

The background of the page features a large, faint, circular seal of Travelers Rest High School. The seal contains a central shield with various symbols including a torch, a book, and a plow, surrounded by the text "TRAVELERS REST HIGH SCHOOL" and "GREENVILLE COUNTY, SOUTH CAROLINA".

# **TRAVELERS REST HIGH SCHOOL**

*Greenville County School District*

## **Strategic Planning and Portfolio**

*2018-2019 through 2022-2023*

**Mr. Daniel Bruce**

**Principal, Travelers Rest High School**

**Dr. W. Burke Royster**

**Superintendent, Greenville County Schools**

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Travelers Rest 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 |  | April 13, 2021 |
| PRINTED NAME         | SIGNATURE   | DATE           |

#### PRINCIPAL

|                  |  |                |
|------------------|--|----------------|
| Mr. Daniel Bruce |  | April 13, 2021 |
| PRINTED NAME     | SIGNATURE  | DATE           |

#### CHAIRPERSON, BOARD OF TRUSTEES

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

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

|                   |  |                |
|-------------------|--|----------------|
| Mr. Kenny Silvers |  | April 13, 2021 |
| PRINTED NAME      | SIGNATURE  | DATE           |

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

|                    |  |                |
|--------------------|--|----------------|
| Dr. Stephanie Rees |  | April 13, 2021 |
| PRINTED NAME       | SIGNATURE  | DATE           |

SCHOOL ADDRESS: 301 N. Main St., Travelers Rest, SC 29690

SCHOOL TELEPHONE: (864) 355-000

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

## **Stakeholder Involvement for School Renewal**

|    | Position   | Name           |
|----|--|----------------|
| 1. | Principal  | Daniel Bruce   |
| 2. | Teacher  | Sonja Airline  |
| 3. | Parent/Guardian and Paraprofessional                   | Amy Small      |
| 4. | Community Member                                       | Brandi Amidon  |
| 5. | School Improvement Council Member                      | Erin Smith     |
| 6. | Read to Succeed Reading Coach                          | NA             |
| 7. | School Read To Succeed Literacy Leadership Team Lead   | Stephanie Rees |
| 8. | School Read To Succeed Literacy Leadership Team Member | Ashley Gordon  |

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

|     |                     |              |
|-----|---------------------|--------------|
| 9.  | Assistant Principal | Andrew Baker |
| 10. | Teacher             | Kirby Alford |
| 11. | Teacher             | Arielle Case |
| 12. | Teacher             | Robbie Cole  |
| 13. | Teacher             | Peter Simms  |

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

## ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

### Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

#### NA Academic Assistance, PreK–3

The district 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).

#### ✓ Academic Assistance, Grades 4–12

The district 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).

#### ✓ Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

#### ✓ Staff Development

The district 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*.

#### ✓ Technology

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

#### NA Innovation

The district funds innovative activities to improve student learning and accelerate the performance of all students.

#### ✓ Collaboration

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

#### NA Developmental Screening

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

**NA** **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

**NA** **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

**NA** **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

**NA** **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

**✓** **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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## **Introduction**

In the spring of 2018, TRHS was introduced to the Advanced Ed self-study and decided to facilitate the seven areas through the administrative team. The principal, three assistant principals, assistant administrator, and instructional coach each submitted their survey responses. The administrative team then discussed the results and determined a united response.

During that time, Andrew Baker, an assistant principal, and Stephanie Rees, the instructional coach, led faculty members in updating the school portfolio by assessing the Advanced Ed self-study as well as the latest SC Report Card and local data. This group designed an action plan that was adopted by consensus and then presented to administrators, department chairs, and SIC members for approval.

## Executive Summary

The city of Travelers Rest is in an era of growth and change. We continue to see the development of Main Street which attracts many visitors to our small town. The city is also in the process of several housing developments that may mean growth for the student population of TRHS in the near future.

The theme for the school is *One: Team, Vision, Goal* to emphasize the unity of the faculty, staff, students, and community. As one of the few high schools in Greenville with a true feeder pattern, Travelers Rest High School often becomes the center of the community. The Travelers Rest community is highly supportive of our students and their various activities. Throughout spirit week, local businesses decorate with blue and gold to show their support.

In its evolution as a small-town high school in a large metropolitan school district, Travelers Rest High School has made great strides. As an International Baccalaureate Diploma School, students experience change in their learning as impacted by the seven strands of the IB curriculum and the five areas of interaction. Truly, we address the “global community” in our mission statement with this program.

While our diversity is not apparent in our racial makeup (25% minority), it is clearly evident in our socio-economic breakdown. Our school serves the largest geographic attendance zone in Greenville County, ranging from the North Carolina State line to the north, Pickens County to the west, and the attendance areas of three other high schools on the east and south. This attendance area includes highly educationally motivated subdivisions surrounding Furman University and exclusive gated communities. We also serve impoverished government housing projects, mobile home parks, and traditionally lower income communities. TRHS currently has a 59.8% poverty rate, which does not reflect the poverty rate of the city of Travelers Rest.

A large demographic sub-group at Travelers Rest High School is our students with disabilities. We continue to make small gains for students with IEP's and 504's.

Our challenges continue to be a reduced budget, demands on teachers to learn and incorporate initiatives and programs on top of existing professional expectations, and a poverty rate that has grown significantly in recent years. While parents are involved, we would like to increase that involvement.

Over time (five years) we have made gains in all areas. We have dropped at one time or other, but we do seem to come back. We credit our Professional Learning Communities and Power Hour with much of the success in student achievement. The IB and MYP, AP classes, and the continuation of dual credit courses in conjunction with Greenville Tech sets our students on a path of academic preparedness for college. We were at the top of the county and state in EOC scores. As is our tradition, extra-curricular activities continue to enhance the school experience. The student body demonstrated character and commitment to the community by raising over \$40,000 for local charities.



