GREER HIGH SCHOOL

SCHOOL PORTFOLIO

(SCOPE OF PLAN 2018-19 THROUGH 2022-23)

2020-2021

Principal, Justin Ludley
3000 East Gap Creek Road
Greer, South Carolina 29651
864-355-5700

Greenville County Schools
Superintendent, Dr. W. Burke Royster

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Greer 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
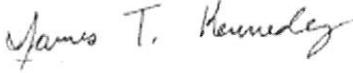
PRINCIPAL

Justin Ludley	*Justin Ludley*	**3-4-21**
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

James T. Kennedy	*James T. Kennedy*	03-04-2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Lori Martin	*Lori Martin*	3/4/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3000 East Gap Creek Road

SCHOOL TELEPHONE: (864) 355-5700

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	NAME
Principal	Justin Ludley
Teacher	Ginny Gause
Parent/Guardian	Dexter Reeves
Parent/Guardian	James Kennedy
Community Member	Sandy Huff
Paraprofessional	Marvin Miller
School Improvement Council Member	Jenny Perry
Read to Succeed Reading Coach	N/A
School Read To Succeed Literacy Leadership Team Lead	Lori Martin
School Read To Succeed Literacy Leadership Team Member	Meghan Pavelka
School Read To Succeed Literacy Leadership Team Member	Nathan Flounders
School Read To Succeed Literacy Leadership Team Member	Matt Landreth
Assistant Principal	Matt Phillips
Instructional Coach	Megan Yount
IB Coordinator	Mary Smith
Director of School Counseling	Dr. Sharon Knight
Media Specialist	LeAnn Kiser
Special Education Teacher	Meg Leffel
SRO	Perry Bowens

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

(Mandated Component)

<table>
<tr>
<td colspan="2">Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))</td>
</tr>
<tr>
<td>○ Yes
○ No
⦿ N/A</td>
<td>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).</td>
</tr>
<tr>
<td>⦿ Yes
○ No
○ N/A</td>
<td>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).</td>
</tr>
<tr>
<td>⦿ Yes
○ No
○ N/A</td>
<td>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.</td>
</tr>
<tr>
<td>⦿ Yes
○ No
○ N/A</td>
<td>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.</td>
</tr>
<tr>
<td>⦿ Yes
○ No
○ N/A</td>
<td>Technology
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</td>
</tr>
<tr>
<td>○ Yes
○ No</td>
<td>Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</td>
</tr>
</table>

○ N/A	
○ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
○ Yes ○ No ● N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes ○ No ● N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
○ Yes ○ No ● N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
○ Yes ○ No ● N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
○ Yes ○ No ● N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
● Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort

○ No ○ N/A	among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION TO THE SCHOOL PORTFOLIO

The Greer High School portfolio documents changes and progress in our efforts to improve our school. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Greer High School and includes actual evidence of our work. It defines who we are, our vision, goals, plans, and progress for the school, as well as achievements in the context of our school demographics, needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for fostering student learning in preparation for life after high school.

In developing the strategic plan for Greer High School, input was received from a variety of stakeholders including: teachers, administrators, counselors, support staff, PTSA members, SIC members, parents, and community members. This collaboration included feedback about our existing programs and culture as well as consideration for the core beliefs, vision, and mission that will establish Greer High Schools' pathway for student success for the next five years.

EXECUTIVE SUMMARY

Student Achievement

- In 2020, Greer High School's graduation rate was 81.9%.   Faculty and staff continue to work very hard to support students succeeding academically, socially, and emotionally by utilizing the MTSS (multi-tiered systems of support) framework that includes wrap-around support from teachers, administrators, counselors, a behavior interventionist, an attendance interventionist, and support staff for all students.
- End of courses scores are not available for the 2019-2020 school year due to a state wide waiver due to Covid 19. Growth was shown in 2018-2019 with the increase of scores in two of the four core content areas (Biology and English 1). Greer High School teachers and instructional leaders collaborate in content area professional learning communities focusing on data driven instructional strategies to meet the needs of all learners.
- The mean composite score on the ACT for twelfth grade students at Greer High School in 2020 was 16.7, which was a decrease from 18.2 in 2019. Students have opportunities to work on ACT and SAT test preparation activities in their academic classes and independently through the Naviance test preparation platform.   For the past five years Greer High School has hosted test preparation consultants who work with students in preparation for the ACT and SAT.
- In 2020 the cumulative percentage of students receiving a 3 or above on AP examinations was 50%, which was a 14% increase from 2019.
- Greer High School students earned 597 Dual Credit hours in 2019-2020.
- In 2019- 2020, 61.10% of students at Greer High School met the State Report Card distinction of College or Career Ready.

Teacher and Administrator Quality

Faculty and staff are committed to making a positive difference in the lives of Greer High School students and in the Greer community. Greer is a close-knit community. Twenty-five percent of the faculty are Greer High alumni. Seventy percent of the professional staff hold advanced degrees. There are six National Board certified teachers along with several teachers currently pursuing advanced degrees. The average number of years of teacher employment at GHS is nine – ranging from teachers in their first year to a career of thirty years. We have three first year teachers and twenty-four teachers who have taught only at Greer High School. All teachers, professional staff, and administrators are highly qualified and participate in ongoing and comprehensive professional development opportunities offered at Greer High School, in Greenville County School district facilities, and across the state of South Carolina. Staff members are dedicated to constantly learning and growing to be able to offer quality educational experiences for our students.

School Climate Summary

The culture and climate of Greer High School is healthy and remains a continual focus of improvement so that we can provide quality educational service to our students and community. Students receive support academically, socially, and emotionally through the Freshman Academy, academic and extracurricular programs, and a network of support that includes classroom teachers, counselors, administrators, a behavior interventionist, an attendance interventionist, and support staff. Greer High School staff continually work to enhance business and community partnerships that positively affect students and communicate events, initiatives, and achievements with parents and community members through an up-to-date and comprehensive website, social media, and weekly phone blast messengers to the community. Greer High School staff focuses on developing positive partnerships with parents to support our students.

Challenges from the Past Three Years

In March of 2020, our school shifted to 100% e-Learning which resulted in completely turning education as we know it upside down. Teachers were forced to learn to navigate delivering instruction virtually and our students were challenged like never before. State standardized tests and IB Exams were cancelled. AP Exams were administered, however, the exams shifted to online. In addition to the challenges brought about by Covid 19, our school also faces issues that are a reflection of our society. Today's students have grown up in a world of media entertainment and keeping content relevant and engaging can be a challenge. Teachers have to meet the diverse needs of all their students in relatively large classes. The poverty level of our students has steadily increased over the years to 63.4% in 2020. Our English Language Learners population has grown to 25% of our school population. Our students come with a large variety of educational experiences, resources, and learning gaps. Greer High School staff continues to work hard to build instructional capacity in the ability to meet the needs of all learners especially our EL Learners. While we are seeing improvement in positive partnerships, parental and community engagement in the educational process still has room for growth. Students' academic habits, attitudes and behaviors continue to challenge educators. Staff focus daily on building rapport and mentoring relationships to influence our students' academic, social, and emotional growth. State and national curricular expectations continue to evolve and become more rigorous. Teachers and staff must continually grow and adjust to changes in content standards and expectations for depths of knowledge for students. Greer High teachers are challenged to keep up with ever-changing technological advances and stay on the cutting edge of innovation in teaching and learning.

