School Data Portfolio

Eastside High School

1300 Brushy Creek Road
Taylors, South Carolina 29687

864-355-2800

Mrs. Tina Bishop, Principal
Dr. W. Burke Royster, Superintendent

Greenville County Schools

Plan Scope

2018-2019 through 2022-2023

<div align="center">SCHOOL RENEWAL PLAN COVER PAGE</div>

SCHOOL NAME: Eastside High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 *(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	*W. Burke Royster*	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

TINA E. BISHOP	*Tina E. Bishop*	2.25.2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Andrea Hargette	*Andrea Hargette*	2/25/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kathryn Brooks	*Kathryn Brooks*	2/24/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1300 Brushy Creek Rd., Taylors SC 29687

SCHOOL TELEPHONE: (864) 355-2800

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

Stakeholder Involvement for School Renewal

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

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

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

ASSURANCES FOR SCHOOL PLAN

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *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	**Half-Day Child Development**

○	No	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.
⦿	N/A	

○	Yes	**Developmentally Appropriate Curriculum for PreK–3**
○	No	The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
⦿	N/A	

⦿	Yes	**Parenting and Family Literacy**
○	No	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.
○	N/A	

⦿	Yes	**Recruitment**
○	No	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.
○	N/A	

⦿	Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
○	No	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.
○	N/A	

Table of Contents

1. Introduction

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

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

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

We have overcome many obstacles and we continue to face many challenges. We have many programs that are sources of great pride for our school. We are pleased that we have set and maintained a standard of excellence in the face of potential barriers. In fact for the 2019-2020 school year we adopted a theme of "Consistently Excellent" with excellence in academics,

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

2. Executive Summary

Student Achievement Summary

Because of the increasingly diverse nature of our student body, student learning needs are constantly evaluated. Our ESOL population continues to grow; therefore, our teachers actively strive to incorporate a variety of instructional strategies into their daily lesson plans. At Eastside we are focused on improvement for our entire student body, not just those students who comprise the lower quartile. This requires our teachers at every level to push students to perform at their maximum potential. Often, we find that our Honors/AP Level students, because they are naturally gifted, will exert the minimum effort required to make B's and C's when A's are well within their realm of possibility. We are also dedicated to increasing enrollment in our AP and Honors level classes while maintaining the necessary rigor. We have recently been approved as an AP Capstone school and have a long-range plan to increase the number of AP classes offered. We are focusing on providing our students the necessary tools for success in their future whether college bound or career bound. We also have a long-range plan to increase the number of career readiness classes offered. These long-range plans will help our students be more prepared for their next step and increase the school Graduation Plus initiative. We are striving to increase our number of graduates who are considered to be college and career ready. To meet this goal we are very intentional regarding the students we offer various testing opportunities to, encourage through our counselors to take certain classes, and promote our local career center. Our

Professional Development focus over the past year has focused on blended learning as well as using diverse instructional strategies so that all types of learners are reached. The worldwide outbreak of COVID-19 has driven our professional development to help teachers navigate the balance of in-person and virtual teaching in both logistics and mental well-being of our students and staff.

Teacher/Admin Summary

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

School Climate Summary

Student attendance rate will maintain at a rate of 95% or higher and suspension/expulsion rate will maintain at a rate below 1.0% of the student population. Teachers, students, and parents who are satisfied with the school learning environment and safety will continue to increase each year. School safety continues to be at the forefront of each school and district decision. School wide committees are in place to research programs which will address each of these areas for us. These committees are comprised of teachers, administrators, students and parents. We have focused our efforts on school climate this year on mental health awareness due to the COVID-19 pandemic. Our PTSA, SIC, counselors and administrators plan fun treats for the faculty monthly along with notes or emails of appreciation. Our Student Government Council organizes fun events at lunch, around holidays and has implemented Food Truck Fridays (various food trucks on campus with proceeds being donated to the Spirit Week charity).

Significant Challenges From the Past 3 Years

Eastside's challenges stem from our changing population of students which we serve as well as the pandemic of COVID-19 during the past year. As noted in our profile, the demographics have shifted mainly in our ESOL population. In the past several years, our ESOL teacher allocation has increased from a half time position to a full-time position plus a 0.2 position. This shift, along with a cultural shift in our society, presents us with a continuing challenge of revising instructional strategies to meet the changing needs of our students. Our ESOL teachers work closely with our content teachers to help our students learn in the best possible manner. COVID-19 has presented schools around the world with new and unprecedented challenges. Along with the majority of other schools, Eastside changed to an entire virtual learning environment in March 2020. Our teachers worked for two days revising their curriculum and daily lessons before going virtual with their students on the third day. This virtual instructional continued for the remainder of the school year. In the fall of 2020, we remained on a mostly virtual schedule with only one-fourth of our students a day returning to in-person learning Mondays – Thursdays. Gradually more students returned to in-person learning daily and we are currently housing seventy-five percent of our students in school every day on a rotating basis. These changes in schedules, along with many students remaining entirely virtual, has presented new challenges for our faculty and staff.