## School Profile

### *School*

301 North Main Street  
Travelers Rest, SC 29690  
Telephone: (864) 355-0000  
Fax: (864) 355-0088  
[www.greenville.k12.sc.us/trest/](http://www.greenville.k12.sc.us/trest/)

Grades: 9th - 12th Grade

Enrollment: 1,178

School Location: Just north of downtown Travelers Rest on Highway 276

Principal: Daniel Bruce

email: [wobruce@greenville.k12.sc.us](mailto:wobruce@greenville.k12.sc.us)

Our campus includes three computer labs, Promethean Boards in all classrooms and labs, agricultural shop and greenhouse, state of the art science labs, art studio with kiln room, band practice field. Athletic facilities include football stadium, soccer stadium, baseball field, softball field, four tennis courts, paved track, weight room, fitness room, three gymnasiums, and two practice fields.

In 2018-2019, each student received their own chromebook for school use. Teachers have modified instruction to take advantage of this new resource.

During the last five years, enrollment has ranged between 1150 and 1265. Ethnic demographics have remained steady for at least five years. White students represent approximately 75%, Black 13%, Hispanic 7%.

Poverty rate steadily increased. For example, in 2002-2003 the poverty rate was 28% in 2002-2003 compared to 59.8% currently.

Never satisfied with the status quo, the partnership of students, parents, administration, and faculty at Travelers Rest High School constantly seek ways to improve both the content and scope of students' learning, the quality of their lives, and their overall drive to become lifelong learners.

### *Attendance Area (Community)*

Recently the Travelers Rest community has experienced significant economic growth and has transformed from a basically textile to a diversified base. Several industrial firms have located in the area, and some existing firms have expanded their operations.

By far the most significant factor in a citywide renewal is the completion of the 26+ mile Greenville County Swamp Rabbit walking biking trail that meanders through the town and in front of Travelers Rest High School. New businesses, primarily retail and restaurants, have opened along the trail in the city limits.

Travelers Rest High School serves the most widespread attendance area in Greenville County, roughly stretching from the North Carolina line to the east and north, the Pickens County line and Berea to the west, and Cherrydale Shopping Center and Sans Souci to the south. Furman University lies within the area, and North Greenville University lies just outside the attendance area. The small town of Travelers Rest lies entirely in the area; upscale communities such as Cliff's Valley and Stratford Forest/Green Valley lie in the area as well as government subsidized housing communities such as Boulder Creek. A large number of students come from the rural areas in the attendance zone. The balance of students come from lower middle-class homes, sub-divisions, apartments, and mobile homes.

### *Faculty and Staff*

|  |       |
|--|-------|
| Administrators.....                            | 5     |
| Teachers .....                                 | 65    |
| Certified Academic Staff .....                 | 9     |
| Support Staff .....                            | 28    |
| % Certified Faculty with Advanced Degrees..... | 57.8% |
| % Teacher Attendance .....                     | 94.0% |

### *Certified Faculty*

#### Gender

|              |     |
|--------------|-----|
| Male .....   | 44% |
| Female ..... | 56% |

Among the certified faculty there are five administrators, 65 classroom teachers, a part-time ESOL teacher, one instructional coach, one athletic director, five school counselors, and two media specialists. The support staff consists of eleven maintenance staff workers, five cafeteria workers, one school resource officer, one ISS aide, seven clerical workers, one nurse, one athletic trainer, one credit recovery aide, two mental health counselors, and three teaching aides.

|   | <b>Our School</b> | <b>Change from Last Year</b> |
|---|-------------------|------------------------------|
| Average teacher salary  | \$54,934          | Up from \$52,497             |
| Percent of teachers on continuing contract                            | 61.0              | Down from 63.9               |
| Percent of teachers returning from previous year – current year       | 84.5              | Down from 91.5               |
| Percent of teachers returning from previous year – three year average | 87.6              | Down from 87.9               |
| Percent of teacher vacancies for more than 9 weeks                    | 0.0               | No change                    |
| Percent of inexperienced teachers teaching in core classes            | 0.0               | Down from 50                 |
| Number of inexperienced teachers teaching in core classes             | 0                 | Down from 2                  |
| Percent of out-of-field teachers teaching in core classes             | 0.0               | No change                    |
| Number of out-of-field teachers teaching in core classes              | 0                 | No change                    |

### *Leadership*

Decision-making at Travelers Rest High School ranges from faculty-based decisions such as implementing Power Hour, administration-controlled decisions such as use of facilities, personnel decisions, and final disciplinary determinations. Additionally, faculty members have input in decisions regarding their budgets in departmental meetings and coordinated with department heads. A Faculty Council has advised the principal about decision-making also. Most decision-making at TRHS relies on communication and cooperation between staff members to help the responsible party reach the appropriate decision for the matter under consideration.

Intra-departmental opportunities also exist for faculty members to have a voice in the courses they prefer to teach, in the courses offered by their departments, how many sections of which courses to make available, textbook adoption, and in supplemental resources regarding curriculum. Mostly these decisions are reached by consensus.

The principal delegates authority through assistant principals and others regarding the daily operation of the school. Some departments report directly to the principal while others deal with an assistant principal.

While faculty input is bound by constraints of board policy, opportunities for input as well as leadership development are abundant at Travelers Rest High School.