Accomplishments and Awards from the past 3 years

A significant, ongoing accomplishment involves Greer High School's progressive approach to utilizing innovative programs to support students. These programs include the Freshman

Academy, Read 180 and System 44, Mastery Connect, Advanced Manufacturing, Health Science, Sports Medicine, Virtual Enterprise, Agriculture, Service Learning, Peer Tutoring and community outreach opportunities through groups such as the Leo Club and Student Government. We have also recently implemented a virtual lab where students are able to take virtual classes during the school day.

In the fall of 2017, Greer High School became 1:1 with each student having a Chromebook. We have implemented the use of Google Apps for Education throughout the professional learning series for teachers and in classrooms for students. Teachers use Google Classroom as a tool in their classes as well as a tool for flipped professional development opportunities.

We have completed our third year with Discovery Education – Digital Learning Corp. This has increased the resources available to our students and helped our teachers leaders build instructional capacity and train their colleagues with new and innovative skills and strategies.

The Counseling Department plays an active role with our students. Each counselor meets individually with each student during the year to set goals and discuss class choices. Counselors stay with the student during their high school years to build relationships with students and their families.

Our SIC is active in school and the community. We are partnered with Chandler Creek Elementary to hold community meetings and events. Students from various clubs and extracurricular groups participate in these community events.

The Athletic Facilities just received an expansion which added a multiple purpose gym, additional locker rooms, expanded weight room, etc.

Other honors and awards include:

- Our 2018 Teacher of the Year, Rick Schwartz, was first runner-up for GCS Teacher of the Year.
- 14% gain in cumulative AP scores in 2019-2020
- Accredited as an International Baccalaureate World School.
- 74% of the Senior Graduating Class Earned Industry-Recognized Career Certifications
- In 2019-2020, dual credit enrollment was 178 students, 173 students were enrolled in AP classes, and 118 students were enrolled in IB classes.
- Our Virtual Enterprise Program continues to garner many state, regional, and national awards relative to its business plan. They have been state champions for six years in a row for their business plan and presentation.
- Greer High School Band students receive awards in All-County and All-Region Bands.   In 2019, GHS Band won the Outstanding Performance Award (OPA) from the South Carolina Band Directors Association (SCBDA). Students have also participated in and earned superior

ratings in Solo and Ensemble. The Greer High School Band also finished in third place at the Upper State High School Band Championship.

- Greer High School Choir students received awards in District Honor Choir, South Carolina All-State, and Performance Assessments. In 2019, GHS Choirs earned Superior ratings at an adjudicated performance event. In 2020, Students experienced live performances from the University of South Carolina Concert Choir, Southern Wesleyan University Choir, and attended a day long clinic with Dr. Anthony Bernaducci from Clemson University. Greer Choirs had the second highest number of All-State singers in Greenville County in 2021.
- Greer High School's Art Program continues to have students recognized for their award winning art entries in local, state, and national competitions. (Artisphere, PTSA Reflections, City of Greer, Showcase of Excellence - Tryon Fine Arts Center, etc.)
- In 2019-2020 the Service learning Program completed over 4,000 hours of service.
- Greer High has a great tradition of excellence in athletics. In the past eight years, multiple team region championships were earned as well as individual state championships. Our football team was the 2018 Upstate Champions.
- South Carolina Teaching Fellows Award Winners
- Watson Brown Scholarship Award Recipients

SCHOOL PROFILE

According to the catalogue of Greer High School, in the mid-1870s Miss Sallie Cannon offered eight years of school in Greer in a small house near J.L. Green's residence. From that humble start, the Greer schools have had remarkable growth along with the town. In fact, there have been six different locations for the high school.

In 1922, Davenport High School was completed. It was named for Mr. D.D. Davenport who paid most of the $150,000.00 construction cost. The class of 1923 published the first yearbook, *The Bantam*. In the same year the eleventh grade was added, and Mr. Bill Gambrell was the coach of Greer High's first football team. The class of 1924 had four literary societies, which, according to former class member Edward C. Bailey, "studied journalism, writing, and poetry." They published *Pep*, a literary journal.

In 1927, Elizabeth Jones won the school-wide competition for writing the best "Alma Mater", which is still being sung today. The school motto, "Parantes pro Civitate" (preparing for citizenship), the coat of arms (containing the State Palmetto Tree, the yellow jacket, the peach) and first class ring were selected in 1935.

In 1940-41, Greer High had its first band, the first edition of the Greer High Times was distributed with a subscription rate of fifty cents per year, and the yearbook changed its name from *The Reflector* to *Le Flambeau*.

Davenport served as Greer's high school until 1953 when the building on North Main Street was completed. Davenport then became Davenport Junior High School until it was destroyed by fire in 1970. The auditorium was added to the North Main Street campus in 1955-56. Greer High School was renovated and enlarged in 1970 when the new library and additional air-conditioned science classrooms on the first floor were added.

In 1974, the Piedmont Heritage Fund sponsored a school program to get students interested in the history and heritage of Greer. The result was a magazine, *Clingstone*. It was called "*Clingstone*" because to most of us, peaches are... "at the heart of Greer -- a kind of witness that the seeds of the past are still growing in the present. The flesh of the clingstone peach clings to the most important part of the fruit: the seed, which passes its lasting qualities on to succeeding generations; we want to do the same in this magazine"(Clingstone, Winter, 1974).

Today Greer High School is one of 14 high schools in the Greenville County School District. It is located on East Gap Creek Road in Greer, South Carolina on 107 acres of land and contains 275,000 square feet of floor space, which is equivalent to 6.3 acres. This amount of space is also the equivalent of 91 houses each containing 3000 square feet. Greer High School is a grade 9 through 12 public school built in 1998. We can accommodate up to 2000 students but currently houses around 1200 students.

Our programs includes Agriculture with a functioning greenhouse, a Health Science class, and our Advanced Manufacturing Program continues to attract students. Greer High School's 110 classrooms have direct and wireless internet access; occupied classrooms are equipped with Promethean Boards. In addition we have Science Labs, Computer Labs, and Virtual Enterprise classroom. Our Fine Arts wing is equipped with various stage production, scene shop and dressing rooms, a Theatre/Auditorium with Computer Tech Lighting and Sound Room, band/orchestra space, art rooms, and a Choral Room. A multi-purpose Commons Area houses a PTSA Student Store, the School Cafeteria, and a faculty dining room. The athletic facilities boasts a gymnasium with a seating capacity of 2000+, an auxiliary gymnasium, weight training rooms, wrestling room, and a community football stadium that seats 6,000 spectators. Our school has just completed an expansion on the athletic wing that houses a state of the art weight room, multi-purpose room, new female locker rooms, and a dedicated room for our athletic trainers. Our campus includes a lighted baseball field, two softball fields, one soccer field, one football field, six tennis courts, a nine-lane track and high jump area.   Also available are restrooms, ticket booths and storage facilities.