Accomplishments/Results During the Past 3 Years

A significant, ongoing accomplishment involves our school's progressive approach to innovative programs. Programs that especially stand out are the following: Mathia math support, after school tutoring, mastery connect and community outreach events. We have also recently

implemented virtual credit recovery during the school day in a computer lab for our struggling students, a math strategies class for identified freshmen, a Read 180/System 44 and Language Live program to support our low-level readers.

The district has just completed the process of providing personalized learning devices for each student (chrome books). Our school is in the last cycle to receive the devices and we have been actively preparing for this implementation with our teacher and students over the past two years. We have implemented the use of Google Apps for Education throughout Professional Learning for teachers and in classrooms for students. Our teachers use Google Classroom as a tool in the class for the in-person and virtual students as well as a tool for flipped professional development. Several teachers periodically implement flipped lessons and a few teachers implement flipped lessons the majority of the time.

The Counseling Department not only strives to meet individual student needs during the school day, it also holds morning and evening meetings where parents gain information and can ask questions. This is very valuable since many parents work and are unable to speak or meet with counselors during the work day. Although these meetings are now virtual they continue to be an integral part of our school community. Every quarter, the department hosts a professional development for teachers, a coffee with counselors for parents, and a lesson for students on an aspect of Social Emotional Learning. These sessions have become very popular as we navigate through a new a different world this year. Each counselor also meets individually with each student during the year to set goals and discuss class choices. Counselors stay with the student during all four years in order to build relationships with students and their families.

Our SIC has started two new programs in recent years: Hispanic Outreach Program for our ESOL families and Community Connections for our students and families who are bused in

from further away neighborhoods. The Hispanic Outreach Program partners with our Spanish

Honor Society to hold information nights each year. Parents are given the opportunity to learn

about the school and also to interact with the committee members regarding helpful strategies for

their children. The most recent outreach program included guests from the local Hispanic

Alliance who were very well received by the parents and the students.   The new Community

Connections program hosts an annual event to help build community relationships.   During the

2019-2020 school year, this event was held on a Saturday afternoon with games.   This is held at

a local community center and centers around building relationships with families in the

community who are not able to easily attend events at Eastside High School. During the past

year, our SIC has focused on mental health awareness and partnered with the counselors to

support their efforts as well as our local YMCA to support families in need.   Our SIC has

recently been named one of seven semi-finalists for the annual state award.

In addition, we have updated many facilities on our campus over the past two years

including new customized cafeteria tables, trans cans, seating for the auditorium lobby, trophy

cases, and a new sound and projection system for the auditorium. Plans are in place to paint and

update the basement and locker rooms, install more benches in our outdoor areas, and build a

tennis shelter and band storage building.

3. School Profile

School Profile Summary

Eastside High School's enrollment has risen over the last several years from 1,176

students in 1999-2000 to 1,525 students in 2019-2010. The configuration by grade level is as

follows: 9th   391 students, 10th 404 students, 11th 350 students, and 12th 364 students**.** Our

enrollment includes about 400 students who do not reside in our attendance area but attend through the special permission choice program. The ethnicity of our students is as follows: 63%, are white, 15% are African American, 14% are Hispanic, 0.3% are Asian, 7.7% are multiracial and other. Our white population has decreased over the past five years, while our minority groups have all increased in that time frame. Our free and reduced lunch numbers have increased from 7.7 % in 1999-2000 to 34% in 2018-2019. This group has increased over 400% in the past decade. In 2017-2018 our ESOL students comprised 9% of our population. Our student attendance rate is steady at 96% - 97%. Eastside High School has one-hundred and ten faculty members. We continue to recruit Highly Qualified (HQ) teachers in all subject areas. All teachers are deemed HQ according to federal guidelines.

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

By 1973, the student body had doubled in size and the building had also been enlarged to accommodate this growth. The 1980's saw the student population increase to over 1,400. In the same year, math teacher Dr. Alexia Latimer established the first computer lab in the school district here at Eastside. Natural Helpers, a national peer counseling organization, was established at our school as the first in the school district as well as in South Carolina. The 1990's witnessed the construction of a new football stadium and also ushered in the concept of Site-Based Management. As the twenty-first century unfolds, all schools face the impact of

accountability legislation. Our demographic composition is changing rapidly as we work to meet the new legislative regulations.

Thirteen principals have led our school in its fifty year history. The longest tenure has been ten years. Our current principal is in her first year at Eastside. The balance of the administrative team is comprised of four assistant principals and one instructional coach.

