Grant/Scholarship (4x 6000) 24,000
- Berea College (full tuition scholarship) 141,576
- Clemson Scholars (4 x 3000) 12,000
- Coker Institutional Grant (12000 x4) 48,000
- Dean's Scholarship (13,000x4) 52,000
- Anderson University Denmark Scholarship (3000x4) 12,000
- Anderson University Denmark Scholarship (4 x 3000) 12,000
- Anderson University Fine Arts Scholarship (4 x 2500) 10,000
- Limestone College - Full Tuition (4 x 41,000) 164,000
- Furman Grant $43004x4 169,084
- Furman Grant 42,271x4 169,084
- USC Columbia Garnet Scholar (4 x 500) 2,000
- Gateway2Clemson Scholarship (4 x 3000) 12,000
- Greenville County Golf Scholarship 1,500
- Limestone Marching Saints Scholarship (2000 x 4) 8,000
- Southern Wesleyan Newby Presidential Scholarship (4x7000) 28,000
- Clemson Orange Carpet (4x5000) 20,000

- Clemson Orange Carpet (4x6000) 24,000
- Palmetto Boy's State (4 x 2000) 8,000
- Palmetto Girl's State (4 x 1000) 4,000
- Pinnacle Scholarship 10,000x4 40,000
- Anderson University Provost Scholarship (9000x4) 36,000
- Salem Grant Funds ($5,982x4) 23,928
- Sirrine (2000x4) 8,000
- Sirrine Scholarship 8,000
- Sirrine Scholarship 4x$2000 8,000
- Sirrine Scholarship 4x$2000 8,000
- Welcome Elementary Scholarship 1000
- Wofford College Grant/Scholarship (4 x 14,000) 56,000

Scholarships 2019-2020

- Clemson Scholars (3000x4) 12,00
- Gateway to Clemson Scholarship (2,500X4)10,000
- CECAS Dean's English Scholarship (1250x4) 5,000
- Clemson Orange Carpet- SC Resident (5,000x1) 5,000
- Clemson Presidential Grant (2000x4) 8,000
- Clemson AHAM Match (2000x4) 8,000
- USC Columbia Valedictorian Scholar (3000x4) 12,000
- USC Gamecock Guarantee Grant (4,500x4) 18,000
- USC Institutional Grant (1000x4) 4,000
- Wake Forest Heritage Scholarship (5,500x4) 22,000
- Wake Forest College Scholarship (61,300x4) 245,200
- Winthrop Premier Scholarship (7,000x4) 28,000
- University of Tampa Presidential Merit Scholarship (15,000x4)60,000
- Queens Social Science/Humanities/Psychology (5,000x4) 20,000
- Queens University Scholarship (800x4) 3,200
- Queens Collegiate Grant (3,500x4) 14,000
- Ohio State Scarlet and Gray Grant (5,750x4) 23,000
- AHAM (2000x4) 8,000
- Sirrine (2000x4) 8,000
- GCS Foundation (1500x1) 1,500
- Claflin Lettie Pate Whitehead Scholarship (400x4) 1,600
- Sirrine (2000x4) 8,000
- University of Tampa UT Merit Scholarship (10,000x4) 40,000
- College of Charleston Merit Scholarship (2000x4) 8,000
- USCB Merit Scholarship (2000xx4) 8,000
- Stetson University (3300x4) 132,000
- Converse College Merit Scholarship (25,200x4) 100,800

- Presbyterian College Academic Scholarship (18,000x4) 72,000
- South Carolina Tuition Grant (3600x4) 14,400
- Presbyterian College Girl State (2500x4) 10,000
- Presbyterian College Grant (2,250x4) 9,000
- Presbyterian Alumni Referral Scholarship (1,000x4) 4,000
- Lander Academic Scholarship (5,000x4) 20,000
- Clemson Scholars (3,000x4) 12,000
- Clemson Presidential Scholarship (500x4) 2,000
- USC Columbia Presidential Scholarship (1000x4) 4,000
- USC Columbia Dean's Scholarship (3,000x4) 12,000
- USC STEM Supplement Scholarship (3,300x4) 13,200
- USC Institutional Grant (1,000x4) 4,000
- University of Florida Grant (4,228) 4,228
- North Carolina State University Scholarship (18,700x4) 74,800
- University of Connecticut Academic Excellence 1208 (23,500) 23,500
- Watson Brown Scholarship (5,000x4) 20,000
- GCS Golf Scholarship (1,500) 1,500
- Sirrine (2000x4) 8,000
- Embry Riddle Presidential Scholarship (18,500x40) 74,000
- Embry Riddle Woman of Excellence (5,000x4) 20,000
- Lenoir Rhyne Scholarship (23,000x4) 92,000
- Wingate Scholarship (26,000x4) 104,000
- NGU Dean's Academic Scholarship (4,000x4) 16,000
- NGU Distinguished Grant (1,200 x4) 4,800

Grants

- 2015 – Fluor Daniel Engineering Grant
- 2015 – LiveWell Greenville Healthy School Grant
- 2015 – Walmart Grant of $1000 for the Marching Band
- 2016 – Brighter Futures Fund of $2215
- 2016 – Fluor Corporation Grant for Engineering
- 2019 - Afterschool Program Grant from United Way of $25,000
- 2019 - Donors Choose $602
- 2019 - SmartArts $3000
- 2020 - Donors Choose $214

SCHOOL PROFILE

The School Community

Carolina High School, located in Greenville County, was established in the 1956 -1957 school year as a 9th – 12th grade public high school to serve the students from both Welcome High School and Parker High School upon their closings. With fourteen high schools located within the Greenville County School District's borders Carolina was selected as a magnet school beginning in the 1995 – 1996 school year. This led to Carolina High School becoming Carolina High School and Academy. The specialized curriculums for Carolina include both a Pre-Engineering Program and a Health Professions Program. At its peak, the enrollment for Carolina was approximately 1300 students; however, these numbers have decreased over the years as needs and composition of the community have changed. Carolina High School joined the New Tech Network and began implementing Project Based Learning in the 2014-2015 school year.

Today, Carolina High School and Academy has approximately 862 students who are served by 57 classroom teachers, including three academy teachers and an academy program coordinator. The original Carolina High School building was demolished in 2006 to make way for the new facilities currently used today. The new building includes 48 classrooms, two gymnasiums, a library, an auditorium, and athletic/amenities.

Carolina's current student population consists of 34.4% African Americans, 41.8% Hispanic/Latinos and 16% Caucasians, with the remaining 6.6% classified as other than those noted. Currently, freshmen compose 29.1% of the student population, sophomores 30%, juniors 21.6%, and seniors make up 19.3% of the total enrollment. The magnet program has a current enrollment of 140 students which makes up approximately 16% of the student population. Currently, 100.0% of the student population is on Free/Reduced Lunch. This number reflects the school's poverty index of 78.8%. Our primary feeder schools—Tanglewood Middle School, Lakeview Middle School, and Hughes Middle School—each have a poverty index of 87.8%, 80.9%, and 57.0% respectively.

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

Geographic Location

Greenville, South Carolina, is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2010 census data, Greenville County has more than 451,219 residents, a 10.0% increase since the 2005 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations such as Michelin, General Electric, Hitachi and BMW to the region.