The school's design is an "H" format. The commons area doubles as a cafeteria. The auditorium seats 600. Classrooms are on both the first and second floors. On the second floor science classrooms surround a science research lab. Our spacious Media Center is located on the first floor. In 2017 all students were issued Chromebooks. All occupied classrooms are equipped with Promethean Boards. Many teachers utilize document cameras as a supplemental tool.

Greer High is fortunate to have active participation by the PTSA, SIC, Athletic Boosters, and Band and Choral Boosters. The PTSA supports our teachers by funding teacher grants as well as sponsoring various events (Teacher Appreciation Week, etc.). The PTSA and Athletic Booster Club also provide scholarships for our students.

Greer High Faculty and Staff

The Greer High Faculty consists of seventy-one full time teachers and one part-time teacher. This number includes two G.A.T.E. teachers and three PACE teachers. Five administrators, an Instructional Coach, an IB Coordinator, one media specialist, one technology integration specialist, an Athletic Director, five school counselors, a mental health counselor, an Attendance Intervention Clerk, and a Behavioral Interventionist that support the faculty and students.

Five school counselors serve students by alphabet and rotate with the students allowing counselors to work with the same students for four years. A Director of School Counseling leads the department and as well as serves as counselor for students.

Fifty-eight percent of our professional staff are female. The ethnic breakdown is 89% Caucasian, 8.5% African American, and 2.4% Latino. Seventy-four percent of the professional staff hold advanced degrees with several teachers currently pursuing advanced degrees. There are six

National Board certified teachers.   The average number of years for teachers working at GHS is nine – ranging from teachers in their first year to a career of thirty years. Thirty-one teachers have taught only at Greer High School.

Five special education aides work with teachers and students in two occupational diploma classes and one intellectual disabled class. Other positions include attendance clerk, media clerk, behavioral interventionist, attendance interventionist, ISS coordinator, receptionist, bookkeepers, guidance clerk, nurses, cafeteria, and custodial staff.

Greer High School Students

The current enrollment at Greer High School is just over twelve hundred students, 776 (in-person) 440 (virtual). These students include students of various ethnicities, abilities, and socioeconomic status. Our students participate in classes ranging from AP/IB, honors, fine arts, and career classes to Employability Credential classes and an intellectual disabilities class. Our "Advanced Manufacturing Program" continues to grow. Courses in Health Science, Agriculture Science/Nursery/Garden, Drama and Theater, Sports Medicine One and Two, and four Dual Credit classes have been added over the last several years. More than seventeen percent of our students are classified as special education. Greer High qualifies for Universal Breakfast with over fifty-four percent of our students receiving free or reduced meals. Each teacher at Greer High is dedicated to assisting students to reach their highest potential.

Greer High School has a diverse and transient student population. In the spring of 2015, student enrollment at Greer High School was 18% Hispanic, 58% Caucasian, and 20% African American. The spring of 2020, our enrollment was 24% Hispanic, 49% Caucasian, and 21% African American. The primary language spoken for our student population is English; however, an increasing number of students list another language as primary including Spanish, Vietnamese, Chinese, and Japanese. Approximately 65% of our ESOL students are still working to reach proficient levels in English. Many of our students are second or third generations of Greer High students. Other students attend Greer High School on choice. We also have international students who enroll based on interest in our programs like the International Baccalaureate program.

Greer High School serves over 196 students classified as special education. For the last three years the Special Education students receiving services increased from 11% to 17%, to currently 15.67%. To better prepare our special education students, Greer High began inclusive practices along with tutorial classes for academic assistance for students needing the additional assistance. In addition to classroom instruction, our Employability Credential Program students are given the opportunity to train with employment specialists and our Intellectual Disabled students are taught skills needed for quality living and working opportunities.

The poverty index for our students for 2019 was 60.6%. It rose to 63.4% in 2020.

Greer High School's retention rate has declined steadily over the past few years from 4.7% in 2016 to 3.4% in 2017 to 1.8 % in 2018. There was a slight jump to 2.1% in 2019. The student attendance rate at Greer High School in 2017-2018 was 94.05%, was 93.14% in 2018-2019, and 95.49% in 2019-2020.

Major Academic Programs

- **The Freshman Academy** – 9th grade students are served by a dedicated Freshman Academy staff and are provided opportunities to celebrate success, set academic goals, participate in character education activities, and receive personalized intervention and support.

- **Personalized Learning** – Greer High School is a 1 to 1 school. Each student is assigned a Chromebook. The faculty participates in personalized professional development focused on enhancing instruction with personalized learning so that students' differentiated learning needs can be met.

- **"Graduation Plus" offerings in Career and Technology Education** include Advanced Manufacturing, Project Lead the Way, Agriculture, Health Science, Sports Medicine, and Virtual Enterprise. The Advanced Manufacturing lab facilities are state of the art and the program prepares students for opportunities in Welding, Machine Tools, Mechatronics, or Building Construction at the Bonds Career Center in the 11th and 12th grades.

- **The International Baccalaureate Program** – Greer High School provides opportunities for open enrollment to the IB diploma program where students can participate in a two-year concurrent, global, and rigorous curriculum, which lends opportunities for college credit. Participation in the IB program has increased significantly and IB diploma candidates have consistently gained admission to prestigious colleges and universities.

- **Dual Credit** – Students have the opportunity to enroll in Dual Credit courses through Greenville Tech and Presbyterian College that are taught on Greer High's campus. Classes include English 101, English 102, Psychology, Sociology, Health Science, and Teacher Cadet.

- **Advanced Placement Courses** – Students are able to enroll in a variety of different advanced placement courses across multiple content areas at Greer High School.

- **The Fine Arts** – Students can participate in Band, Chorus, Orchestra, Theater, or Art classes at Greer High School. The Fine Arts department experiences much success each year. Choral, band, and orchestra students participate in All-State and District choirs. Art

students enter multiple art competitions including Artisphere, PTSA Reflections, City of Greer, and others.

- **Athletics** – Greer High is a traditional power in the state in athletics and offers 33 athletic teams (18 varsity, 15 sub-varsity).

- **Culture of Service** – Service Learning, Peer Tutoring, and Leo Club are a few of the many service opportunities at Greer High School.

MISSION, VISION, and BELIEFS

Greer High Mission Statement

We build college- and career-ready graduates by connecting students to meaningful educational opportunities that empower them to be productive members of society and lifelong learners.