### *Student Population*

#### Student Enrollment:

|                 |       |
|-----------------|-------|
| 2016-2017 ..... | 1,154 |
| 2017-2018 ..... | 1,092 |
| 2018-2019 ..... | 1,191 |
| 2019-2020 ..... | 1,158 |
| 2020-2021 ..... | 1,178 |

#### Sub-populations: Special Education

|                                    | <b>2016-<br/>2017</b> | <b>2017-<br/>2018</b> | <b>2018-<br/>2019</b> | <b>2019-<br/>2020</b> | <b>2020-<br/>2021</b> |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Autism                             | 4                     | 7                     | 4                     | 11                    | 12                    |
| Intellectual Disability (Mild)     | 7                     | 4                     | 3                     | 6                     | 5                     |
| Emotional Disability               | 7                     | 9                     | 2                     | 14                    | 5                     |
| Other Health Impairment            | 30                    | 29                    | 9                     | 32                    | 31                    |
| Hearing Impairment                 |                       |                       | 1                     |                       |                       |
| Specific Learning Disability       | 116                   | 105                   | 87                    | 111                   | 123                   |
| Multiple Disabilities              | 15                    | 23                    | 31                    | 8                     | 7                     |
| Orthopedic Impairment              |                       |                       |                       |                       |                       |
| Speech/Language Impairment         |                       | 1                     | 1                     |                       |                       |
| Intellectual Disability (Moderate) |                       |                       |                       |                       |                       |
| Visual Impairment                  | 1                     | 0                     |                       |                       |                       |
| Traumatic Brain Injury             | 1                     | 1                     |                       |                       |                       |
| <b>Total</b>                       | 181                   | 179                   | 138                   | 182                   | 52                    |

#### Free and reduced meals%/Poverty index

|         | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> |
|---------|-------------|-------------|-------------|-------------|-------------|
| FARMS   | 46.4%       | 42.5%       | 43.1%       | 39.7%       | 50.6%*      |
| Poverty | 55.4%       | 55.8%       | 54.7%       | 58.6%       | 59.8%       |

\*All school meals were free in 2020-2021

### Attendance

|                 |       |
|-----------------|-------|
| 2015-2016 ..... | 93.7% |
| 2016-2017 ..... | 93.0% |
| 2017-2018 ..... | 93.8% |
| 2018-2019 ..... | 94.3% |
| 2019-2020 ..... | 95.5% |

### Ethnicity/Gender

|                                  | <b>2016-<br/>2017</b> | <b>2017-<br/>2018</b> | <b>2018-<br/>2019</b> | <b>2019-<br/>2020</b> | <b>2020-<br/>2021</b> |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Female                           | 538                   | 530                   | 525                   | 525                   | 549                   |
| Male                             | 616                   | 562                   | 619                   | 633                   | 629                   |
| Asian                            | 6                     | 7                     | 8                     | 8                     | 9                     |
| Black/African American           | 158                   | 148                   | 158                   | 144                   | 144                   |
| Hispanic/Latino                  | 68                    | 72                    | 71                    | 73                    | 80                    |
| American Indian/Alaska Native    | 3                     | 3                     | 3                     | 2                     | 3                     |
| Two or More Races                | 33                    | 31                    | 35                    | 52                    | 44                    |
| Native Hawaiian/Pacific Islander | 2                     | 3                     | 3                     | 4                     | 1                     |
| White                            | 884                   | 828                   | 866                   | 875                   | 897                   |

### School Academic/Behavioral Programs, etc.

- 30 Athletic Teams
- 20+ Clubs
- Advisor/Advisee Scheduling
- Course Levels – International Baccalaureate, Advanced Placement, College Prep, Honors, and Dual Credit
- International Baccalaureate Diploma School
- Served by Fine Arts Center, Enoree Career Center, and J. Harley Bonds Career Center
- Student Council hosts annual Spirit Week to support local charities
- Broadcasting and Journalism programs
- Community Based Job Training

### **Academic Honors**

- Students earned \$7.5 million in scholarships
- 16 students qualified as Palmetto Fellows
- 67 students qualified for Life Scholarships
- 10 AP courses offered
- 18 IB courses offered

### **Athletic Honors**

- Boys and Girls Swim Region Champions
- Boys and Girls Region Swim Coach of the year
- Girls Tennis Region Champions
- Girls Tennis Region Coach of the Year
- Boys Cross Country Region Champions
- Boys Cross Country Region Coach of the Year
- Boys Cross Country State Runner Up
- Two All-State Player in Boys Basketball
- Three All-State Individual Wrestler
- Two Individual State Champion Wrestlers
- Cheerleading Region Champions
- Cheerleading Top 3rd State Finish

### **Fine Arts Honors**

- One All-State Band Attendee
- 10 students to All-Region Band
- 16 students to All-County Band
- Ten students to District Honor Choir
- One Superior Play Rating
- Two Superior Acting Awards
- One Superior Rating Original Film
- One Excellent Rating Costume Design
- Three Excellent Rating Acting/Musical Events
- One William and Mary Ivey Long Spirit Award
- Two All-Star Acting Awards
- One Top Ten Productions

**Beta Club State Honors**

- National School of Distinction
- 1<sup>st</sup> place – Painting
- 1<sup>st</sup> place – Spanish (12th Grade)
- 2<sup>nd</sup> place – Problem Solving Scenario
- 3<sup>rd</sup> place – Drawing (Division 1)
- 3<sup>rd</sup> place – Math (12th Grade)
- 3<sup>rd</sup> place – Recyclable Art (Division 2)
- 3<sup>rd</sup> place – Trading Pins

**Devildog Anglers Fishing Team Honors**

- 100+ hours of community service
- 500+ lbs. of canned goods donated to Hope for Harvest Food Bank
- 2018 Greenville County Fishing Team Champs
- One team BASS National Championship Qualifier

**School/Faculty Honors**

- Eight National Board Certified teachers
- Three Region 2 AAAA Coaches of the Year
- GCS District Teacher of the Year
- SC State Top Five Finalist- Teacher of the Year
- President Elect- State Beta Club Sponsor
- State Girls Track Coach of the Year

Due to using departmental professional learning communities to enhance student achievement, the school can point to those bi-monthly (plus more informal discussions) initiative as instrumental in increasing student passage rates of school courses as well as EOC improvements.