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

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

Carolina High School and Academy Community

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

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

Employment Status

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

Housing Information

Percentage of Household

Family Households	67.0%
Married Couple Family	38.0 %
Female Householder, No Husband Present	23.0%
Nonfamily Households	33.0%
Householder Living Alone	26.9%
Householder 65 Years and Over	24.8%
Households with Individuals Under 18	35.4%

Housing Occupancy
Occupied housing units 84.9%
Vacant housing units 15.1%

Housing Tenure
Owner occupied 55.8%
Renter occupied 44.2% (Source: U.S. Census Bureau, Census 2010.)

School Facilities

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

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

Other aspects of the school/district safety program include:
- District safety committee
- Bus evacuation drills
- Fire/ Evacuation drills
- Lock down drills
- Fire safety inspections
- Campus supervision
- Two AED's
- Team of first responders
- Certified Athletic Trainer

Classroom Discipline/Learning Climate

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

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

The school recognizes student achievement by offering incentives such as, t-shirts and hoodies, certificates, honor roll luncheon, award banquets, and midyear grade promotions. Although there are many restrictions and limitations due to COVID-19 guidelines, CHS ensures students are recognized for accomplishments, including Trojan of the Month recognition and positive parent contact. Students are encouraged and expected to maintain appropriate behavior at all times. Student handbooks and other information about school and classroom policies are distributed and discussed on a regular basis. Our school norms were developed collaboratively by our staff and include: Be fully present, Be mindful of communication, Collaborate and work with a growth mindset toward our mission, and Foster a Safe Environment. Students and faculty uphold these norms within an environment of Trust, Respect, and Responsibility.

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

Counseling and Other Student Support Services

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

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

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

During our first year of the implementation of the On-Track program, teachers, administrators, counselors, and other stakeholders use a data and open lines of consistent communication to wrap around and support students in our 9th through 11th grades who may be struggling in the areas of attendance, academics, or behavior.

Our school is a host site for a free GHS mobile health clinic for students to have access to a nurse practitioner on our campus at scheduled times each month.

Communities in Schools has an established presence in on campus and diligently works to support all students through small group sessions, one-on-one sessions, and being an advocate for students who may need additional support.

Partnerships

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

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

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

- Guest speakers in classrooms from local government and law enforcement agencies and local media and military representatives are utilized to help develop students into successful citizens.
- Business leaders on Career Day speak to classes to introduce students to different businesses for the purpose of developing students into quality employees.
- Local businesses and individuals, including alumni, donate money, supplies, and services to support various academic, athletic, and arts endeavors.
- Several engineering firms and manufacturing businesses volunteer through mentoring, financial contributions, and sponsorship of engineering competitions to support the Carolina Academy Engineering program.
- The school works closely with Greenville Technical College to involve students in career fairs, technical classes, Early College classes, and to bring speakers to talk to classes. Other colleges and universities also speak to various classes and student groups during the Carolina High and Academy College Fair each year.
- Department of Motor Vehicles provides a Third Party Testing Program at Carolina High.
- Developed a network of speakers with the community and businesses.
- Created an active School Improvement Council.

- Mrs. Means, Job Coach, provides opportunities for non-paid training and job shadowing for 11th graders and paid work experiences for 12th graders.
- Greenville Health System has created an intense course for students in the Health Academy
- Vocational Rehab opens cases for qualified students to help with job training and support.
- Westminster Presbyterian Church
- Welcome Baptist Church
- Grace Church
- YMCA
- Carolina partners with Junior Achievement to help create workshops designed for school-age students
- General Electric
- Army and National Guard
- Fellowship of Christian Athletes
- Tanglewood Community Watch Group
- Home Depot partners with Carolina high to employ students
- Hispanic Alliance
- Clemson University
- Greenville Count EMS Star Program
- Prisma Health Science Career Center

Community Leadership Description

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

- GE Community Leader - Ms. Kat Coffman, GE Corporation
- MedEx Program Coordinator - Mr. Al Squire
- Vocational Rehabilitation - Randall Vincent
- Greenville County Sherriff's Office
- United Ministries
- Upstate Hispanic-American Women's Association – Sara Montero
- Fluor Corporation - Nicholas Williams and Cesar Rodriquez
- Diversity Leadership Institute – The Riley Institute
- United Community Bank
- Hispanic Alliance - Adela Mendoza
- Capital Partners – Matt Reeves and Amy Poon
- PRISMA Health Systems – Dr. Christen Hairston
- Home Depot – South Pleasantburg Store
- Alpha Kappa Alpha Sorority, Inc.
- Herff Jones – Andy Waters

School Personnel

The teaching staff at Carolina High School and Academy includes 54 teachers. 44.2% of these teachers have advanced degrees. 77.8% returned from the previous year. The staff is comprised of 30% male teachers and 70% female teachers. In the year of 2020, the average salary was $48,913, and the overall student to teacher ratio is 15.6 to 1.

Student Population

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

Carolina High School & Academy Enrollment by Ethnicity 2018-2021

Population	2018-2019	2019-2020	2020-2021
Asian	0.27%	0.36%	0.34%
Black	42.10%	37.1%	34.1%
Hispanic	35.70%	39.2%	41.6%
White	16.04%	17.1%	16.5%

Carolina High School & Academy Free/Reduced Lunch

Starting in the 2016-2017 school year, 100% of the students receive free breakfast and lunch daily and continue to do so at the present day.

Special Education

Approximately 17.97% percent of Carolina High School and Academy students are identified with special needs with a range of disabilities. The school provides several funded programs which focus on assisting "at risk" students and the special needs of all students—particularly those identified as exceptional. This assistance provides both during and after-school programs with specialized instruction. Carolina High School and Academy also has an English as a Second Language program as this population increases. In addition to those students with disabilities, Carolina serves fourteen students as mandated by Section 504 of the Rehabilitation Act of 1973 and its subsequent amendments. It is notable that the special needs populations, and 504 groups, have increased significantly in the most recent data collection period.

Percentage of Carolina High School & Academy Population with Disabilities

Mentally Disabled/Educable	7.2%
Emotional Disability	1.8%
Other Health Impairment	12.4%
Specific Learning Disability	67.1%
Multiple Disabilities	4.1%
Orthopedic Impairment	0.0%
Speech/Language Impairment	0.0%
OTHER	7.2%
All	100.0%

Attendance

Student attendance rates at Carolina High School and Academy have increased over the past few years.