Our Vision

Students will graduate college- and career-ready and be inspired to make a positive difference in society.

Our Beliefs

1. Students achieve best in a safe and inviting environment where they are engaged in learning.
2. Students must have highly competent and caring teachers, administrators, and support staff.
3. Students must have equitable and high quality educational opportunities that evolve and change to reflect the world around them.
4. A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
5. A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
6. Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
7. Education is the shared responsibility of students, home, school, business, and community.
8. Curriculum and instruction must meet the needs of all students and prepare each student for success.
9. Having a growth mindset and demonstrating GRIT (Growth, Resilience, Integrity, Tenacity) in pursuing and achieving goals will help students and staff be successful.
10. Providing personalized learning experiences incorporating technology, real-world relevance, and innovative strategies are essential in preparing students to be successful in today's world.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment

- On-time graduation rate continues to be an area of focus.
- EOC scores continue to be an area of focus. Small- group PLC groups collaborate weekly and focus on data and best practices.
- The number of students in AP/IB courses continues to increase as we offer additional AP/IB courses and grow the IB program.
- Juniors have the opportunity to select either the ACT, SAT, or neither.

Greer High School Graduation Rate

2016	2017	2018	2019	2020
81.60	86.50	82.30	80.60	81.19

End of Course Test Results - Passing

2020 Data point not available due to state-wide school closures on March 17, 2020 – COVID 19 pandemic.

EOC	2015	2016	2017	2018	2019	2020
Algebra 1 / Mathematics for the Technologies 2	85.8	80.7	60.3	57.1	55.4	Waived
Biology 1 / Applied Biology 2	94.1	83.1	70.2	60.4	60.9	Waived
English 1	78.1	80.2	70.9	75.7	76.9	Waived
US History and the Constitution	70.1	77.6	65.9	79.1	68.7	Waived

Advanced Placement Results

	Number/Percent Scoring 3 or Higher				
	15-16	**16-17**	**17-18**	**18-19**	**19-20**
English Language	7	1	3	14	16
	23.3	12.5	50	53.8	45.7
English Literature	4	11	7	11	14
	21.1	33.3	30.4	26.8	50
Calculus AB	9	15	8	18	9
	20	42.8	23.5	69.2	64.3
Calculus BC	5	3	7	1	6
	45.5	60	100	11	75
Computer Science Principals		4	5	9	8
		22.2	23.8	36	53.3
Statistics		0	2	2	4
		0	25	10	44.4
Biology	5	3	4	3	3
	23.8	37.5	57.1	18	42.9
Chemistry				0	
				0	
US History	8	5	8	7	11
	50	23.8	50	77.7	85
Macroeconomics	6	4	4		
	50	50	100		
US Government	4	5	3		
	33.3	62.5	73		
Human Geography	14	11	13	12	12
	46.7	50	33.3	46	57.1
European				6	9
				27	23.7
Studio Art		1			
		100			
Art History		0			
		0			
Music Theory	1				
	100				
Totals	63	67	68	83	
	32	36	36	36	50

International Baccalaureate Results

	Number/Percentage of Students Scoring 4 to 7				
	15-16	16-17	17-18	18-19	19-20
English A1 HL	8	7	8	11	5
	80	77.8	50	84.6	33
French B HL	1		1		
	100		100		
French B SL		1	9	4	3
		100	75	57	100
French AB into NL		1	9		
		100	75		
Spanish B HL	1	1	1		
	100	100	100		
Spanish B SL			8	24	13
			72.7	92.3	100
History of the Americas HL	2	5	9	4	8
	33.3	62.5	26.7	26.6	57
Biology HL		2	2	0	2
		28.6	15.4	0	22
Biology SL	1				
	12.5				
Mathematics SL	4		4	8	3
	44.4		57.1	88.8	100
Math Studies SL			3	8	8
				89	73
ITGS SL				5	
				71.4	
Visual Arts SL		5	2	5	6
		71.4	13.3	41.6	43
Totals	21	27	60	63	61
	40.4	62.8	48.4	54.8	57

	A	B	C	D	E (=F)	No Grade	Total Tests	Pass #	%
2016	0	0	2	3	0	0	5	2	40.0
2017	0	0	4	1	1	0	6	4	66.7
2018	0	0	2	8	0	1	11	2	18.2
2019	0	0	3	9	0	0	12	3	25.0
2020	0	1	6	7	0	0	14		

Theory of Knowledge

	A	B	C	D	E (=F)	No Grade	Total Tests	Pass #	%
2016	0	0	1	4	0	0	5	1	20.0
2017	0	2	3	1	0	0	6	5	83.3
2018	0	0	2	3	6	0	11	2	18.2
2019	0	0	3	8	0	0	12	3	25.0

ACT Results for 3ʳᵈ Year Students in 2019-2020

The ACT

Average ACT Score Achieved by Students During the 2019-2020 School Year
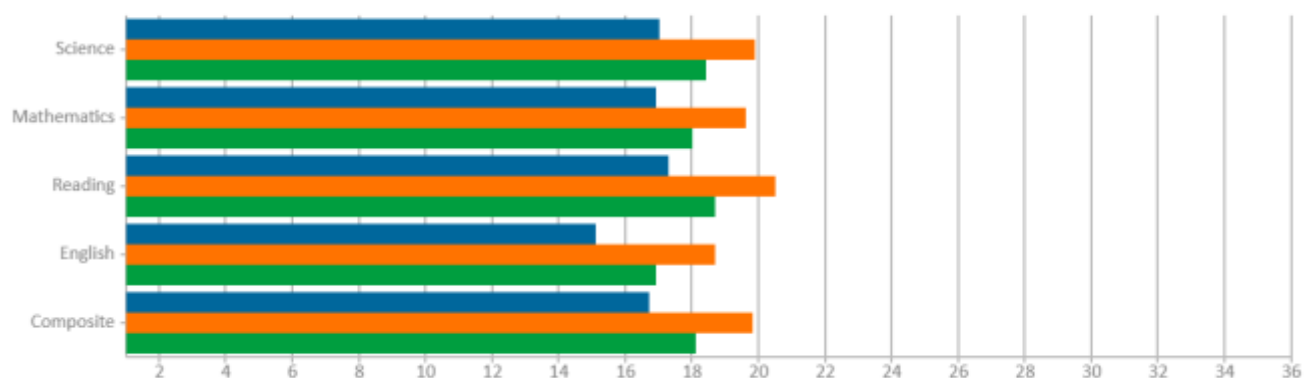
Average ACT Score Achieved by Students During the 2019-2020 School Year