Travelers Rest High School has the distinction of being an International Baccalaureate School, and the leadership of the program is coordinated onsite. The coordinator assists the principal, parents, and potential IB students in determining their suitability for the program. The coordinator also ensures school compliance of all IB regulations.

## Mission, Vision, and Beliefs

*Mission Statement:* We educate students both academically and socially so that they become responsible citizens of our local and global community.

*Vision:*

- Curriculum – Our curriculum will be progressive and designed to help students meet all required standards. It must be
  - Real-world relevant
  - Standards-based
  - Research-based
  - Challenging
  - Intra- and inter-disciplinary
  - Diverse
  - Adaptive to students' needs and learning styles
- Instruction – Instruction will be concise, clear, and consistent with strategies appropriate to student needs. It must include
  - Incorporation of multiple learning styles
  - Self-evaluation
  - Emphasis on higher-order thinking skills
  - High expectations for performance and behavior
  - Delivery by highly qualified professionals
  - Creativity to encourage student involvement
  - Flexibility to encourage student growth
  - Interesting and engaging approaches
  - Based on best practices
- Assessment – Assessment must be fair and just and appropriate to the student's needs and learning styles as well as appropriate to the learning objectives. It must be
  - Varied and authentic
  - Flexible to allow for student to demonstrate knowledge in a variety of ways both traditional and non-traditional
  - Continuous
  - Used to monitor and direct instruction
  - Based upon instruction
  - Challenging and aligned with desired student learning
- Environment – The environment must be safe and free from conditions that would adversely affect student learning. It should give students an equal opportunity to learn in an engaging and positive place for which they will be proud. It must be
  - Enriching and stimulating for the whole student – aesthetically, academically, and socially
  - Inviting to the students, staff, and community
  - Engaging and encouraging of student learning
  - Reflective of atmosphere of respect, support, and compassion for all stakeholders
  - Adequate in terms of resources
  - Clearly reflective of expectations for rigor and excellence

## Beliefs and Values:

Travelers Rest High School holds the following beliefs and values with regard to instruction, curriculum, assessment, and environment:

### Instruction should

- Be rigorous in nature with high expectations for all students
- Be clearly defined and well-organized
- Be flexible in delivery to accommodate learning styles
- Impart a strong work ethic
- Involve parents as partners in the child's education
- Be assessed in a timely manner
- Be delivered in a respectful and professional manner
- Be presented with conviction and relevance to our world

### Curriculum should

- Be aligned with state standards
- Be meaningful
- Offer diversity
- Educate the student as a whole person (academically, socially)
- Reflect cross-curricular integration
- Be current, up-to-date

### Assessment should

- Be authentic
- Varied
- Rigorous
- Accommodate different learning styles
- Be used to improve instruction and alter curriculum
- Be aligned with defined learning objectives
- Be continuous
- Be consistent and fair

### Environment should

- Be a safe place for all stakeholders
- Be clean and inviting
- Allow for individual expression
- Allow for collegiality among students and staff
- Exhibit a concern for all participants
- Display integrity, trust, truth, respect, and fairness for all
- Allow all students to be successful

School Tagline: **One Community - Cultivating Minds - Expanding Possibilities**



## Data Analysis and Needs Assessment

### *Student Achievement*

#### The ACT:

##### Average Score

| Year  | Composite | English | Mathematics | Reading | Science | Writing |
|-------|-----------|---------|-------------|---------|---------|---------|
| 2020  | 19.0      | 17.6    | 18.6        | 20.0    | 19.1    | NA      |
| 2019  | 17.7      | 16.4    | 17.6        | 18.1    | 18.1    | 5.6     |
| 2018  | 17.9      | 16.4    | 18.0        | 18.5    | 18.2    | 5.7     |
| 2017* | 17.1      | 15.6    | 17.6        | 17.4    | 17.6    | 5.5     |
| 2016* | 18.3      | 17.0    | 18.3        | 18.9    | 18.6    | 15.6    |

\*All 3<sup>rd</sup> year students tested.

##### Percent Meeting ACT College-Ready Benchmarks

| Year | All 4 Subjects | English Score: 18 | Mathematics Score: 22 | Reading Score: 22 | Science Score: 23 |
|------|----------------|-------------------|-----------------------|-------------------|-------------------|
| 2020 | Not Reported   |                   |                       |                   |                   |
| 2019 | 9.3            | 37.9              | 16.4                  | 27.9              | 17.9              |
| 2018 | 10.8           | 36.3              | 22.0                  | 30.0              | 15.9              |
| 2017 | 8.1            | 30.6              | 17.7                  | 26.2              | 12.3              |
| 2016 | 14.1           | 41.1              | 22.2                  | 31.9              | 23.4              |

#### WIN Ready to Work:

##### Percent of students who received certificates

| Year | Bronze          | Silver | Gold | Platinum | Total |
|------|-----------------|--------|------|----------|-------|
| 2020 | Covid-19 Waiver |        |      |          |       |
| 2019 | 19.2            | 52.8   | 6.4  | 3.0      | 81.5  |
| 2018 | 22.5            | 56.6   | 6.6  | 2.5      | 88.1  |

#### End-of-Course Exams

##### Algebra I EOC

| Year  | % Passing | % A, B, C |
|-------|-----------|-----------|
| 2020* | 41.2      | 10.7      |
| 2019  | 50.7      | 21.8      |
| 2018  | 53.2      | 22.4      |
| 2017  | 59.4      | 17.5      |
| 2016  | 78.8      | 59.4      |