Rate of Attendance 2017 – 2020
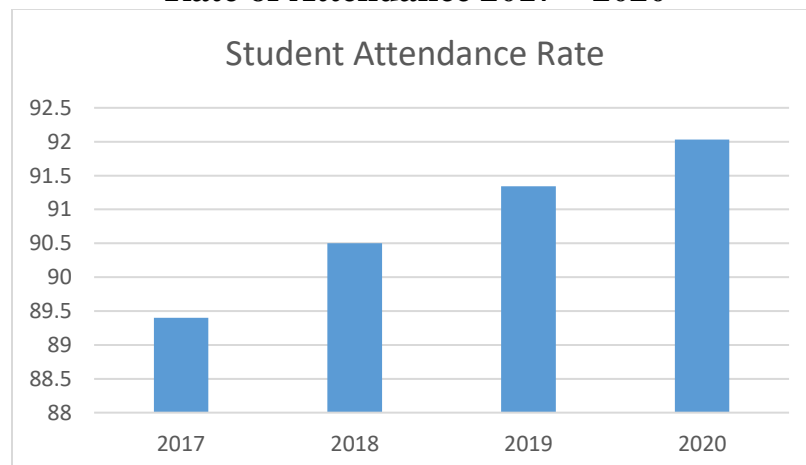
MAJOR ACADEMIC FEATURES

Magnet Program

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

Project-Based Learning

Carolina High School uses Project Based Learning as the curriculum model school-wide. Carolina High School partnered with the New Tech Network in 2014 and added a grade level to the implementation plan each year until the entire school was learning using this model in the 2017-2018 school year. New Tech Network is a nonprofit organization that helps transform schools into an innovative learning environment. This new approach features dynamic and relevant curriculum where students take control of their learning, while teachers facilitate and provide support. To enhance this initiative, all students are issued a Dell laptop to complete coursework.

Advanced Placement Courses

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

Technology

- South Carolina Virtual School-credit recovery
- Chromebooks
- Edgenuity
- IXL
- Read 180
- System 44
- Mathia
- MasteryConnect
- Google Classroom

MISSION, VISION, VALUES, AND BELIEFS

Mission Statement, Vision, and Beliefs

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

Carolina High School and Academy's Beliefs:
The faculty and staff of Carolina High School and Academy believe:

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

Shared Vision

Our vision is to create a culture in which the school and community foster academic excellence and the social development of all students in a safe and inviting learning environment.
The following are the curriculum, instruction, assessment, and environmental factors that will support our vision for CHS students:

Curriculum will be or consist of…

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

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

Instruction will be…

- Engaging
- Challenging
- Student-Centered
- Truly Integrated
- Aligned with Assessment
- Differentiated according to Learning Styles
- Flexible
- Geared for Mastery

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

Assessment will be or consist of…

- Aligned with Standards
- Mastery-Based
- Balance between Collaborative and Individual
- Appropriate and Effective Feedback
- Differentiated
- Performance-based
- Relevant
- Ongoing

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

Environment will be or consist of…

- Safe, Secure, Comfortable, and Caring
- Trust, Respect, and Responsibility
- Structured and Disciplined
- Unbiased
- Personalized
- Challenging and Engaging

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

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

CHS Graduate Profile

	Aware:	Eligible:	Prepared:
9th Grade	Structures that will ensure ongoing awareness and value building about college & career options ● Advisory ● Culture Building ● Who Were You Meant To Be? ● Exposure to Colleges, Universities, and Careers	Annual course offerings aligned to college eligibility ● Choice of Course Level ● Integrated ELA/Comp Apps ● Integrated Algebra/Science ● Integrated Biology/World Geography	Annual skill and attribute development of learning ● Three Standardized Tests ● Exhibitions and Presentations of Learning Throughout the Year ● SWLO-Aligned PBL & PrBL
10th Grade	Structures that will ensure ongoing awareness and value building about college & career options ● Advisory ● Culture Building ● Community Awareness ● Exposure to Post-Secondary Opportunities	Annual course offerings & assessments aligned to college eligibility requirements ● PSAT Testing ● Integrated ELA/World History ● Integrated Chemistry/Algebra ● Integrated Geometry and Foundations in Animation	Annual skill and attribute development and presentations of learning ● One CRA in Each Core Content Area ● End of Year Exhibition and Presentation of Learning ● SWLO-Aligned PBL & PrBL
11th Grade	Structures that will ensure ongoing awareness and value building about college & career options ● Advisory ● Internship Opp. ● Portfolio Development ● Community Service and Awareness ● Exposure to Colleges/Careers	Annual course offerings & assessments aligned to college eligibility requirements ● ACT for All Students ● Integrated Physics /Pre-Calculus ● Integrated ELA/Government & Economics ● AP Offerings	Annual skill and attribute development and presentations of learning ● Dual Enrollment if Qualified ● 2 CRAs in Each Core Content Area ● End of Year Exhibition and Presentation of Learning ● SWLO-Aligned PBL & PrBL

	Aware:	Eligible:	Prepared:
12ᵗʰ Grade	**Aware:** Structures that will ensure ongoing awareness and value building about college & career options ● Advisory ● Community Service ● Internship Opp. ● Finalize Portfolio ● CRA Reflections ● Exposure to Colleges/Careers	**Eligible:** Annual course offerings & assessments aligned to college eligibility requirements ● COMPASS Test ● Integrated ELA/Service Learning ● US History ● AP Offerings ● Dual Credit Offerings	**Prepared:** Annual skill and attribute development and presentations of learning ● Dual Enrollment ● Senior Portfolio Development & Defense ● SWLO-Aligned PBL & PrBL

The Why:	The How:	The What:
To create a culture in which the school and community foster academic excellence and the social development of all students in a safe and inviting learning environment.	**Aware** – Students will understand all post-secondary options and see the importance of college **Eligible** – Students will complete requirements necessary for college entrance **Prepared** – Students will graduate from high school with the skills and dispositions necessary to further their education or begin a career	By developing, applying, and demonstrating College & Career Ready Knowledge, Skills, and Attributes including: ● Knowledge & Thinking ● Written Communication ● Oral Communication ● Collaboration ● Agency **Through…** ● Project- & Problem-Based Learning ● College Ready Assessments ● Portfolios ● Exhibitions of Learning ● Dual Enrollment ● Community Service ● Internships ● Deeper Learning Experiences

CHS Ideal Graduate Characteristics

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

CHS Ideal Graduate: These ten characteristics were developed by members of our faculty and staff as what our students need to embody upon graduation. With the development of these ten characteristics, our students will be equipped and empowered to achieve success in whatever their chosen path may be.

Student Achievement Needs Assessment

SDE School Report Card
(https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9SCZzaWQ9MjMwMTAwNQ)

Overall Test Results for ACT

Average ACT Scores from 2017-2021 by Subject

	2016-2017	2017-2018	2018-2019	2019-2020
English	12.8	13.4	13.6	12.1
Reading	14.7	15.3	15.4	14.2
Math	15.2	15.5	15.6	14.7
Science	15.4	15.9	16.1	13.9
Composite	14.7	15.2	15.3	13.9
Writing	5.1	5.4	5.1	4.7

Percent of Students Meeting ACT College-Ready Benchmarks from 2017-2021

	2016-2017	2017-2018	2018-2019	2019-2020
English Benchmark (18)	11.3	19.9	15.5	9.5
Math Benchmark (22)	5.0	7.1	6.0	0.0
Reading Benchmark (22)	9.4	15.5	10.7	10.7
Science Benchmark (23)	5.7	9.4	9.5	1.2
All 4 Subjects	4.4	6.1	4.8	0.0

Overall End-of-Course Results

Percentage of Students Passing EOC by Subject 2017-2022

EOC Passage Rate 2017-2022				
	2017	2018	2019	2020
Algebra 1	31.7%	22.0%	6.5%	3.0%
English 1	47.3%	63.0%	26.6%	N/A
US History	33.3%	36.0%	9.4%	19.7%
Biology	42.7%	31.0%	18.1%	27.1%