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

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

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

School Personnel Data

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

Gender		**Ethnicity**	
Male:	**28**	White:	**84%**
Female:	**53**	African American:	**8%**
		Asian	**0.7%**
		Hispanic	**3.6%**
		Other	**3.8%**
Education		**Attendance Rate**	**92.6%**
BA:	**27.4%**		
MA:	**72.6%**		

Student Population Data

A. Enrollment by grade

9th	**391**
10th	**404**
11th	**380**
12th	**364**

B. Ethnicity of school (percentages)

Asian	**0.3%**
African American	**15.0%**
White	**63.1%**
Hispanic	**14.0%**
Multi-Racial/Other	**7.7%**

C. Poverty Index

38.02

D. Attendance rate

93.5%

E. Dropout rate

1.3%

F. Gifted & Talented Enrollment

42.4%

School Programs/Initiatives:

Our school programs include literacy across the curriculum to support test scores and state standards specifically Read 180, System 44 and Language Live. Our math department uses Carnegie Learning strategies in Algebra courses and has implemented those textbooks into their curriculum. Carnegie Learning's web-based program, MATHia, is also being used by our math department. We use Project-based strategies in our classrooms extensively and all teachers use learning targets. In recent years, we have implemented programs for our ESOL population and special education students in high school credit classes. Our At-Risk population, repeat 9th grade population, and seniors who are at risk of not graduating on time are discussed at On Track meetings held twice a month. At the On Track meetings interventions and strategies are planned to help these students succeed. During the 2019-2020, we have implemented several more initiatives. An after school tutoring program three days a week with transportation provided has been a great success. Eastside has added a behavior interventionist and a mental health therapist to the staff which have both proven to be invaluable resources. Our Assistant Principals are now paired with counselors for student assignments so that better relationships can be built. Monthly, the principal facilitates a Principals Cabinet which is comprised of students of varying backgrounds and a Third Thursday morning group with teachers. Due to COVID-19 we have added a virtual tutoring option, expanded our in-person tutoring to before and after school four days a week and added a staff member to facilitate remediation and credit recovery.

Honor Societies/Clubs/Athletics:

Eastside High School offers an array of extracurricular activities further engaging our students in high school life. Each organization is facilitated by at least one teacher sponsor. Academic clubs and honor societies include Academic Team; Beta Club; Math Team; Mu Alpha

Theta (Mathematics Honor Society); National Art Honor Society; National English Honor Society; National Honor Society; Rho Kappa (Social Studies Honor Society); Science Honor Society; Sociedad Honoraria Hispánicia, Las Aguilas (Spanish Honor Society); and Societe Honoraire de Francais et les amis (French Honor Society). Eastside's Beta Club is proud to be the largest in the state for the past several years. Additional interest-specific clubs include Art Club, Astronomy Club, Book Club, Climbing Club, DECA, Eagles for Equality: GSA, Environmental Club, FCA, First Priority, Fishing Club, Fusion Club, Gaming Club, Glee Club, HOSA, Natural Helpers, Speech and Debate, Ukulele Club, and Youth in Government. Eastside Athletics boasts plentiful and successful sports teams for boys and girls to include football, volleyball, cross country, tennis, swimming, golf, basketball, wrestling, baseball, softball, soccer, lacrosse, and track and field.

Fine Arts

Eastside's Fine Arts department offers superior guidance and instruction for a well-balanced curriculum. Students may develop creative talents to their fullest potential under the tutelage of the fine arts faculty. Award-winning symphony band, marching band, guitar, chorus, orchestra, theatre, and art studies afford students a broad range of experiences in performance and education. We also offer AP Art and AP Music Theory for those students who want to learn at the next level.

EHS Spirit Week

Each year during football season, the Eastside High School student government hosts numerous daily spirit week activities for seven days for the purpose of raising money for a charitable cause. The charitable cause is generally chosen through its association with an Eastside High School student. In 2019, spirit week generated over $100,000 for the Synnex

Corporation. During the 2020-2021 school year spirit week will be held in April with limited in-person activities due to COVID-19.

4. Mission, Vision, and Beliefs

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

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

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

5. Data Analysis and Needs Assessment

Student Achievement & Needs Assessment

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

Some additional data was analyzed to help us find growth areas. Discipline referrals have decreased over the past few years. The more time students spend in class the better they perform overall so we are consistent with enforcing our tardy policy. Our graduation rate is slowly rising (93% in 2017) and guidance and administration work on our drop-out problem in a collaborative effort in increase this rate and help our students stay in school. Our student attendance rate continues to remain high, and all our teachers are deemed Highly Qualified by the federal NCLB standards. The majority of data is unavailable for the 2019-2020 school year as most testing was canceled for the year due to COVID-19.