\*Fall 2019 data only due to Covid-19 pandemic

### Biology I EOC

| Year  | % Passing | % A, B, C |
|-------|-----------|-----------|
| 2020* | 55.1      | 28.5      |
| 2019  | 58.5      | 37.3      |
| 2018  | 61.5      | 45.1      |
| 2017  | 74.2      | 59.4      |
| 2016  | 80.8      | 70.5      |

\*Fall 2019 data only due to Covid-19 pandemic

### English I EOC

| Year | % Passing | % A, B, C |
|------|-----------|-----------|
| 2019 | 70.4      | 50.7      |
| 2018 | 67.0      | 40.7      |
| 2017 | 59.4      | 30.8      |
| 2016 | 71.2      | 50.2      |

### English 2 EOC

| Year  | % Passing | % A, B, C |
|-------|-----------|-----------|
| 2020* | 77.5      | 60.3      |

\*Fall 2019 data only due to Covid-19 pandemic

### US History and Constitution EOC

| Year  | % Passing | % A, B, C |
|-------|-----------|-----------|
| 2020* | 74.4      | 51.5      |
| 2019  | 79.6      | 56.2      |
| 2018  | 82.5      | 64.6      |
| 2017  | 73.3      | 53.6      |
| 2016  | 80.7      | 63.0      |

\*Fall 2019 data only due to Covid-19 pandemic

### Graduation Rate:

#### Four-Year Cohort Graduation Rate

| Year | % Passing |
|------|-----------|
| 2020 | 83.1      |
| 2019 | 80.5      |
| 2018 | 82.4      |
| 2017 | 86.7      |
| 2016 | 83.5      |

### Advanced Placement (AP)

| <b>Year</b> | <b>Number of Exams Taken</b> | <b>% Passing with score 3-5</b> |
|-------------|------------------------------|---------------------------------|
| 2020        | 150                          | 62.8                            |
| 2019        | 150                          | 59.0                            |
| 2018        | 127                          | 66.9                            |
| 2017        | 172                          | 60.5                            |
| 2016        | 172                          | 66.9                            |

### International Baccalaureate (IB)

| <b>Year</b> | <b>% Passing with score 4+</b> |
|-------------|--------------------------------|
| 2020        | No Testing                     |
| 2019        | 83                             |
| 2018        | 95.7                           |
| 2017        | 90                             |
| 2016        | 79                             |

### SAT

| <b>Year</b> | <b>Percent of Students Tested</b> | <b>Evidence-Based Reading and Writing</b> | <b>Math</b> | <b>Composite Score</b> |
|-------------|-----------------------------------|---|-------------|------------------------|
| 2020        | 61.5                              | 505                                       | 475         | 979                    |
| 2019        | 71.8                              | 499                                       | 481         | 980                    |
| 2018        | 45.6                              | 542                                       | 512         | 1054                   |
| 2017*       | 48.6                              | 534                                       | 513         | 1048                   |

\*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 for 2020-2021

Due to the variety of learning environments to which teachers adapted, professional learning focused on providing flexible resources to support teachers and students.

#### 2020

##### July

- 27 Blended Learning Training

##### August

- 12 Blended Learning Department Training

##### September

- 16 PLC
- 21 New Teacher Guided Support
- 30 [Blended Learning: Choice Board](#)

##### October

- 7 PLC
- 21 PLC
- 23 Learning Lab: [Padlet](#)
- 30 [Blended Learning: Choice Board](#)

##### November

- 4 PLC
- 18 PLC
- 30 [Blended Learning: Choice Board](#)

##### December

- 2 PLC
- 18 PLC

#### 2021

##### January

- 5 eLearning: Live Stream
- 6 PLC
- 26 New Teacher Guided Support

##### February

- 3 PLC
- 9 Repurposing Assessment
- 17 PLC
- 23 New Teacher Guided Support

##### March

- 3 PLC
- 9 Repurposing Assessment
- 17 PLC
- 23 New Teacher Guided Support
- 31 [Blended Learning: Choice Board](#)

##### April

- 13 Repurposing Assessment
- 21 PLC
- 27 New Teacher Guided Support
- 30 Blended Learning: Choice Board

##### May

- 5 PLC
- 11 Repurposing Assessment
- 19 PLC
- 28 Blended Learning: Choice Board

## *Professional Development Plan 2021-2022*

### PD Emphasis:

For the 2021-2022 school year, the professional development will continue to encourage on-going, evidence-based, collaborative professional learning by developing a personalized professional learning platform. TRHS instruction will be defined as...

- Relevant
- Inquiry-based
- Collaborative
- Engaging
- Student-centered

Teachers will identify their areas of growth related to disciplinary literacy and identify professional learning to engage in that will support their personal professional learning goals. While professional learning will be offered at the school level, teachers will have the opportunity to identify professional learning from a variety of sources to meet their professional learning goals. Teachers' professional learning will be facilitated through regular meetings with the instructional coach.

### Rational:

- As a school, we have discussed the need to move towards student-centered instruction. However, there is a need for continued emphasis on practical student-centered strategies, discussion of implementation experiences, and student growth results.
- Following the district's lead, TRHS will have a renewed emphasis on making data-driven instructional decisions based on student work and feedback.

### Learning Targets:

- Apply disciplinary literacy strategies in the classroom to encourage student discussion and provide learning that is personalized to the students.
- Use student feedback and work to set specific goals and to make instructional decisions.

### Outcomes Anticipated:

- Teachers will continue to use formative assessments in their classroom that reflect learning targets.
- Results from formative assessments will be used to guide PLC discussions to answer...
  - Where are the students?
  - Where do they need to be?
  - How do we get them there?
- Teachers will create clear goals and tasks and provide appropriate texts for students that are carefully modeled and scaffolded for student success.