Graduation Rate

Four Year Graduation Rate
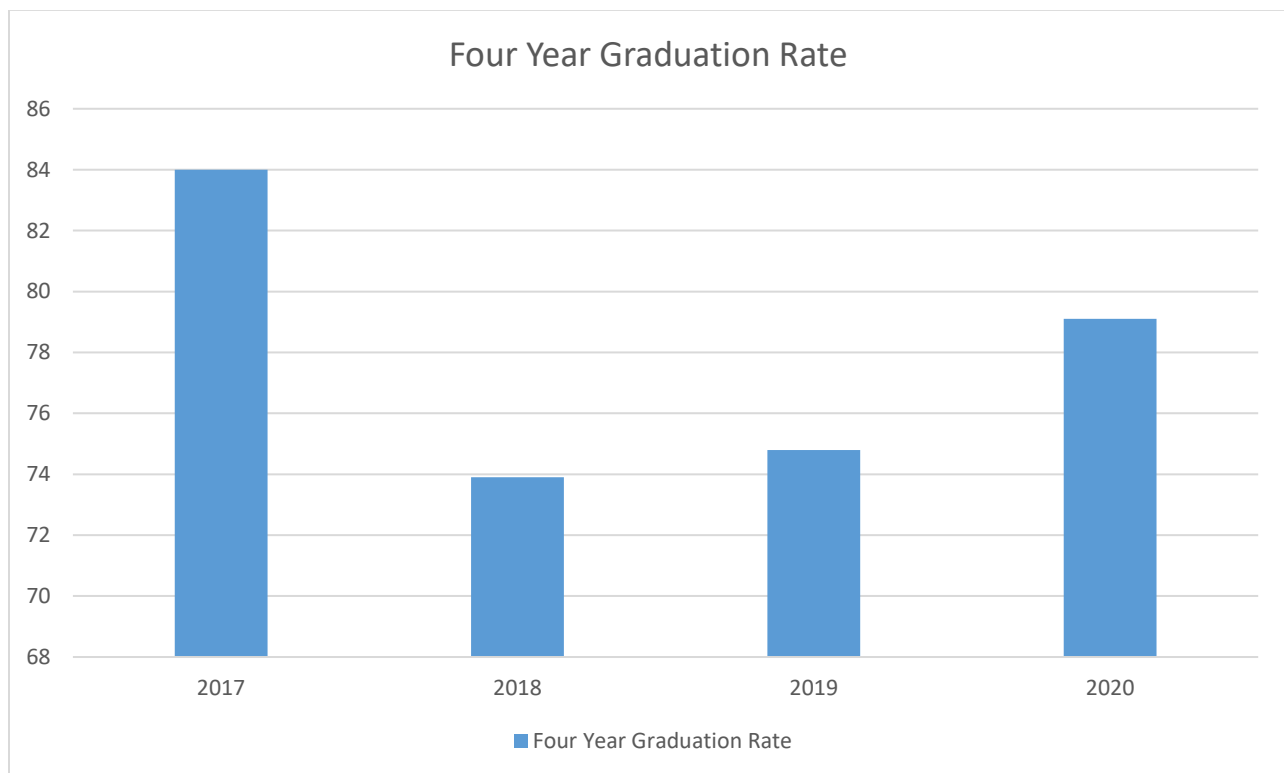
Overall Senior Test Results for SAT

Average SAT Evidence-Based Reading and Writing Score

	2016-2017	2017-2018	2018-2019	2019-2020
Average Score	490	473	440	448
Met Benchmark	62%	--	--	--

Average SAT Math Scores

	2016-2017	2017-2018	2018-2019	2019-2020
Average Score	475	443	413	421
Met Benchmark	15%	--	--	--

Average SAT Composite Scores

	2016-2017	2017-2018	2018-2019	2019-2020
Average Score	965	916	852	870

AP Passage Rates

Course	2016-2017	2017-2018	2018-2019	2019 - 2020
Calculus	8.8%	0.0%	13.3%	0.0%
Environmental Science	11.8%	18.5%	7.7%	25.0%
Art Studio	100.0%	100.0%	--	--
Spanish	100.0%	81.2%	--	100.0%
English Language & Composition	--	100.0%	15.4%	31.3%

TEACHER AND ADMINISTRATOR QUALITY

Professional Development

The focus for our professional development plans this year was on deeper learning experiences for students in both an in-person setting and a virtual setting. Due to the nature of classroom instruction, it was imperative for teachers to be provided with additional learning around incorporating technology into the classroom. That became a secondary plan for teacher learning and can be found by clicking on this link. During faculty meetings, book studies were utilized and teachers chose the area of focus they wanted to pursue. The topics studied included social emotional learning, culturally responsive teaching, and how to develop growth mindsets in the classroom. The small group learning sessions took place from October to December. The focus of professional learning for second semester was providing deeper learning experiences for English Language Learners.

2020-2021 Plan

Professional Development Calendar 2020-2021			
Date & Time	**Location**	**Topic**	**Point Value**
August			
8/26: 4:00 – 5:00	Media Center	First Year Teacher Meeting	1 hour (Ex)
8/31: 4:00 – 5:00	Media Center	Freshman Teacher Meeting	1 hour (PD or Ex)
September			
9/1: 4:00 – 5:00	Media Center	PAS-T Meeting	1 hour (Ex)
9/2: 4:00 – 5:00	Auditorium	Faculty Meeting – Mandated Reporting/SEL	1 hour (PD or Ex)
9/9: 4:00 – 5:00	MCCR	Leadership Team Meeting	1 hours (PD)
9/16: 4:00 – 5:00	Varies	Department Meetings	1 hour (PD or Ex)
9/28: 4:00 – 5:00	Media Center	First Year Teacher Meeting	1 hour (Ex)
9/29: 4:00 – 5:00	Media Center	Mentor Meeting	1 hour (PD or Ex)
October			
10/5: 4:00 – 5:00	Media Center	Freshman Teacher Meeting	1 hour (PD or Ex)
10/7: 4:00 – 5:00	Auditorium	Faculty Meeting	1 hour (PD or Ex)
10/14: 4:00 – 5:00	MCCR	Leadership Team	1 hour (PD)
10/21: 4:00 – 5:00	Varies	Department Meetings	1 hour (PD or Ex)
10/26: 4:00 – 5:00	Media Center	First Year Teacher Meeting	1 hour (Ex)