ACT (2018-2019) - State Testing: Average Score

Average ACT Score Achieved by Students During the 2018-2019 School Year
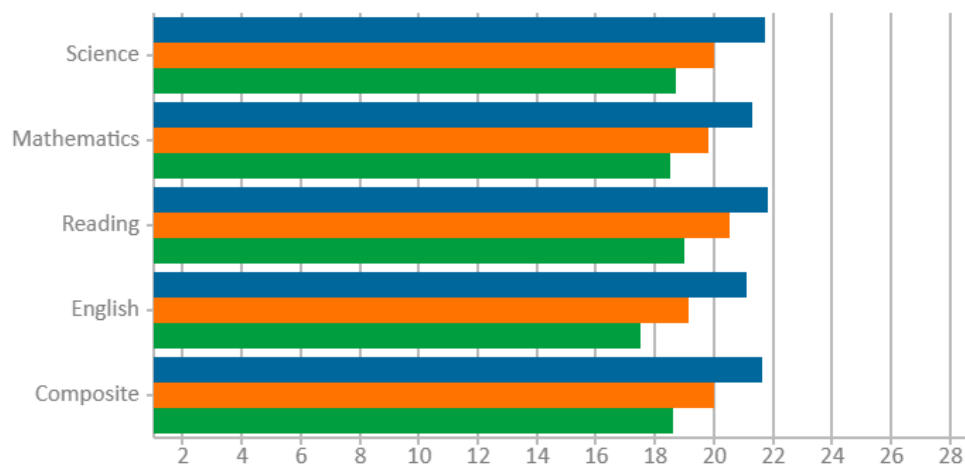
ACT (2018-2019) - State Testing: Percent of Students Meting ACT College-Ready Benchmark

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
67.40	48.60	44.50	41.30	29.80

ACT® benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The ACT is a registered trademark of ACT, Inc.

EOC Pass Rate:

	Algebra 1	English 1	Biology	US History
2019	50.6	81.4	75.2	87.3
2018	69.5	84.1	76.6	87.1
2017	85.0	84.2	86.0	80.8

Four Year Graduation Rate:

School Four-Year Cohort Graduation Rate

	2017	2018	2019	2020
School	93.4	88.7	87.6	89.3
District	87.3	83.6	85.1	86.1
State	84.6	81.0	81.1	82.2

SAT Senior Report 2020:

	Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
Our School	80.2	557	537	1094
Our District	69.6	528	510	1038
Statewide	56.3	519	499	1019

The highest composite score on the SAT is 1600. For each of the two sections of the test, the highest score is 800.

Note: The new SAT data (as of 2017) cannot be compared to that of previous years because the redesigned SAT is a different assessment using a different scale.

Teacher and Administrator Quality
Professional Development Calendar
2020-2021

https://docs.google.com/presentation/d/16eb-Qh_7zr1xSv9KI1lyg8fEkfrUgYsTzf1AC_0EsqM/edit?usp=sharing

School Climate

2019

	Teachers	Students*	Parents*
Number of surveys returned	40	229	16
Percent satisfied with learning environment	72.5%	73.8%	87.6%
Percent satisfied with social and physical environment	82.5%	81.3%	62.5%
Percent satisfied with school-home relations	87.5%	90.7%	66.7%

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

2020 Eastside High School State Report Card

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **62.4**	**School Projected 63.5**	**65.1**	**67.8**	**70.6**	**73.3**	**76**
		School Actual 71.3	**64.3**	waiver			

	(2016-17) **49**	**District Projected**	**60**	**61**	**62**	**63**	**64**
		District Actual 58	**65**	waiver			

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

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **49.4**	**School Projected 51.5**	52.7	56	59.4	62.7	66
		School Actual 36.9	27.0	waiver			
	(2016-17) **36**	**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. Tutoring sessions year-long for all students.	Continuous	All Intermediate Algebra and Algebra 1 teachers	0	N/A	Attendance logs of sessions
2. Algebra 1 district benchmark and data analysis by Intermediate Algebra and Algebra 1 teachers.	Quarterly	All Intermediate Algebra and Algebra I teachers	0	N/A	Benchmark data and PLC notes
3. All Intermediate Algebra and Algebra 1 teachers participate in a PLC that meets bi-monthly for data driven instructional planning.	Bi-monthly	All Intermediate Algebra and Algebra I teachers	0	N/A	PLC agendas and minutes
4. Schedule common planning period for Intermediate Algebra and Algebra 1 teachers for data driven, standards based instructional planning.	Daily	All Intermediate Algebra and Algebra 1 teachers	0	N/A	Lesson and unit plans

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **71.7**	**School Projected 72.5**	73.2	74.7	76	77.6	79
		School Actual 53.7	54.9	waiver			
	(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. Tutoring sessions year-long for all students.	Continuous	All Biology 1 teachers	0	N/A	Attendance logs of sessions
2. Biology 1 district benchmark and data analysis by Biology 1 teachers.	Quarterly	All Biology I teachers	0	N/A	Benchmark data and PLC notes
3. All Biology 1 teachers participate in a PLC that meets bi-monthly for data driven instructional planning.	Bi-monthly	All Biology I teachers	0	N/A	PLC agendas and minutes
4. Schedule common planning period for Biology 1 teachers for data driven, standards based instructional planning.	Daily	All Biology 1 teachers	0	N/A	Lesson and unit plans