■School ■District ■State
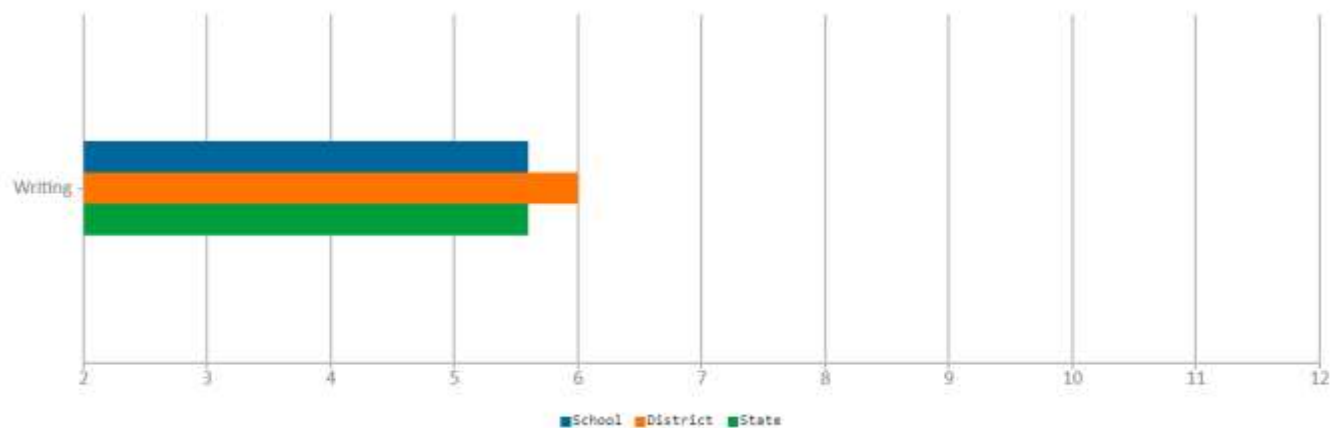
Percent of Students Meeting ACT College-Ready Benchmarks

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
34.80	13.60	19.70	12.10	4.50

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

SAT Results for Seniors in 2020

	Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
Our School	70.1	490	472	962
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.

College and Career Readiness Details

Students in the graduation cohort who are career ready   61.1% (195 / 319)

Students in the graduation cohort who have completed Career and Technical Education (CTE) with certification   11.6% (37 / 319)

Students in the graduation cohort who completed a state-approved work-based learning experience   4.7% (15 / 319)

Students in the graduation cohort who earned a platinum, gold, or silver certificate on the career readiness assessment   56.7% (181 / 319)

Students in the graduation cohort who took the ASVAB and scored 31 or higher   5.0% (16 / 319)

College and Career Readiness ⓘ

Percent of Students Earning Platinum, Gold, Silver, or Bronze National Career Readiness Certificate ([NCRC](#))

School   District   State
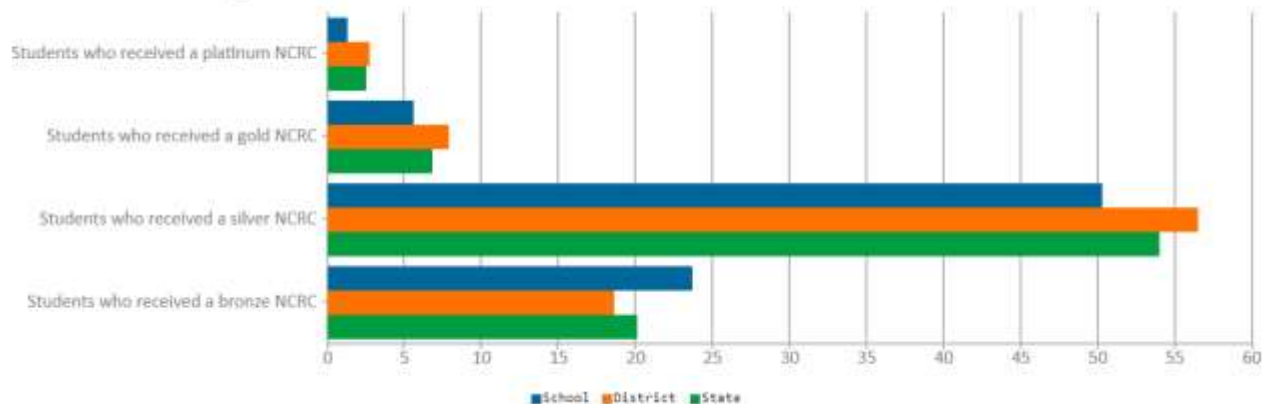
Teacher and Administrator Quality

- Professional Development at Greer for 2020-2021 continued our previous focus on student centered learning, technology integration, supporting ELL learners, and best practices for hybrid teaching.
- Faculty members attended a variety of Professional Development sessions offered by the school and district on topics that were content specific.
- Faculty members attended content/technology professional development conferences.

School Climate Needs Assessment
Link to SDE School Report Card

- *Data point not available due to state-wide school closures on March 17, 2020 – COVID 19 pandemic.*

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority
Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of HS students scoring A, B, and C on the English I EOCEP will increase from _45__% in 2016-17 to __48___% in 2022-23. *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.
INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the English I EOCEP will increase by ___1_% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
English I EOCEP SC SDE Website	**45** % of HS students scoring A, B, and C on English I EOCEP (2016-17)	**School Projected**	48	49	50	51	48

		School Actual 55.6	57.4	Waiver			
English I EOCEP SC SDE Website	49% of HS students scoring A, B, and C on English I EOCEP (2016-17)	District Projected *HS only*	52	55	58	61	64
		District Actual 58	65	Waiver			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Freshman Academy tutoring sessions	Continuous	All English 2 teachers	0	N/A	Attendance Logs
2. Mastery Connect for District Benchmarks and data analysis by teachers.	Quarterly	All English 2 teachers	0	N/A	Benchmark data and PLC notes
3. English 2 teachers participate in a PLC that meets 2-4 times a month for data driven, standards based	Continuous	All English 2 teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans

instructional planning.					
4. Schedule common planning period for English 2 teachers for data driven, standards based instructional planning.	Daily	All English 2 teachers	0	N/A	Lesson and unit plans
5. Utilize Mastery Connect for teacher created standards based assessments.	continuous	All English 2 teachers	0	N/A	Assessments in MC

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

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

PERFORMANCE GOAL: 2 The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from _22__% in 2016-17 to __37___% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase by __3___% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Algebra I EOCEP SC SDE Website	**22** % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	**School Projected**	25	28	31	34	37
		School Actual 22.6	22.6	Waiver			

Algebra I EOCEP SC SDE Website	36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	**District Projected**	39	42	45	48	51
		District Actual 33	46	**Waiver**			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Freshman Academy tutoring sessions	Continuous	All Algebra 1 teachers	0	N/A	Attendance Logs
2. MasteryConnect for District Benchmarks and data analysis by teachers.	Quarterly	All Algebra 1 teachers	0	N/A	Benchmark data and PLC notes
3. All Algebra 1 teachers participate in a PLC that meets 2-4 times a month for data driven, standards based instructional planning.	Continuous	All Algebra 1 teachers	0	N/A	PLC agenda's/minutes, lessons, and unit plans
4. Schedule common planning period for Algebra 1 teachers for data driven, standards based instructional planning.	Daily	All Algebra 1 teachers	0	N/A	Lesson and unit plans
5. Utilize MasteryConnect for teacher created	continuous	All Algebra 1 teachers	0	N/A	Assessments in MC

standards based assessments.	