November			
11/4: 4:00 – 5:00	Auditorium	Faculty Meeting	1 hour (PD or Ex)
11/9: 4:00 – 5:00	Media Center	Freshman Teacher Meeting	1 hour (PD or Ex)
11/11: 4:00 – 5:00	MCCR	Leadership Team	1 hour (PD)
11/16: 4:00 – 5:00	Media Center	First Year Teacher Meeting	1 hour (Ex)
11/18: 4:00 – 5:00	Varies	Department Meetings	1 hour (PD or Ex)
December			
12/2: 4:00 – 5:00	Auditorium	Faculty Meeting	1 hour (PD or Ex)
12/9: 4:00 – 5:00	MCCR	Leadership Team	1 hour (PD or Ex)
12/14: 4:00 – 5:00	Media Center	First Year Teachers and Mentors	1 hour (PD)
12/18: 4:00 – 5:00	TBD	Faculty Celebration	N/A
January			
1/6: 4:00 – 5:00	Auditorium	Faculty Meeting	1 hour (PD or Ex)
1/11: 4:00 – 5:00	Media Center	Freshman Teacher Meeting	1 hour (PD or Ex)
1/13: 4:00 – 5:00	MCCR	Leadership Team	1 hour (PD)
1/20: 4:00 – 5:00	Varies	Department Meetings	1 hour (PD or Ex)
1/25: 4:00 – 5:00	Media Center	First Year Teacher Meeting	1 hour (Ex)
1/26: 4:00 – 5:00	Media Center	PAS-T Meeting	1 hour (Ex)
February			
2/1: 4:00 – 5:00	Media Center	Freshman Teacher Meeting	1 hour (PD or Ex)
2/3: 4:00 – 5:00	Auditorium	Faculty Meeting	1 hour (PD or Ex)
2/10: 4:00 – 5:00	MCCR	Leadership Team	1 hour (PD)
2/17: 4:00 – 5:00	Varies	Department Meetings	1 hour (PD or Ex)
2/22: 4:00 – 5:00	Media Center	First Year Teacher Meeting	1 hour (Ex)

March			
3/1: 4:00 – 5:00	Media Center	Freshman Teacher Meeting	1 hour (PD or Ex)
3/3: 4:00 – 5:00	Auditorium	Faculty Meeting	1 hour (PD or Ex)
3/10: 4:00 – 5:00	MCCR	Leadership Team	1 hour (PD)
3/17: 4:00 – 5:00	Varies	Department Meetings	1 hour (PD or Ex)
3/29: 4:00 – 5:00	Media Center	First Year Teacher Meeting	1 hour (Ex)
April			
4/12: 4:00 – 5:00	Media Center	Freshman Teacher Meeting	1 hour (PD or Ex)
4/14: 4:00 – 5:00	MCCR	Leadership Team	1 hour (PD)
4/21: 4:00 – 5:00	Auditorium	Faculty Meeting – EOY Packet	1 hour (PD or Ex)
4/28: 4:00 – 5:00	Varies	Department Meetings	1 hour (PD or Ex)
4/26: 4:00 – 5:00	Media Center	First Year Teacher Meeting	1 hour (Ex)
May			
5/3: 4:00 – 5:00	Media Center	Freshman Teacher Meeting	1 hour (PD or Ex)
5/5: 4:00 – 5:00	Auditorium	Faculty Meeting	1 hour (PD or Ex)
5/12: 4:00 – 5:00	Auditorium	Faculty Meeting	1 hour (PD or Ex)
5/19: 4:00 – 5:00	Auditorium	Faculty Meeting	1 hour (PD or Ex)
5/24: 4:00 – 5:00	Media Center	First Year Teachers and Mentors	1 hour (PD or Ex)
5/26: 4:00 – 5:00	Media Center	Faculty Meeting – Graduation	1 hour (PD or Ex)
June			
6/2: 4:00 – 5:00	Auditorium	Faculty Meeting	N/A

2021– 2022 Professional Development Plan

Professional development for 2021 - 2022 will continue to support teachers in implementing effective, high-quality, and rigorous learning experiences for students as well as cultivating positive classroom culture. Also, intentional professional development and support will be provided to staff in order to build capacity and sustain rigorous, standards-based learning within our organization.

SIOP Training
All teachers will be offered professional development that models consistent and effective deeper learning strategies. Some topics will include:
- Learning and Language Objectives
- Building Background Knowledge
- Comprehensible Input
- Scaffolding and Supporting Diverse Learners
- Interaction

Teacher Residency
A teacher residency will be offered for new teachers. In this 2-3 day professional development, teachers will participate in an initial experience to learn what deeper learning looks like in the classroom. Teachers will develop and practice initial protocols, norms, and everyday practices for a culturally responsive classroom environment.

Regularly Scheduled Meetings
- Faculty meetings offered 1-2 times per month will include relevant professional development based on the needs of the staff
- Teachers can request optional workshops based on need to knows that arise during the badging process and other professional development opportunities
- Deeper learning simulations can be offered for teachers to participate in and experience what effective classroom environments can look, sound, and feel like
- Leadership team meetings will be held monthly to equip and empower department chairs as teacher-leaders, support clear communication at all levels of our organization, and provide feedback and opportunity for reflection on our progress
- Department meetings will be held monthly to discuss PD from the district level pertaining to state testing, incorporating new standards, and common assignments/assessments; as well as relay important learning from the leadership team meetings.
- Planning periods will be optional or assigned to teachers based on subjects taught and grade level to allow for collaboration in planning projects and analyzing data

First Year and PAS-T Support

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

SCHOOL CLIMATE NEEDS ASSESSMENT

SDE School Report Card (https://screportcards.com/ **)**

Overall School Climate Data

	Student Attendance Rate	**Students Suspended or Expelled for Violent or Criminal Offenses**
2019	91.34%	.4%
2020	No Data	No Data Available

School Evaluation 2018-2019

	Number of Surveys	**Percent Satisfied with the Learning Environment**	**Percent Satisfied with Social and Physical Environment**	**Percentage Satisfied with School-Home Relations**
Teachers	48	54.1%	68.8%	31.3%
Students	102	75.5%	85.3%	88.1%
Parents	30	70%	89.3%	69.2%

Evaluations by Teachers, Students and Parents

Safety Evaluation 2018-2019
- 93.8% of teachers agreed or mostly agreed that they feel safe at school during the day

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 HS students scoring A, B, and C on the English I EOCEP will increase from 21.3% in 2016-17 to 71.3% 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 HS students scoring A, B, and C on the English I EOCEP will increase by 10% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
English I EOCEP SC SDE Website	**21.3** % of HS students scoring A, B, and C on English I EOCEP (2016-17)	**School Projected**	**31.3**	**41.3**	**51.3**	**61.3**	**71.3**
		School Actual 31.6	**25.8**	*waiver*			
English I EOCEP SC SDE Website	49% of HS students scoring A, B, and C on English I EOCEP (2016-17)	**District Projected *HS only***	60	61	62	63	64
		District Actual 58	65	*waiver*			

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Note: Beginning in 2020-2021, English II EOCEP scores will replace English 1 EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers utilize Mastery Connect regularly to track student growth, determine areas for improvement, and plan upcoming lessons accordingly.	September 2018 and ongoing	Starks	$0	District Funds	Mastery Connect usage data, student growth charts, lesson plans
2. Students with low reading assessment scores will be placed in support classes such as Language Live, System 44, or Read180 in addition to English I.	June 2018 and ongoing	Pachter/Delaney	$0	District Funds	Reading assessment data from middle schools, student schedules, pre- and post- test data indicating student growth in reading/writing
3. Provide professional development/training to all staff on planning and implementing Deeper Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Instructional Team	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.