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **66.3**	**School Projected 67.1**	**67.6**	**69**	**70.3**	**71.7**	**73**
		School Actual 73.4	**73.2**	waiver			
	(2016-17) **58**	**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. Tutoring sessions year-long for all students.	Continuous	All US History teachers	0	N/A	Attendance logs of sessions
2. US History district benchmark and data analysis by US History teachers.	Quarterly	All US History teachers	0	N/A	Benchmark data and PLC notes
3. All US History teachers participate in a PLC that meets bi-monthly for data driven instructional planning.	Bi-monthly	All US History teachers	0	N/A	PLC agendas and minutes
4. Schedule common planning period for US History teachers for data driven, standards based instructional planning.	Daily	All US History teachers	0	N/A	Lesson and unit plans

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

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

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

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

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

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

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **21.3**	**School Projected 21.4**	**21.6**	**21.9**	**22.2**	**22.5**	**22.8**
		School Actual 20.0	**21.6**	22.1			

(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):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) **1133**	**School Projected 1133**	**1133**	**1133**	**1134**	**1134**	**1134**
		School Actual 1130	**1061**	1094			
	(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. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	N/A		Logs of meetings and student sign-ups for college entrance tests
2. Test Prep class taught by English and math teachers for college entrance tests.	Continuous	English and Math teacher	0	N/A		Master schedule

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	**School Projected**	**96.0**	**96.5**	**97.0**	**97.5**	**98.0**
		School Actual 95.5	**95.6**	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	96.0	96.5	97.0	97.5	98.0
		School Actual 95.5	96.3	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	92.2	93.2	94.2	95.2	96.2
		School Actual 91.2	92.9	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**	**74.0**	**75.0**	**76.0**	**77.0**	**78.0**
		School Actual 73.7	**89.2**	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			

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1 SC SDE Website	51.3% A, B, C (2016-17)	**School Projected Hispanic**	**60.0**	**61.0**	**62.0**	**63.0**	**64.0**
EOCEP English 1 SC SDE Website		**School Actual Hispanic 59.6**	**52.7**	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	35.5% A, B, C (2016-17)	**School Projected AA**	**50.0**	**51.0**	**52.0**	**53.0**	**54.0**
EOCEP English 1 SC SDE Website		**School Actual AA 49.1**	**35.5**	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	26.3% A, B, C (2016-17)	**School Projected SWD**	**17**	**20**	**23**	**26**	**29**
EOCEP English 1 SC SDE Website		**School Actual SWD 16.7**	**20.6**	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	45.5% A, B, C (2016-17)	**School Projected LEP**	**60**	**62**	**64**	**66**	**68**

EOCEP English 1 SC SDE Website		**School Actual LEP 57.**1	**34.6**	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	53.0% A, B, C (2016-17)	**School Projected SIP**	**58**	**60**	**62**	**64**	**66**
EOCEP English 1 SC SDE Website		**School Actual SIP 56.8**	**54.4**	waiver			
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	**District Projected SIP**	**48**	**51**	**54**	**57**	**60**
EOCEP English 1 SC SDE Website		**District Actual SIP 56**	**50**	waiver			
EOCEP Algebra 1 SC SDE Website	33.3% A, B, C (2016-17)	**School Projected Hispanic**	**40**	**43**	**46**	**49**	**52**
EOCEP Algebra 1 SC SDE Website		**School Actual Hispanic 38.1**	**24.5**	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	35.0% A, B, C (2016-17)	**School Projected AA**	**20**	**23**	**26**	**29**	**32**
EOCEP Algebra 1 SC SDE Website		**School Actual AA 14.0**	**9.8**	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	18.9% A, B, C (2016-17)	**School Projected SWD**	**10**	**13**	**16**	**19**	**22**
EOCEP Algebra 1 SC SDE Website		**School Actual SWD 6.1**	**6.1**	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**	**w**aiver			
EOCEP Algebra 1 SC SDE Website	45.5% A, B, C (2016-17)	**School Projected LEP**	**30**	**33**	**36**	**39**	**42**
EOCEP Algebra 1 SC SDE Website		**School Actual LEP 27.3**	**13.5**	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	42.5% A, B, C (2016-17)	**School Projected SIP**	**30**	**33**	**36**	**39**	**42**
EOCEP Algebra 1 SC SDE Website		**School Actual SIP 26.4**	**21.4**	waiver			
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	**District Projected SIP**	**34**	**37**	**40**	**43**	**47**
EOCEP Algebra 1 SC SDE Website		**District Actual SIP 29**	**29**	waiver			

EOCEP Biology SC SDE Website	52.7% A, B, C (2016-17)	**School Projected Hispanic**	**35**	**38**	**41**	**44**	**47**
EOCEP Biology SC SDE Website		**School Actual Hispanic 32.7**	**28.6**	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	50.5% A, B, C (2016-17)	**School Projected AA**	**25**	**28**	**31**	**34**	**37**
EOCEP Biology SC SDE Website		**School Actual AA 22.2**	**21.4**	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	30.7% A, B, C (2016-17)	**School Projected SWD**	**10**	**15**	**20**	**25**	**30**