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

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

PERFORMANCE GOAL: 3 The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from ___53% in 2016-17 to __68___% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase by __3___% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Biology EOCEP SC SDE Website	**53** % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	**School Projected**	56	59	62	65	68
		School Actual 42	41.6	**Waiver**			
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	**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. Freshman Academy tutoring sessions	Continuous	All Biology teachers	0	N/A	Attendance Logs
2. MasteryConnect for District Benchmarks and data analysis by teachers...	Quarterly	All Biology teachers	0	N/A	Benchmark data and PLC notes
3. Utilize DE TechBook	Continuous	All Biology teachers	0	N/A	DE Tech book data
4. All Biology teachers participate in a PLC that meets 2-4 times a month for data driven, standards based instructional planning.	Continuous	All Biology teachers	0	N/A	PLC agenda's/minutes, lessons, and unit plans
5. Schedule common planning period for Biology teachers for data driven, standards based instructional planning.	Daily	All Biology teachers	0	N/A	Lesson and unit plans
6 Utilize MasteryConnect for teacher created standards based assessments.	continuous	All Biology teachers	0	N/A	Assessments in MC

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

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

PERFORMANCE GOAL: 4 The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from __45___% in 2016-17 to __60___% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase by __3___% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
US History and the Constitution EOCEP SC SDE Website	**45** % of HS students scoring A, B, and C on US History EOCEP (2016-17)	**School Projected**	48	51	54	57	60
		School Actual 55.6	44.2	**Waiver**			
US History and the Constitution EOCEP SC SDE Website	**58** % of HS students scoring A, B, and C on US History EOCEP (2016-17)	**District Projected**	61	64	67	70	73
		District Actual 60	58	**Waiver**			

ACTION PLAN FOR STRATEGY #1:	EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. EOC Boot Camp	Every morning and afternoon a week prior to EOCT	All US History and the Constitution teachers	0	N/A	Attendance Logs
2. .MasteryConnect for District Benchmarks and data analysis by teachers...	Quarterly	All US History and the Constitution teachers	0	N/A	Benchmark data and PLC notes
3. All US History and the Constitution teachers participate in a PLC that meets 2-4 times a month for data driven, standards based instructional planning.	Continuous	All US History and the Constitution teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
4. Schedule common planning period for US History and the Constitution teachers for data driven, standards based instructional planning.	Daily	All US History and the Constitution teachers	0	N/A	Lesson and unit plans
6. Utilize MasteryConnect for teacher created standards based assessments.	continuous	All US History and the Constitution teachers	0	N/A	Assessments in MC

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 _18.1_ in 2016-17 to _21.5_ in 2022-23.
PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from _1057 in 2016-17 to 1102_ 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.

3

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) **18.1**	**School Projected**	**19.7**	**20.7**	**20.9**	**21.1**	**21.5**
		School Actual 17.1	**18.2**	16.7			
SC SDE Website	(2016-17) **19.4**	**District Projected**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
		District Actual 18.7	**20**	**19.8**			

SAT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) 1057	School Projected	1066	1075	1084	1093	1102
		School Actual 1014	944	962			
SC SDE Website	(2016-17) **1089**	District Projected	1098	1107	1116	1125	1134
		District Actual 1089	1031	1038			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

	(Start and End Dates)				
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. Utilize Naviance	Prior to test day	Advisory teachers	0	N/A	Student participation
3. Practice Test and strategies	Prior to test day	Advisory teachers	0	N/A	Student participation
4. Consultants	Prior to test day	Principal	$22 per student	School funds & $10 per student	Student participation

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	81.0	82.0	83.0	84.0	85.0
		School Actual 80.9	90.6	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	94.0	95.0	96.0	97.0	98.0
		School Actual 93.7	91.6	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**	**87.0**	**88.0**	**89.0**	**90.0**	**91.0**
		School Actual 86.8	82.6	**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**				
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**School Projected**	**58**	**59**	**60**	**61**	**62**
		School Actual 57.2	59.9	**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**
ai		**District Actual 67.1**	**68.0**	**Waiver**			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Utilize Naviance for test prep	Prior to WIN	Advisory teachers	0	N/A	Student participation
3. Practice test	Prior to WIN	Advisory teachers	0	N/A	Student participation
3. Focus on low areas from practice test	Prior to WIN	Advisory teachers	0	N/A	Student participation

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	36% A, B, C (2016-17)	**School Projected Hispanic**	**38**	**40**	**42**	**44**	**46**
EOCEP English 1 SC SDE Website		**School Actual Hispanic 45.5**	**46.9**	**Waiver**			
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	**District Projected Hispanic**	**48**	**51**	**54**	**57**	**60**
EOCEP English 1 SC SDE Website		**District Actual Hispanic 53**	**51**	**Waiver**			
EOCEP English 1 SC SDE Website	29% A, B, C (2016-17)	**School Projected AA**	**31**	**33**	**35**	**37**	**39**
EOCEP English 1 SC SDE Website		**School Actual AA 41.9**	**41.9**	**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	16% A, B, C (2016-17)	**School Projected SWD**	**18**	**20**	**22**	**24**	**26**
EOCEP English 1 SC SDE Website		**School Actual SWD 22.5**	**27.1**	**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	29% A, B, C (2016-17)	**School Projected LEP**	31	33	35	37	39
EOCEP English 1 SC SDE Website		**School Actual LEP 38.4**	41.9	**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	39% A, B, C (2016-17)	**School Projected SIP**	41	43	45	47	49
EOCEP English 1 SC SDE Website		**School Actual SIP 53.9**	47.4	**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	15% A, B, C (2016-17)	**School Projected Hispanic**	17	19	21	23	25
EOCEP Algebra 1 SC SDE Website		**School Actual Hispanic 18.6**	**21**	**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	17% A, B, C (2016-17)	**School Projected AA**	19	21	23	25	27
EOCEP Algebra 1 SC SDE Website		**School Actual AA 20**	**13.5**	**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	3.4% A, B, C (2016-17)	**School Projected SWD**	5	7	9	11	13
EOCEP Algebra 1 SC SDE Website		**School Actual SWD 5.4**	**5.2**	**Waiver**			

EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	**District Projected SWD**	**13**	**16**	**19**	**22**	**25**
EOCEP Algebra 1 SC SDE Website		**District Actual SWD 6**	**7**	**Waiver**			
EOCEP Algebra 1 SC SDE Website	12% A, B, C (2016-17)	**School Projected LEP**	14	16	18	20	22
EOCEP Algebra 1 SC SDE Website		**School Actual LEP 17.1**	24.1	**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	21% A, B, C (2016-17)	**School Projected SIP**	23	25	27	29	31
EOCEP Algebra 1 SC SDE Website		**School Actual SIP 25.5**	21.8	**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	37% A, B, C (2016-17)	**School Projected Hispanic**	39	41	43	45	47
EOCEP Biology SC SDE Website		**School Actual Hispanic 29.2**	**37**	**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	36% A, B, C (2016-17)	**School Projected AA**	38	40	42	47	49
EOCEP Biology SC SDE Website		**School Actual AA** **15.8**	**27.4**	**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	11% A, B, C (2016-17)	**School Projected SWD**	13	15	17	19	21
EOCEP Biology SC SDE Website		**School Actual SWD** 16.3	**12.3**	**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	12% A, B, C (2016-17)	**School Projected LEP**	14	16	18	20	22

EOCEP Biology SC SDE Website		**School Actual LEP 20.3**	36.5	**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	21% A, B, C (2016-17)	**School Projected SIP**	23	25	27	29	31
EOCEP Biology SC SDE Website		**School Actual SIP 35.2**	34.5	**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	33% A, B, C (2016-17)	**School Projected Hispanic**	35	37	39	41	43
EOCEP US History and the Constitution SC SDE Website		**School Actual Hispanic 39.7**	**27.5**	**Waiver**			
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	**District Projected Hispanic**	**45**	**48**	**51**	**54**	**57**
EOCEP US History and the Constitution SC SDE Website		**School Actual Hispanic 43**	**38**	**Waiver**			

EOCEP US History and the Constitution SC SDE Website	25% A, B, C (2016-17)	**School Projected AA**	27	29	31	33	35
EOCEP US History and the Constitution SC SDE Website		**School Actual AA 18.3**	**28.8**	**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	17% A, B, C (2016-17)	**School Projected SWD**	19	21	23	25	27
EOCEP US History and the Constitution SC SDE Website		**School Actual SWD 10.3**	**6.7**	**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	23% A, B, C (2016-17)	**School Projected LEP**	19	21	23	25	27
EOCEP US History and the Constitution SC SDE Website		**School Actual LEP 37.9**	23	**Waiver**			
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	**District Projected LEP**	**37**	**40**	**43**	**46**	**49**
EOCEP US History and the Constitution SC SDE Website		**District Actual LEP 37**	35	**Waiver**			
EOCEP US History and the Constitution SC SDE Website	29% A, B, C (2016-17)	**School Projected SIP**	31	33	35	37	39
EOCEP US History and the Constitution SC SDE Website		**School Actual SIP 27.5**	33.8	**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 42**	40	**Waiver**			
ACT Graduating Class	Composite 15.7 (2016-17)	**School Projected Hispanic**	16.0	17.0	18.0	19.0	20.0

ACT Graduating Class		School Actual Hispanic 17.6	16.4	**Waiver**			
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 15.1 (2016-17)	**School Projected AA**	**16.0**	**17.0**	**18.0**	**19.0**	**20.0**
ACT Graduating Class		**School Actual AA 16.2**	16.9	16.7			
ACT Graduating Class	Composite 16.0 (2016-17)	**District Projected AA**	**17.0**	**18.0**	**19.0**	**20.0**	**21.0**
ACT Graduating Class		**District Actual AA 15.7**	16.2	19.8			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Collaborate with district on developing and formalizing Multi-Tiered Systems of Support (On Track), which offer additional supports or additional enrichment to those who need it.	Continuous	All Staff, On Track Team	0	N/A	Student achievement data for traditionally underperforming student demographic groups
2. Utilize Mastery Connect benchmark	Continuous	All EOC teachers	0	N/A	Benchmark data and PLC notes

and data analysis by EOC teachers to identify gaps in learning to inform instruction.					
3. Utilize the PLC model in content and departmental groups that meet for data driven instructional planning and collaborate on best practices to meet the needs of all learners.	Continuous	All teachers	0	N/A	PLC agendas and minutes, Student achievement data for traditionally underperforming student demographic groups
4. 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, Student achievement data for traditionally underperforming student demographic groups

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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17) **86.5**	**School Projected**	**86**	**87**	**88**	**89**	**90**
		School Actual 82.3	**80.6**	**81.19**			
Graduation Rate	(2016-17) **87**	**District Projected**	**86**	**86.7**	**88**	**89**	**90**
		District Actual 84	**85**				
Employability Credentialing Rate	Data will be reported in 2020-21	**School Projected**			**TBD**	**TBD**	**90**
		School Actual					
Employability Credentialing Rate	Data will be reported in 2020-21	**District Projected**			**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. Continue flexible options for students to recover content and credit with credit/content recovery labs.	On going	Administration, counselors, & Teachers	0	N/A	Increased graduation and employability credentialing rate
2. Fully implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track to graduation at each grade level	ongoing	Administration, teachers, counselors	0	N/A	Increased graduation and employability credentialing rate
3. Identification of students at risk to fail tests or not graduate through PowerTeacher and GCSource and developing intervention plans with	Continuous	On Track team, School Counselors, Administrators	0 N/A	Documentation within GCSource and counselors' notes	Increased graduation and employability credentialing rate

students and parents.					

4. Mentoring identified at-risk students using GCSource and/or the On Track model.	Continuous	All faculty, Behavior Interventionist, Counselors	0	N/A	Documentation of mentoring sessions

5. Assign school counselors by the alphabet to better track students and assist towards a 4 year graduation.	Continuous	School Counselors	0	N/A	School Counselor student assignments
6. Annual IGP meetings with students and parents.	Yearly	School Counselors	0	N/A	Documentation of IGP meetings
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.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	**School Projected**		56%	68%	79%	**90%**
		School Actual	**47.54%**	59%			
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	**District Projected**		**56%**	**68%**	**79%**	**90%**
		District Actual	45%	54%			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Increase teacher, student, and parent awareness of Graduation Plus, focusing on dual credit, AP, IB, career classes, and	Yearly	Teachers, school counselors, and webmaster	0	N/A	Power School records

certification through marketing and communications.					
2. Inform student perception and understanding of the value of AP, IB, Dual credit, and Career Classes and Certification during IGP conferences and other orientations and workshops	Yearly	Teachers and school counselors	0	N/A	Power School records
3. Increase enrollment in, CATE, AP, IB, and Early College courses.	Yearly	Teachers, administrators, and school counselors	0	N/A	Power School records

4. Vertical articulation and collaborative planning in and across academic departments to prepare students for college or career ready course work.	Continuous	Teachers, administrators, and school counselors	0	N/A	Departmental meeting agendas