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 HS students scoring A, B, and C on the Algebra I EOCEP will increase from 2.1% in 2016-17 to 52.1% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase by 10% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Algebra I EOCEP SC SDE Website	**2.1** % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	**School Projected**	**12.1**	**22.1**	**32.1**	**42.1**	**52.1**
		School Actual 7.8	**19.2**	*waiver*			
Algebra I EOCEP SC SDE Website	36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	**District Projected**	**39**	**42**	**45**	**48**	**51**
		District Actual 33	46	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. All Algebra I students will learn how to use TI83 calculators and will use them regularly throughout the course.	September 2018 and ongoing	Pachter/Math Dept Head	$0	N/A	Teacher check out list, observations, lesson plans
2. Teachers utilize Mastery Connect regularly to track student growth, determine areas for improvement, and plan upcoming lessons accordingly.	September 2018 and ongoing	Starks	$0	District Funds	Mastery Connect usage data, student growth charts, lesson plans
3. Provide professional development/training to all staff on planning and implementing Deeper Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Instructional Team	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.

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 HS students scoring A, B, and C on the Biology EOCEP will increase from 24% in 2016-17 to 74% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase by 10% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Biology EOCEP SC SDE Website	**24** % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	**School Projected**	34	44	54	64	74
		School Actual 17.8	21.8	*waiver*			
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) **64**	**District Projected**	67	70	73	76	79

		District Actual 53	50	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide training to teachers on how to utilize a variety of biology related texts and content specific literacy strategies	September 2018 and ongoing	Weisner	$0	N/A	Participant roster, classroom observations, assessment data
2. Teachers utilize Mastery Connect regularly to track student growth, determine areas for improvement, and plan upcoming lessons accordingly.	September 2018 and ongoing	Starks	$0	District Funds	Mastery Connect usage data, student growth charts, lesson plans
3. Provide professional development/training to all staff on planning and implementing Deeper Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Instructional Team	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.

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 HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 14.6% in 2016-17 to 64.6% in 2022-23.	
INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 10% annually.	

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
US History and the Constitution EOCEP SC SDE Website	**14.6**% of HS students scoring A, B, and C on US History EOCEP (2016-17)	**School Projected**	**24.6**	**34.6**	**44.6**	**54.6**	**64.6**
		School Actual 16	**12.9**	*waiver*			
US History and the Constitution EOCEP SC SDE Website	**58** % of HS students scoring A, B, and C on US History EOCEP (2016-17)	**District Projected**	**61**	**64**	**67**	**70**	**73**
		District Actual 60	58	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers utilize Mastery Connect regularly to track student growth, determine areas for improvement, and plan upcoming lessons accordingly.	September 2018 and ongoing	Starks	$0	District Funds	Mastery Connect usage data, student growth charts, lesson plans
2. Provide professional development/training to all staff on planning and implementing Deeper Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Instructional Team	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.
3. Students will go through a goal setting experience with teachers and track their own performance over time throughout the year.	Ongoing	US History Teacher(s)	$0	N/A	Student goal-setting forms and reflections.

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 14.7 in 2016-17 to 24 in 2022-23.

PERFORMANCE GOAL 6: Increase the average SAT Composite Score for the graduating class from 965 in 2016-17 to 1050 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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) **14.7**	**School Projected**	**16.7**	**18.7**	**20.7**	**22.7**	**24.7**
		School Actual 15.2	**15.3**	**13.9**			
SC SDE Website	(2016-17) 19.4	**District Projected**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
		District Actual 18.7	20.0	19.8			

SAT Graduating Class Data

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) 965	**School Projected**	**915**	**984**	**1018**	**1052**	**1085**
		School Actual 916	**852**				
SC SDE Website	(2016-17) 1089	**District Projected**	**1098**	**1107**	**1116**	**1125**	**1134**
		District Actual 1089	1031	1038			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide students with test prep opportunities through workbooks and workshops	October 2018 and ongoing	Stewart/Pachter	$11,200	At-Risk Funds	Student rosters, logs of books checked out, practice test score data
2. Provide professional development/training to all staff on planning and implementing Deeper Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Instructional Team	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.
3. Counselors will provide students with training on how to use Naviance's test prep functions and abilities.	Ongoing	School Counselors	$0	N/A	The use of Naviance should increase for our students

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):		**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**	**89**	**90**	**91**	**92**	**93**
		School Actual 88.7	88.5	*waiver*			
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	94.0	*waiver*			
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	**School Projected**	**86**	**87**	**88**	**89**	**90**

		School Actual 85.7	86.1	*waiver*			
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	93.8	*waiver*			
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**School Projected**	**72**	**75**	**78**	**81**	**84**
		School Actual 70.8	65.2	*waiver*			
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	88.1	*waiver*			
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**School Projected**	**38**	**39**	**40**	**41**	**42**

		School Actual 38.1	37.8	*waiver*			
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	68	*waiver*			

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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. Teachers will provide students with opportunities to complete online modules that are designed to help students develop career readiness skills and prepare for the WIN Ready 2 Work Career Readiness Assessment.	September 2019 and ongoing	Higgins	$0	N/A	Students are completing modules and routinely interacting with the software.
2. Teachers will design deeper learning experiences that connect learning to local community organizations and experts	Ongoing	Instructional Team	$0	N/A	Project planning toolkits, critical friends, looking at student work, field trip requests, guest speaker requests.
3. Provide professional development/training to all staff on planning and implementing Project Based Learning while also differentiating to meet the individual needs of each student as indicated by test data.	Ongoing	Sabillon/Smith	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1 SC SDE Website	18.3% A, B, C (2016-17)	**School Projected Hispanic**	**28.3**	**38.3**	**48.3**	**58.3**	**68.3**
EOCEP English 1 SC SDE Website		**School Actual Hispanic 35.3**	**24.9**	*waiver*			
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**	51	*waiver*			
EOCEP English 1 SC SDE Website	23.6% A, B, C (2016-17)	**School Projected AA**	**33.6**	**43.6**	**53.6**	**63.6**	**73.6**
EOCEP English 1 SC SDE Website		**School Actual AA 20**	**16.3**	*waiver*			

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	40	*waiver*			
EOCEP English 1 SC SDE Website	5.7% A, B, C (2016-17)	**School Projected SWD**	10.7	15.7	20.7	25.7	30.7
EOCEP English 1 SC SDE Website		**School Actual SWD** 7.4	**14.6**	*waiver*			
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	18	*waiver*			
EOCEP English 1 SC SDE Website	11% A, B, C (2016-17)	**School Projected LEP**	16	21	26	31	36
EOCEP English 1 SC SDE Website		**School Actual LEP** 31.9	21.6	*waiver*			
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	34	*waiver*			

EOCEP English 1 SC SDE Website	21% A, B, C (2016-17)	**School Projected PIP**	31	41	51	61	71
EOCEP English 1 SC SDE Website		**School Actual PIP** 34	25.3	*waiver*			
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	**District Projected PIP**	**48**	**51**	**54**	**57**	**60**
EOCEP English 1 SC SDE Website		**District Actual PIP** 56	50	*waiver*			
EOCEP Algebra 1 SC SDE Website	2.7% A, B, C (2016-17)	**School Projected Hispanic**	**12.7**	**22.7**	**32.7**	**42.7**	**52.7**
EOCEP Algebra 1 SC SDE Website		**School Actual Hispanic** 7.9	**6.3**	*waiver*			
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	35	*waiver*			
EOCEP Algebra 1 SC SDE Website	1.3% A, B, C (2016-17)	**School Projected AA**	**11.3**	**21.3**	**31.3**	**41.3**	**51.3**
EOCEP Algebra 1 SC SDE Website		**School Actual AA** 7.1	**3.6**	*waiver*			