EOCEP Biology SC SDE Website		**School Actual SWD 3.8**	**12.5**	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	50.8% A, B, C (2016-17)	**School Projected LEP**	**33**	**36**	**39**	**42**	**45**
EOCEP Biology SC SDE Website		**School Actual LEP 30.**	**24.3**	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	57.3% A, B, C (2016-17)	**School Projected SIP**	**35**	**38**	**42**	**45**	**48**
EOCEP Biology SC SDE Website		**School Actual SIP 32.**1	**29.0**	waiver			

EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	**District Projected SIP**	**51**	**54**	**57**	**60**	**63**
EOCEP Biology SC SDE Website		**District Actual SIP 35**	**34**	waiver			
EOCEP US History and the Constitution SC SDE Website	43.6% A, B, C (2016-17)	**School Projected Hispanic**	**50**	**53**	**56**	**59**	**62**
EOCEP US History and the Constitution SC SDE Website		**School Actual Hispanic 48.6**	**40.4**	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		**District Actual Hispanic 43**	**38**	waiver			
EOCEP US History and the Constitution SC SDE Website	39.0% A, B, C (2016-17)	**School Projected AA**	**66**	**68**	**70**	**72**	**74**
EOCEP US History and the Constitution SC SDE Website		**School Actual AA 64**	**45.9**	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	39.4% A, B, C (2016-17)	**School Projected SWD**	**50**	**53**	**56**	**59**	**62**
EOCEP US History and the Constitution SC SDE Website		**School Actual SWD 45.5**	**37.2**	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	34.5% A, B, C (2016-17)	**School Projected LEP**	**55**	**57**	**59**	**61**	**63**
EOCEP US History and the Constitution SC SDE Website		**School Actual LEP 51.4**	**35.1**	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	45.4% A, B, C (2016-17)	**School Projected SIP**	**55**	**57**	**59**	**61**	**63**
EOCEP US History and the Constitution SC SDE Website		**School Actual SIP 53.4**	**56.1**	waiver			
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	**District Projected SIP**	**45**	**48**	**51**	**54**	**57**
EOCEP US History and the Constitution SC SDE Website		**District Actual SIP 44**	**40**	waiver			
ACT Graduating Class	Composite 17.8 (2016-17)	**School Projected Hispanic**	**18**	**19**	**20**	**21**	**22**
ACT Graduating Class		**School Actual Hispanic 16.9**	**18.7**	17.8			
ACT Graduating Class	Composite 17.6 (2016-17)	**District Projected Hispanic**	**18.0**	**19.0**	**20.0**	**21.0**	**22.0**
ACT Graduating Class		**District Actual Hispanic 17.3**	**17.8**	Waiver			
ACT Graduating Class	Composite 16.4 (2016-17)	**School Projected AA**	**17**	**18**	**19**	**20**	**21**

ACT Graduating Class		**School Actual AA 20.2**	**21.6**	17.1			
ACT Graduating Class	Composite 16.0 (2016-17)	**District Projected AA**	**4517.0**	**18.0**	**19.0**	**20.0**	**21.0**
ACT Graduating Class		**District Actual AA 15.7**	**16.2**	waiver			

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17) **93.4**	**School Projected 93.4**	**93.5**	**93.6**	**93.7**	**93.8**	**93.9**
		School Actual 88.7	**87.6**	89.3			

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

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	**School Projected TBD**	**TBD**	**61**	**71**	**81**	**90%**
		School Actual	**51.9**	**57.8**			
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	**District Projected**	**TBD**	**56%**	**68%**	**79%**	**90%**

		District Actual	45%	54%			

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	66	**School Projected 70.0**	70.8	75.6	80.4	85.2	90
		School Actual 95.5	88.0	93.0			
PowerSchool	(2016-17) 74	**District Projected**	77	81	84	87	90

		District Actual 80	82	89			

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

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17) 61.4	**School Projected 61.8**	**62**	**63**	**64**	**65**	**65**
		School Actual 58.1	**57.0**	**66.0**			
PowerSchool	(2016-17) **52**	**District Projected**	**52**	**55**	**58**	**61**	**65**

		District Actual 51	51	58			

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

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

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):		**2017-2018**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report		**School Projected**			**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**
GCS Human Resources Department	Baseline established in 2019-2020	**School Actual**		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes		
Employment report		**District Projected**	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%

| GCS Human Resources Department | Baseline established in 2017-2018 | **District Actual**

Gender Diversity = 99%
Ethnic Diversity = 90% | Gender Diversity = 96%
Ethnic Diversity = 91% | Gender Diversity = 99%
Ethnic Diversity = 96% | 96 of 96 have gender diversity;
93 of 96 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. Review certification status and courses assigned before the school year begins to ensure all teachers are Highly Qualified (HQ).	July/August	Administration and Instructional Coach	0	N/A	HQ compliance report
2. Attend and recruit teachers from career fairs such as Shining Stars.	Spring	Administration	0	N/A	New hires