### Professional Learning Opportunities:

- Professional Learning Communities – bi-monthly, departments meet to analyze student data and make adjustments to continuing instruction
- *Cultivate* – monthly, TRHS teachers will participate in collaborative, on-going discussions that emphasize the implementation of disciplinary literacy practices in the classroom and resulting student growth.

- Individual teacher coaching
- New teacher coaching cycles

Follow-up and Sustainability:

- Throughout 2021-2022, teachers will continue to meet in subject area PLC meetings to discuss instructional needs based on student data
- PLCs will submit minutes
- Administrative and IC walkthroughs that are student-centered

Roles and Responsibilities:

- Instructional Coach
  - Meet with departments and administration
  - Facilitate professional learning opportunities listed above
  - Observations
- Teachers
  - Create formative assessments based on learning targets
  - Data collection
- Administration
  - Student-centered walkthroughs

### *School Climate Needs Assessment*

2019-2020 SDE Survey Results – not reported due to Covid-19 pandemic

#### 2018-2019 SDE Survey Result

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 56       | 182       | 9        |
| Percent satisfied with learning environment            | 92.9%    | 79.7%     | 77.8%    |
| Percent satisfied with social and physical environment | 87.5%    | 81.9%     | 77.7%    |
| Percent satisfied with school-home relations           | 84.0%    | 83.0%     | 75.0%    |

\*Only students in grade 11 and their parents were included.

#### Student Safety

| Evaluations by Parents   | Percent Agree/<br>Strongly Agrees | Total Responses |
|--|-----------------------------------|-----------------|
| “My child feels safe at school.”   | 100.0                             | 9               |
| “My child’s teachers and school staff prevent or stop bullying at school.” | 77.8                              | 9               |
| Evaluations by Teachers  | Percent Agree/<br>Strongly Agrees | Total Responses |
| “I feel safe at my school before and after hours.”                         | 100.0                             | 56              |
| “The rules for behavior are enforced at my school.”                        | 69.7                              | 56              |

[2019-2020 SDE School Report Card](#)

**Impact of COVID-19:**

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

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

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

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

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



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

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

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

**PERFORMANCE GOAL: 1)** The percentage of HS students scoring A, B, and C on the **English I EOCEP** will increase from 31% in 2016-17 to 36% 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):                | 2016-17   | 2017-18                                       | 2018-19   | 2019-20       | 2020-21   | 2021-22   | 2022-23   |
|--------------------------------|---|---|-----------|---------------|-----------|-----------|-----------|
| English I EOCEP SC SDE Website | 30.8% of HS students scoring A, B, and C on English I EOCEP (2016-17) | <b>School Projected</b>                       | <b>32</b> | <b>33</b>     | <b>34</b> | <b>35</b> | <b>36</b> |
|                                |   | <b>School Actual</b><br>40.7                  | 50.7      | <i>waiver</i> |           |           |           |
| English I EOCEP SC SDE Website | 49% of HS students scoring A, B, and C on English I EOCEP (2016-17)   | <b>District Projected</b><br><b>*HS only*</b> | <b>60</b> | <b>61</b>     | <b>62</b> | <b>63</b> | <b>64</b> |
|                                |   | <b>District Actual</b><br>58                  | 65        | <i>waiver</i> |           |           |           |

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

| <b>ACTION PLAN FOR STRATEGY #1:</b>       |  |                              |                       |                       | <b>EVALUATION</b>                   |
|---|--|------------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                           | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>    | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Benchmark Incentives                   | 2018-2019                                | Freshman Academy Coordinator | \$1000                |                       |                                     |
| 2. MasteryConnect Benchmark Data Meetings | 2018-2019                                | Instructional Coach          | N/A                   | N/A                   | Lesson plans, benchmark results     |
| 3.  |  |                              |                       |                       |                                     |

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

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

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

**PERFORMANCE GOAL: 2)** The percentage of HS students scoring A, B, and C on the **Algebra I EOCEP** will increase from 18% in 2016-17 to 33% 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):                | 2016-17   | 2017-18                      | 2018-19   | 2019-20       | 2020-21   | 2021-22   | 2022-23   |
|--------------------------------|---|------------------------------|-----------|---------------|-----------|-----------|-----------|
| Algebra I EOCEP SC SDE Website | 17.5% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17) | <b>School Projected</b>      | <b>21</b> | <b>24</b>     | <b>27</b> | <b>30</b> | <b>33</b> |
|                                |   | <b>School Actual</b><br>22.4 | 21.8      | <i>waiver</i> |           |           |           |
| Algebra I EOCEP SC SDE Website | 36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)   | <b>District Projected</b>    | <b>39</b> | <b>42</b>     | <b>45</b> | <b>48</b> | <b>51</b> |
|                                |   | <b>District Actual</b><br>33 | 46        | <i>waiver</i> |           |           |           |

| <b>ACTION PLAN FOR STRATEGY #1:</b>       |  |                                |                       |                       | <b>EVALUATION</b>                   |
|---|--|--------------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                           | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>      | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Benchmark Incentives                   | 2018-2019                                | Freshman Academy Administrator | \$1000                |                       |                                     |
| 2. MasteryConnect Benchmark Data Meetings | 2018-2019                                | Instructional Coach            | N/A                   | N/A                   | Lesson plans, benchmark results     |
| 3.  |  |                                |                       |                       |                                     |

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

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

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

**PERFORMANCE GOAL: 3)** The percentage of HS students scoring A, B, and C on the **Biology EOCEP** will increase from 59% in 2016-17 to 74% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase by 3% annually.