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**	21	*waiver*			
EOCEP Algebra 1 SC SDE Website	0% A, B, C (2016-17)	**School Projected SWD**	5	10	15	20	25
EOCEP Algebra 1 SC SDE Website		**School Actual SWD** 0	**0**	*waiver*			
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	**7**	*waiver*			
EOCEP Algebra 1 SC SDE Website	3% A, B, C (2016-17)	**School Projected LEP**	8	13	18	23	28
EOCEP Algebra 1 SC SDE Website		**School Actual LEP** 6	1.5	*waiver*			
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	23	*waiver*			

EOCEP Algebra 1 SC SDE Website	1.3% A, B, C (2016-17)	**School Projected PIP**	11.3	21.3	31.3	41.3	51.3
EOCEP Algebra 1 SC SDE Website		**School Actual PIP** 8.4	6.4	*waiver*			
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	**District Projected PIP**	**34**	**37**	**40**	**43**	**46**
EOCEP Algebra 1 SC SDE Website		**District Actual PIP** 29	29	*waiver*			
EOCEP Biology SC SDE Website	27.1% A, B, C (2016-17)	**School Projected Hispanic**	**27.1**	**37.1**	**47.1**	**57.1**	**67.1**
EOCEP Biology SC SDE Website		**School Actual Hispanic** **18.8**	**16.6**	*waiver*			
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	37	*waiver*			
EOCEP Biology SC SDE Website	18.9% A, B, C (2016-17)	**School Projected AA**	**28.9**	**38.9**	**48.9**	**58.9**	**68.9**
EOCEP Biology SC SDE Website		**School Actual AA** **8.9**	**10.7**	*waiver*			

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	24	*waiver*			
EOCEP Biology SC SDE Website	0% A, B, C (2016-17)	**School Projected SWD**	5	10	15	20	25
EOCEP Biology SC SDE Website		**School Actual SWD** 0	**7.2**	*waiver*			
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	11	*waiver*			
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	**School Projected LEP**	23	28	33	38	43
EOCEP Biology SC SDE Website		**School Actual LEP** 16.6	7.0	*waiver*			
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	25	*waiver*			

EOCEP Biology SC SDE Website	23.5% A, B, C (2016-17)	**School Projected PIP**	33.5	43.5	53.5	63.5	73.5
EOCEP Biology SC SDE Website		**School Actual PIP** 17.4	16.6	*waiver*			
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	**District Projected PIP**	**51**	**54**	**57**	**60**	**63**
EOCEP Biology SC SDE Website		**District Actual PIP** 35	34	*waiver*			
EOCEP US History and the Constitution SC SDE Website	8.7% A, B, C (2016-17)	**School Projected Hispanic**	**28.7**	**38.7**	**48.7**	**58.7**	**68.7**
EOCEP US History and the Constitution SC SDE Website		**School Actual Hispanic** **12**	**61.0**	*waiver*			
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	38	*waiver*			
EOCEP US History and the Constitution SC SDE Website	26.5% A, B, C (2016-17)	**School Projected AA**	**36.5**	**46.5**	**56.5**	**66.5**	**76.5**
EOCEP US History and the Constitution SC SDE Website		**School Actual AA** **5.4**	**2.6**	*waiver*			

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	33	*waiver*			
EOCEP US History and the Constitution SC SDE Website	0% A, B, C (2016-17)	**School Projected SWD**	5	10	15	20	25
EOCEP US History and the Constitution SC SDE Website		**School Actual SWD** 0	**0**	*waiver*			
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	19	*waiver*			
EOCEP US History and the Constitution SC SDE Website	3% A, B, C (2016-17)	**School Projected LEP**	8	13	18	23	28
EOCEP US History and the Constitution SC SDE Website		**School Actual LEP** 11.4	5.7	*waiver*			
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	35	*waiver*			

EOCEP US History and the Constitution SC SDE Website	29.3% A, B, C (2016-17)	**School Projected PIP**	39.3	49.3	59.3	69.3	79.3
EOCEP US History and the Constitution SC SDE Website		**School Actual PIP** 15.3	9.5	*waiver*			
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	**District Projected PIP**	**45**	**48**	**51**	**54**	**57**
EOCEP US History and the Constitution SC SDE Website		**District Actual PIP** 44	40	*waiver*			
ACT Graduating Class	Composite 14.4 (2016-17)	**School Projected Hispanic**	15	16	17	18	19
ACT Graduating Class		**School Actual Hispanic** 15.4	15.2	*waiver*			
ACT Graduating Class	Composite 17.6 (2016-17)	**District Projected Hispanic**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
ACT Graduating Class		**District Actual Hispanic** 17.3	17.8	*waiver*			
ACT Graduating Class	Composite 13.7 (2016-17)	**School Projected AA** **13.7**	**14**	**15**	**16**	**17**	**18**
ACT Graduating Class		**School Actual AA**	14	*waiver*			

ACT Graduating Class	Composite 16.0 (2016-17)	**District Projected AA**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
ACT Graduating Class		**District Actual AA** 15.7	16.2	*waiver*			

Note: Beginning in 2020-2021, English II EOCEP scores will replace English 1 EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional development/training to all staff on planning and implementing Deeper Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Instructional Team	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.
2. Design the master schedule to include multiple levels of support for students with disabilities, including inclusion and educational support.	June 2018 and ongoing	School Counselors	$0	N/A	Master schedule, teacher schedules
3. Provide professional development/training to ESOL teachers on various content specific literacy strategies to accompany what regular education teachers are doing.	Ongoing	Instructional Team	$0	N/A	Meeting log, classroom observations, progress monitoring data

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17) **84**	**School Projected**	**80**	**82**	**84**	**85**	**86**
		School Actual 73.9	**74.8**	**79.1**			
Graduation Rate	(2016-17) **87**	**District Projected**	**86**	**87**	**88**	**89**	**90**
		District Actual 84	85	86			

Employability Credentialing Rate	Data will be reported in 2020-21	**School Projected**				**TBD**	**90**
		School Actual				**Baseline Year**	
Employability Credentialing Rate	Data will be reported in 2021-22	**District Projected**				**TBD**	**90**
		District Actual				**Baseline Year**	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Virtual School/Credit Recovery	June 2018 and ongoing	School Counselors	$0	District Funds	Student rosters, reports of student progress, final grade providing evidence of credit earned
2. Intentional and Flexible Scheduling	June 2018 and ongoing	School Counselors	$0	N/A	Master schedule, student registration forms, reports of student progress
3. 9GR Notebook, An administrator dedicated solely to graduating 9GR's	June 2018 and ongoing	Delaney/Stewart/Pachter	$0	N/A	Log of graduating 9GR's locations and predicted graduation rate

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.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	**School Projected**		**30%**	**50%**	**70%**	**90%**
		School Actual	**20.13**	21.2			
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	**District Projected**		**56%**	**68%**	**79%**	**90%**
		District Actual	45%	52%			

JROTC completers were not part of the 18-19 calculations due to data unavailability

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. WIN Test prep utilized in classrooms	Ongoing	School Counselors/Magnet Coordinator	$0	District Funds	Student rosters and reports of student progress
2. Scheduling of students in career preparation courses	Ongoing	School Counselors	$0	N/A	Master schedule, student registration forms, reports of student progress
3. Identifying students who may have missed one component of the WIN Test and schedule a retake	Ongoing	Administration	$0	District Funds	Student rosters and reports

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	76.3	**School Projected**	**79**	**82**	**85**	**88**	**90**
		School Actual 79.3	74	90			
PowerSchool	(2016-17) **74**	**District Projected**	**77**	**81**	**84**	**87**	**90**
		District Actual 80	82				

Students who took Foundations in Algebra in 9th grade, then took Intermediate Algebra in 10th grade were not considered to have completed Algebra I by the conclusion of their freshman year.