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	91.1	**School Projected Students ≥ 90**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 86.3	90.4	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
SC SDE School Report Card Survey	100	**School Projected Teachers ≥ 90**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 98.8	**100**	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
SC SDE School Report Card Survey	**97.9**	**School Projected Parents ≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 89.3	**68.8**	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. Use school website, school messenger, social media, and email to inform students and parents about safety measures.	Continuous	Administrators	0	N/A	Documentation from posts, emails, and phone calls
2. Administrators, faculty, and SRO will supervise students in all locations and report safety concerns/incidents immediately.	Continuous	Administrators, Faculty, and SRO	0	N/A	Duty schedules and documentation of investigations
3. All students and staff are monitored for displaying school IDs.	Continuous	All staff	0	N/A	ID machine documentation of IDs made and security camera footage

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

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority
Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other
PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population. **PERFORMANCE GOAL: 3** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-2018**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17)	**School Projected ≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual 0.5	**1.3**	**3.0**			

ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		District Actual 0.8	**.10**	**0.9**			

Annual Expulsion Rate

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17)	**School Projected ≤0.7**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0.0	0.0	**0.05**			
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.4**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

		District Actual 0.04	1.5	0.03			

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
1. Use school website, school messenger, social media, and email to inform students and parents about safety measures.	Continuous	Administrators	0	N/A		Documentation from posts, emails, and phone calls
2. Administrators, faculty, and SRO will supervise students in all locations and report safety concerns/incidents immediately.	Continuous	Administrators, Faculty, and SRO	0	N/A		Duty schedules and documentation of investigations
3. Safety training for all staff by school district and SRO.	Continuous	Administrators and SRO	0	N/A		Safe Schools training completion documentation and SRO log

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Surveys	45	**School Projected 47**	50	55	60	65	70
		School Actual 45	45	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
Cognia Culture & Climate Surveys	52	**District Projected Secondary**	54	58	62	66	70

		District Actual Secondary 50	52	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. School Wellness and Character committee will provide school wide activities to increase rapport between faculty and students.	August – May	Committee members	0	N/A	Survey results.	
2. Increase faculty involvement in extra-curricular activities.	August – May	Faculty	0	N/A	Survey results.	
3. Increase faculty and student involvement in spirit week events.	September	Student government	0	N/A	Survey results.	

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **98**	**School Projected ≥ 98**	**95**	**95**	**95**	**95**	**95**
		School Actual 97.3	**96.5**	**95.3**			
ESSA Federal Accountability and SDE School Report Card	(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. Report truancy and conduct truancy prevention meetings with students and parents.	Continuous	Attendance clerk	0	N/A	Truancy records
2. Communication with students and parents about attendance expectations and policy in student handbook, on website, teachers' syllabi, Open House, and freshman orientation.	Continuous	Attendance clerk, teachers, administrators	0	N/A	Student handbook, school website, teachers' syllabi, open house agenda, and freshman orientation agenda
3. Encourage students and parents to use portal and backpack programs to monitor attendance.	Continuous	All faculty	0	N/A	Parent portal usage
4. Daily, automated phone calls to parents for each absence.	Continuous	Attendance clerk	0	N/A	PowerSchool

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the 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):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Surveys	**Afraid <u>8%</u> Lonely <u>14%</u> Angry <u>15%</u>**	**School Projected** Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
		School Actual Afraid 8 Lonely 14 Angry 15	**Afraid ≤ 7 Lonely ≤ 16 Angry ≤ 13**	Data point not available due to state-wide school closures on March 17, 2020 - COVID-	**Afraid $\leq$ Lonely $\leq$ Angry $\leq$**	**Afraid $\leq$ Lonely $\leq$ Angry $\leq$**	**Afraid $\leq$ Lonely $\leq$ Angry $\leq$**
Cognia Culture & Climate Surveys	**Afraid – 7% Lonely – 14% Angry 15%**	**District Projected Secondary**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**

		District Actual Secondary Afraid – 7% Lonely – 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. School Wellness and Character committee will provide school wide activities to increase rapport between faculty and students.	August – May	Committee members	0	N/A		Survey results.
2. Increase faculty involvement in extra-curricular activities.	August – May	Faculty	0	N/A		Survey results.
3. Increase faculty and student involvement in spirit week events.	September	Student government	0	N/A		Survey results.