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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	56	**School Projected**	**59**	**62**	**65**	**68**	**71**
		School Actual 74	85	**89**			
PowerSchool	(2016-17) **74**	**District Projected**	**77**	**81**	**84**	**87**	**90**
		District Actual 80	82	88			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Fully implement the OnTrack model for early identification of students who are off-track in attendance, behavior, or course performance, in order to keep students on track	Continuous	Teachers, Counselors, and Administrators	0	N/A	Increased 9th graders on track for graduation

to graduation at each grade level.					
2. Year-long tutoring sessions for all students of through the Freshman Academy.	Continuous	All 9th grade teachers	0	N/A	Attendance logs of sessions
3. All 9th grade common subject teachers participate in a PLC that meets for data driven instructional planning.	weekly	All 9th grade teachers	0	N/A	PLC agendas and minutes
4. 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
5. Mentoring at-risk students.	Continuous	All faculty	0	N/A	Documentation of mentoring sessions
6. Academic intervention conferences and annual IGP meetings with students and parents.	Yearly and as needed	School Counselors, teachers, administrators	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
9. Utilize Freshman Academy model to provide a small learning community to provide academic, emotional, and social supports for students.	Continuous	Teachers, Administrators, 9th grade counselor	0	N/A	Freshman Academy meeting agendas, student achievement data

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

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

PERFORMANCE GOAL: 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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17) 45	**School Projected**	45	48	51	55	58

56

		School Actual 56	43	44			
PowerSchool	(2016-17) **52**	**District Projected**	**52**	**55**	**58**	**61**	**65**
		District Actual **51**	**53**	**59**			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Inform student understanding of the value of AP, IB, and Dual credit during IGP conferences. and other orientations and workshops	yearly	Teachers, Counselors	0	N/A	Power School records
2. Conduct informational meetings for parents.	yearly	Teachers, Counselors	0	N/A	Power School records
3. Vertical articulation and collaborative planning in and across academic departments to prepare students	Continuous	Teachers, administrators, and school counselors	0	N/A	Departmental meeting agendas

for college or career ready course work.					

4. Inform student perception and understanding of the value of AP, IB, Dual credit, and Career Classes and Certification during IGP conferences and other orientations and workshops	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: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	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/no Ethnic Diversity = yes/no	**Yes/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%	**Yes/Yes**		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop and retain high quality diverse teachers	on going	Administration	0	N/A	Retaining quality teachers
2. Attend and recruit teachers from career fairs such as Shining Stars or college events	Spring	Administration	0	N/A	Faculty Demographics
3. Recruit diverse candidates from alternative certification tracks	Spring	Administration	0	N/A	Faculty Demographics

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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	73.8	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 79.3	88.3				
SC SDE School Report Card Survey	100	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 95.8	95.8				
SC SDE School Report Card Survey	73.8	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 76.3	92.3				
SC SDE School Report Card Survey	92	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 84	93				

SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97	**97**				
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents 88	**89**				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue focus on safety through the presence of our school resource officer, required safety drills, maintenance department checklists, and security checks by local law enforcement, and monthly safety evaluations.	Continuous	All Staff	0	N/A	Survey results
2. Behavioral Interventionist developing on going rapport with students	Continuous	Behavioral Interventionist	0	N/A	Weekly reports

and community to communicate safety measures.					
3. Use school website, school messenger, social media, and email to inform students, parents, and staff about safety measures and procedures.	Continuous	Administrators	0	N/A	Documentation from posts, emails, and phone calls

4. Administrators, faculty, and SRO will supervise students in all locations and report and address safety concerns/incidents immediately.	Continuous	Administrators, Faculty, and SRO	0	N/A	Duty schedules and documentation of investigations
4. All students, staff, and visitors are monitored by displaying school IDs or name badges.	Continuous	All staff	0	N/A	ID machine documentation of IDs made and security camera footage

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	(2016-17) **0.4**	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 1.3	2.8	2.3			
GCS Expulsion Report from Kent Owens	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	.10	.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	(2016-17) **0.0**	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual **0.8**	0.0	0.0			

GCS Expulsion Report from Kent Owens	(2016-17) **0.04**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual 0.04	1.5	.3			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Behavioral Interventionist will meet with at risk students	Continuous	Behavioral Interventionist, Administrators, Teachers	0	N/A	Weekly reports from the Behavioral Interventionist
2. Faculty and staff will consistently communicate behavioral expectations of all students by referencing the student handbook which will be available for every student, by modeling appropriate behavior, and by holding students accountable for	Continuous	All Staff	0	N/A	Student handbook, documentation of communication

appropriate behaviors.					
3. Administrators, faculty, and SRO will supervise students in all locations and hold students accountable to positive behaviors.	Continuous	Administrators, Faculty, and SRO	0	N/A	Duty schedules and 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 4: The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who describe their teacher as caring on the Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**57**	**61**	**65**	**69**	**73**
		School Actual 55	**49**	**Data point not available due to state-wide school closures on March 17, 2020 – COVID 19 pandemic.**			
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected Secondary**	**54**	**58**	**62**	**66**	**70**
		District Actual Secondary 52	50				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Staff will make intentional efforts to develop positive relationships and rapport with students and their parents.	Continuous	All Staff	0	N/A	Faculty meeting presentations, contact logs, open house logs
2. Staff will build positive rapport with students by having them in Advisory classes that address academic, social, and emotional needs from the 10th - 12th grades.	Continuous	Advisory Teachers	0	N/A	Survey Results
3. Freshman Academy staff will collaborate in providing a caring and supportive atmosphere for students in the 9th grade to help with their transition from middle school.	Continuous	Freshman Advisory Teachers	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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	(2016-17) **93.4**	**School Projected**	95	95	95	95	95
		School Actual 94.05	93.3				
180th day Attendance Report	(2016-17) **95**	**District Projected**	95	95	95	95	95
		District Actual 95	95	96			

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

4. Utilize On Track model and facilitate attendance intervention meetings.	Continuous	Attendance Interventionist	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):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 15**	**Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 15**	**Afraid ≤ 5 Lonely ≤ 14 Angry ≤ 14**	**Afraid ≤ 5 Lonely ≤ 14 Angry ≤ 14**	**Afraid ≤ 4 Lonely ≤ 13 Angry ≤ 13**
		School Actual Afraid 6% Lonely 16% Angry 16%	**Afraid 6% Lonely 19% Angry 12%**	**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. Promote and communicate to students and parents the multi-tiered systems of support that is available for students	On going	School Counselor, administrators, teachers, behavior interventionists, attendance interventionist, mental health counselor	0	N/A	Survey Results
2. Offer small support groups for students addressing social and emotional needs.	On going	Counselors	0	N/A	Survey Results
3. Weekly meeting in Advisory with teachers rotating with students	On going	Counselors, teachers, and administration	0	N/A	Survey Results

Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected Secondary**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	**Afraid – 7% Lonely – 16% Angry – 14%**	**Afraid ≤7% Lonely ≤16% Angry ≤15%**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**