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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. Design a master schedule that allows for common planning among 9th grade teachers and utilize the time for training/support	August 2018 and ongoing	Pachter	$0	N/A	Master schedule, rosters for teacher participation, meeting agendas
2. Student goal-setting and conferencing about goals	September 2018 and ongoing	Sabillon	$0	N/A	Student goal forms, log of student conferences, student grades
3. Provide after school tutoring	September 2018 and ongoing	Sabillon	$0	Freshmen Academy	Tutoring schedule, roster of students attending

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17) 3.08	**School Projected**	8.0	12.0	16.0	20.0	25.0
		School Actual 18.0	19.0	20.0			
PowerSchool	(2016-17) **52**	**District Projected**	**52**	**55**	**58**	**61**	**65**
		District Actual 59	51				

The percentage represents the number of high students that are coded A in the GT Qualified field in PowerSchool, coded as AP in the High Achieving field in PowerSchool, and enrolled in one or more AP or IB courses for the current school year out of the total high school students that are coded A in the GT Qualified field in PowrSchool.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify GTA students at Carolina	Ongoing	Admin/Counselors	$0	N/A	Lists of GTA students
2. Parent meetings with students and their parents about the effects of an AP program	Ongoing	Admin/Counselors	$0	N/A	Meeting notes, agendas, or lists
3. Monitor student schedules to ensure that students have the opportunity to take AP courses.	Ongoing	Admin/Counselors	$0	N/A	Sample student schedules

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report		**School Projected**		**Maintain Teacher Diversity**	**Maintain Teacher Diversity**	**Maintain Teacher Diversity**	**Maintain Teacher Diversity**
GCS Human Resources Department		**School Actual**	Baseline established in 2019-2020	**Gender Diversity = Yes** **Ethnic Diversity = Yes**	**Gender Diversity = 62.7 Female & 37.3 Male** **Ethnic Diversity = 23.7%**		
Employment report		**District Projected**		94%	96%	98%	100%
GCS Human Resources Department		**District Actual** 92 of 93 have gender diversity; 84 of 93 have ethnic diversity	89 of 93 have gender diversity; 85 of 93 have ethnic diversity	92 of 93 have gender diversity; 89 of 93 have ethnic diversity			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue to recruit utilizing GCS protocols such as Shining Stars, Winter Recruiting Fair, etc.	Ongoing	Administration	$0	N/A	Staff Lists
2.					
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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	86.3	**School Projected Students 87.0**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students	85.3	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
SC SDE School Report Card Survey	84.3	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	93.8	94.0			
SC SDE School Report Card Survey	85.2	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

Source		Category					
		School Actual Parents 84.6	**75.8**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 84	93	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97	97	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents 88	89	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Create a culture of trust, respect, and responsibility within all stakeholders	Ongoing	Administration/Teachers	$0	N/A	Culture days, class meetings, student incentives
2. Address violent student behavior immediately and severely	Ongoing	Administration	$0	N/A	Referral Log
3. Ensure policies and procedures are communicated to all stakeholders	Ongoing	Administration/Teachers	$0	N/A	Staff Handbook, student handbook, orientation agendas, weekly principal memos, school website

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	(2016-17) 5.51	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual	**6.4**	**0.0**			
GCS Expulsion Report from Kent Owens	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	(2016-17) **0.14**	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0.14	0.40	0.0			
GCS Expulsion Report from Kent Owens	(2016-17) **.04**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Restorative Justice Circles	June 2018 and ongoing	School Counselors	$2000.00	District-Wide PD Funds	Restorative Justice Training certificates
2. Community in Schools (CIS) partnership designated to help identified at-risk students	August 2018 ongoing	Delaney/In-House CIS Representative	Grant Funded	Grant – On-Track	On-site CIS representative
3. Student character development through PBL and our Ten Ideal graduate characteristics	Ongoing	Delaney	$0	N/A	Sample student rubrics

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 Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):			2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**56**	**62**	**68**	**74**	**80**	
	49	**School Actual 49**	47	47				
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected Secondary**	**54**	**58**	**62**	**66**	**70**	
		District Actual Secondary 52	50	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Create a culture of trust, respect, and responsibility within all stakeholders	Ongoing	Administration/Teachers	$0	N/A	Culture days, nudge notes, classroom observations
2. Provide professional development/training to all staff on planning and implementing Deeper Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Instructional Team	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.
3. Teachers develop and consistently implement classroom behavior plan that aligns with school norms	Ongoing	Administration/Teachers	$0	N/A	Syllabi, Classroom Observations

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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	(2016-17) **89.4**	**School Projected**	**95**	**95**	**95**	**95**	**95**
		School Actual 90.5	**91.34**	**94.26**			
180th day Attendance Report	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Making calls to parents, emailing students, and visiting the homes of students with multiple absences.	Ongoing	Administration/School Counselors/District Interventionist	$0	N/A	Contact Logs, Email Responses, GCS Reports
2. Attendance intervention meetings held for students with chronic absences	Ongoing	Administration/Behavior Interventionist/District Interventionist	$0	N/A	Intervention Logs, Contact Logs, GCS Reports

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 Cognia 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):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**Afraid ≤ 6 Lonely ≤ 18 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 16 Angry ≤ 12**	**Afraid ≤ 5 Lonely ≤ 14 Angry ≤ 11**	**Afraid ≤ 5 Lonely ≤ 12 Angry ≤ 10**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 10**
		School Actual Afraid – 6% Lonely – 20 % Angry – 14%	**Afraid ≤ 5 Lonely ≤ 19 Angry ≤ 15**	**Afraid ≤ 5 Lonely ≤ 19 Angry ≤ 15**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**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 – 14% Angry – 14%**	**Afraid – 7% Lonely – 16% Angry – 14%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**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. Create a culture of trust, respect, and responsibility within all stakeholders	Ongoing	Administration/Teachers	$0	N/A	Culture days, nudge notes, classroom observations, class meetings, student incentives
2. Provide a variety of services to students and build flexibility for students to use these services during the day. Services can include mental health counseling, support from guidance/administrators, and health clinic	Ongoing	Administration/School Counselors	$0	District Funds	Log of the number of students utilizing services
3. Provide professional development/training to all staff on planning and implementing Social/Emotional Learning and Deeper Learning while also differentiating to meet the individual needs of each student as indicated by test data	Ongoing	Instructional Team	$0	N/A	Professional Development calendar and participant roster, classroom observations, project planning toolkits and lesson plans indicating differentiated instructional strategies.