South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool 2020-2021--REVISED
School Name: Eastside High School

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

Lenses of Assessment

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

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	☐	☐	☒	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
A2. Teachers make instructional decisions for students based on data.	☐	☐	☒	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	☐	☐	☒	
A4. Teachers collect and analyze data to determine targeted, effective in-class	☐	☐	☒	

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

B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.				
Lenses of Assessment Assessing for Supplemental Instruction • Reading Process • Small Group and Individual				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	☐	☒	☐	Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	☐	☒	☐	
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	☐	☐	☒	

C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment Assessing for Family Support of Literacy Development				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	☒	☐	☐	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
Lenses of Assessment Assessing for Research-Based Instructional Practices: • Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data • Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data • Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data • Integration of Disciplinary Literacy • Standards: South Carolina College and Career Ready Standards				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	☐	☒	☐	Teacher Observations, Schedules, Lesson Plans
D2. Teachers monitor student engagement in reading and	☐	☒	☐	

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
writing and use this data to confer with students.				
D3. Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.	☐	☒	☐	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.	☐	☒	☐	

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

Lenses of Assessment

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

	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	☐	☐	☒	Teacher Observations, Schedules, Lesson Plans
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning	☐	☐	☒	

by reading, writing, listening, speaking, and inquiring.				
D7. Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)	☐	☒	☐	

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)				
Lenses of Assessment Assessing for Research-Based Instructional Practices: • Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data • Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data • Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data • Integration of Disciplinary Literacy • Standards: South Carolina College and Career Ready Standards				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	☐	☐	☒	Teacher Observations, Schedules, Lesson Plans

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.				
Lenses of Assessment Assessing for Reading Engagement: • Student Choice • Large blocks of time to read, write, and research • Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
E1. Teachers provide students choice in what they read, write, and research.	☐	☐	☒	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
E2. The teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	☐	☐	☒	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	☐	☒	☐	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	☐	☐	☒	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	☐	☒	☐	

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

Lenses of Assessment
Assessing for Professional Development
   • Literacy Competencies for Middle and Secondary Teachers
   • Literacy Competencies for Administrators
   • South Carolina College and Career Ready Standards
   • Standards for Professional Learning				

	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**

F1. Teachers participate in professional learning opportunities based on data through
   o Study groups
   o Collaboration with school coach
   o Book clubs
   o Teacher action research
   o Collaborative planning
   o Peer coaching
	☐	☐	☒	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans

F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data:
   o Study groups
   o Collaboration with school coach
   o Book Clubs
	☐	☐	☒	

G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Lenses of Assessment Assessing for Literacy Partnerships				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists	☐	☒	☐	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer
G2. Specific actions are taken to foster partnerships.	☐	☒	☐	

H. This school embeds practices reflective of an exemplary literacy-rich environment.				
Lenses of Assessment Assessing for Inquiry-based Learning: • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	☐	☒	☐	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
H2. Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become more proficient researchers and readers and writers.	☐	☒	☐	
H3. Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.	☐	☐	☒	
H4. Teachers ensure texts and materials are organized and easily accessible by students.	☐	☐	☒	

H. This school embeds practices reflective of an exemplary literacy-rich environment.				
Lenses of Assessment Assessing for Inquiry-based Learning: • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate				
	Rarely	**Sometimes**	**Routinely**	**Possible Sources of Evidence:**
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	☐	☐	☒	
H6. Teachers prominently display artifacts reflective of student learning.	☐	☐	☒	
H7. Teachers immerse students in print-rich environments.	☐	☒	☐	

Section I: Analysis of Data

Strengths	Possibilities for Growth
- Common practice for teachers to work together planning instruction. - Teachers work to provide interventions through our after school tutoring program. - Wide variety of texts available to students through media center and classroom sets of novels as well as informational texts. - Professional development opportunities.	- Teachers working on add-on endorsement through the State Department of Education for literacy. - Utilizing a system for helping parents understand the importance of literacy and how to promote literacy skills at home. - Community partnerships.

Strengths	Possibilities for Growth

Section J: 2019–20 SMART Goals and Progress Toward Those Goals[1]

Goal #1:	**Progress:**
Develop and implement a program to help parents understand how to effectively help their high school student learn lifelong disciplinary literacy skills which will be in place by March 2020.	• Media Center website promotes literacy and information for parents regarding how to research topics effectively, how to find a book of interest, how to use various web tools for literacy and a forum to ask questions. • Tips placed in spring monthly PTSA newsletter for parents helping their student have the perseverance for reading passages on standardized tests.
Goal #2:	**Progress:**
Goal #3:	**Progress:**

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[1] **If the data necessary to complete this section is unavailable by the April 30 deadline, please submit an update of your school's progress toward your 2019–20 goals no later than August 1.**

Section K: 2020–21 SMART Goals and Action Steps Based on Analysis of Data	
Goal #1: **The percentage of certified faculty who have earned the state required Literacy endorsement on their teaching certificate will increase from 30.6% to 35.6%.**	**Action Steps:** • **Gather data via google survey to ensure accurate information is recorded (fall 2020 and spring 2021).** • **Provide information to faculty regarding opportunities to earn the endorsement (through district level classes as well as virtual state classes).** • **Ensure those faculty members who are approaching their deadline to earning endorsement have taken the class or are registered for the class.** • **Provide Request for Change form to faculty to submit for endorsement.**
Goal #2:	**Action Steps:**
Goal #3:	**Action Steps:**