| DATA SOURCE(s):                 | 2016-17   | 2017-18                      | 2018-19   | 2019-20       | 2020-21   | 2021-22   | 2022-23   |
|---------------------------------|---|------------------------------|-----------|---------------|-----------|-----------|-----------|
| Biology EOCEP<br>SC SDE Website | 59.4% of HS students scoring A, B, and C on Biology EOCEP (2016-17) | <b>School Projected</b>      | <b>62</b> | <b>65</b>     | <b>68</b> | <b>71</b> | <b>74</b> |
|                                 |   | <b>School Actual</b><br>45.1 | 37.3      | <i>waiver</i> |           |           |           |
| Biology EOCEP<br>SC SDE Website | 64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)  | <b>District Projected</b>    | <b>67</b> | <b>70</b>     | <b>73</b> | <b>76</b> | <b>79</b> |
|                                 |   | <b>District Actual</b><br>53 | 50        | <i>waiver</i> |           |           |           |

| <b>ACTION PLAN FOR STRATEGY #1:</b>       |  |                                |                       |                       | <b>EVALUATION</b>                   |
|---|--|--------------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                           | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>      | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Benchmark Incentives                   | 2018-2019                                | Freshman Academy Administrator | \$1000                |                       |                                     |
| 2. MasteryConnect Benchmark Data Meetings | 2018-2019                                | Instructional Coach            | N/A                   | N/A                   | Lesson plans, benchmark results     |
| 3.  |  |                                |                       |                       |                                     |

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

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

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

**PERFORMANCE GOAL: 4)** The percentage of HS students scoring A, B, and C on the **US History and the Constitution EOCEP** will increase from 54% in 2016-17 to 69% 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):                                      | 2016-17   | 2017-18                      | 2018-19   | 2019-20       | 2020-21   | 2021-22   | 2022-23   |
|--|---|------------------------------|-----------|---------------|-----------|-----------|-----------|
| US History and the Constitution EOCEP SC SDE Website | 53.6 % of HS students scoring A, B, and C on US History EOCEP (2016-17) | <b>School Projected</b>      | <b>57</b> | <b>60</b>     | <b>63</b> | <b>66</b> | <b>69</b> |
|  |   | <b>School Actual</b><br>64.6 | 56.2      | <i>waiver</i> |           |           |           |
| US History and the Constitution EOCEP SC SDE Website | 58% of HS students scoring A, B, and C on US History EOCEP (2016-17)    | <b>District Projected</b>    | <b>61</b> | <b>64</b>     | <b>67</b> | <b>70</b> | <b>73</b> |
|  |   | <b>District Actual</b><br>60 | 58        | <i>waiver</i> |           |           |           |

| <b>ACTION PLAN FOR STRATEGY #1:</b>       |  |                                    |                       |                       | <b>EVALUATION</b>                   |
|---|--|------------------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                           | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>          | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Benchmark Incentives                   | 2018-2019                                | Social Studies Assistant Principal | \$1000                |                       |                                     |
| 2. MasteryConnect Benchmark Data Meetings | 2018-2019                                | Instructional Coach                | N/A                   | N/A                   | Lesson plans, benchmark results     |
| 3.  |  |                                    |                       |                       |                                     |



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

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

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

**PERFORMANCE GOAL: 5)** Increase the average ACT Composite Score for the graduating class from 18.3 in 2016-17 to 21.5 in 2022-23.

**PERFORMANCE GOAL: 6)** Increase the average SAT Composite Score for the graduating class from 1049 in 2016-17 to 1094 in 2022-23.

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

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

#### ACT Graduating Class Data

| DATA SOURCE(s): | 2016-17           | 2017-18                 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|-------------------|-------------------------|---------|---------|---------|---------|---------|
| SC SDE Website  | (2016-17)<br>18.3 | School Projected        | 19.9    | 20.9    | 21.1    | 21.3    | 21.5    |
|                 |                   | School Actual<br>17.6   | 17.7    | 19.0    |         |         |         |
| SC SDE Website  | (2016-17)<br>19.4 | District Projected      | 21.0    | 22.0    | 22.2    | 22.4    | 22.8    |
|                 |                   | District Actual<br>18.7 | 20.0    | 19.8    |         |         |         |

SAT Graduating Class Data

| <b>DATA<br/>SOURCE(s):</b> | <b>2016-17</b>    | <b>2017-18</b>                 | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> |
|----------------------------|-------------------|--------------------------------|----------------|----------------|----------------|----------------|----------------|
| SC SDE<br>Website          | (2016-17)<br>1049 | <b>School<br/>Projected</b>    | <b>1058</b>    | <b>1067</b>    | <b>1076</b>    | <b>1085</b>    | <b>1094</b>    |
|                            |                   | <b>School Actual</b><br>1054   | 980            | 979            |                |                |                |
| SC SDE<br>Website          | (2016-17)<br>1089 | <b>District<br/>Projected</b>  | <b>1098</b>    | <b>1107</b>    | <b>1116</b>    | <b>1125</b>    | <b>1134</b>    |
|                            |                   | <b>District Actual</b><br>1089 | 1031           | 1038           |                |                |                |

| <b>ACTION PLAN FOR STRATEGY #1:</b> |  |                           |                       |                       | <b>EVALUATION</b>                   |
|-------------------------------------|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                     | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. SAT Prep Course                  | 1 semester                               | SAT Teacher               | N/A                   | N/A                   | PowerSchool Scheduling              |
| 2.                                  |  |                           |                       |                       |                                     |
| 3.                                  |  |                           |                       |                       |                                     |

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

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

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

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

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

| DATA SOURCE(s): |  | 2017-18                        | 2018-19     | 2019-20       | 2020-21     | 2021-22     | 2022-23     |
|-----------------|--|--------------------------------|-------------|---------------|-------------|-------------|-------------|
| SC SDE Website  | % of students that scored Level 3 or higher on Applied Mathematics | <b>School Projected</b>        | <b>95.5</b> | <b>96.0</b>   | <b>96.5</b> | <b>97.0</b> | <b>98.0</b> |
|                 |  | <b>School Actual</b><br>95.1   | 96.2        | <i>waiver</i> |             |             |             |
| SC SDE Website  | % of students that scored Level 3 or higher on Applied Mathematics | <b>District Projected</b>      | <b>94.0</b> | <b>95.0</b>   | <b>96.0</b> | <b>97.0</b> | <b>98.0</b> |
|                 |  | <b>District Actual</b><br>93.7 | 94.0        | <i>waiver</i> |             |             |             |

|                |   |                                |             |               |             |             |             |
|----------------|---|--------------------------------|-------------|---------------|-------------|-------------|-------------|
| SC SDE Website | % of students that scored Level 3 or higher on Applied Locating Information | <b>School Projected</b>        | <b>97.5</b> | <b>98.0</b>   | <b>98.5</b> | <b>99.0</b> | <b>99.5</b> |
|                |   | <b>School Actual</b><br>97.1   | 93.6        | <i>waiver</i> |             |             |             |
| SC SDE Website | % of students that scored Level 3 or higher on Locating Information         | <b>District Projected</b>      | <b>95.0</b> | <b>96.0</b>   | <b>97.0</b> | <b>98.0</b> | <b>99.0</b> |
|                |   | <b>District Actual</b><br>94.7 | 93.8        | <i>waiver</i> |             |             |             |
| SC SDE Website | % of students that scored Level 3 or higher on Reading for Information      | <b>School Projected</b>        | <b>91.5</b> | <b>92.0</b>   | <b>92.5</b> | <b>93.0</b> | <b>94.0</b> |
|                |   | <b>School Actual</b><br>91.0   | 85.3        | <i>waiver</i> |             |             |             |
| SC SDE Website | % of students that scored Level 3 or higher on Reading for Information      | <b>District Projected</b>      | <b>90.0</b> | <b>91.0</b>   | <b>92.0</b> | <b>93.0</b> | <b>94.0</b> |
|                |   | <b>District Actual</b><br>89.3 | 88.1        | <i>waiver</i> |             |             |             |

|                |  |                                |             |               |             |             |             |
|----------------|--|--------------------------------|-------------|---------------|-------------|-------------|-------------|
| SC SDE Website | % of students that earned Silver, Gold, or Platinum Ready to Work Credential | <b>School Projected</b>        | <b>66.0</b> | <b>67.0</b>   | <b>68.0</b> | <b>69.0</b> | <b>70.0</b> |
|                |  | <b>School Actual</b><br>65.7   | 62.2        | <i>waiver</i> |             |             |             |
| SC SDE Website | % of students that earned Silver, Gold, or Platinum Ready to Work Credential | <b>District Projected</b>      | <b>68.0</b> | <b>69.0</b>   | <b>70.0</b> | <b>71.0</b> | <b>72.0</b> |
|                |  | <b>District Actual</b><br>67.1 | 68          | <i>waiver</i> |             |             |             |

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |  |                           |                       |                       | <b>EVALUATION</b>   |
|---|--|---------------------------|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| 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                     | NA                    | Logs of Meetings and Student Signups for College Entrance Tests, IGP Meetings |
| 2. Test Prep class taught by English and math teachers for college entrance tests.  | Continuous                               | English and Math teacher  | 0                     | NA                    | Master Schedule   |
| 3. Naviance Career Readiness Training, Job Fair Expo, Career Speakers, and Job Shadowing/Internship Opportunities                               | Continuous                               | Guidance, Administration  | 0                     | NA                    | Attendance Logs   |

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):                   | 2016-17                    | 2017-18                                    | 2018-19   | 2019-20       | 2020-21   | 2021-22   | 2022-23   |
|-----------------------------------|----------------------------|--|-----------|---------------|-----------|-----------|-----------|
| EOCEP English 1<br>SC SDE Website | 16.7% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>Hispanic</b>   | <b>20</b> | <b>23</b>     | <b>26</b> | <b>29</b> | <b>32</b> |
| EOCEP English 1<br>SC SDE Website |                            | <b>School Actual<br/>Hispanic</b><br>NA    | NA        | <i>waiver</i> |           |           |           |
| EOCEP English 1<br>SC SDE Website | 45% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>Hispanic</b> | <b>48</b> | <b>51</b>     | <b>54</b> | <b>57</b> | <b>60</b> |
| EOCEP English 1<br>SC SDE Website |                            | <b>District Actual<br/>Hispanic</b><br>53  | 51        | <i>waiver</i> |           |           |           |



|                                   |                            |                                       |           |               |           |           |           |
|-----------------------------------|----------------------------|---------------------------------------|-----------|---------------|-----------|-----------|-----------|
| EOCEP English 1<br>SC SDE Website | 21.3% A, B, C<br>(2016-17) | <b>School<br/>Projected AA</b>        | <b>24</b> | <b>27</b>     | <b>30</b> | <b>33</b> | <b>36</b> |
| EOCEP English 1<br>SC SDE Website |                            | <b>School Actual<br/>AA<br/>23.0</b>  | 9.4       | <i>waiver</i> |           |           |           |
| EOCEP English 1<br>SC SDE Website | 38% A, B, C<br>(2016-17)   | <b>District<br/>Projected AA</b>      | <b>41</b> | <b>44</b>     | <b>47</b> | <b>50</b> | <b>53</b> |
| EOCEP English 1<br>SC SDE Website |                            | <b>District Actual<br/>AA<br/>50</b>  | 40        | <i>waiver</i> |           |           |           |
| EOCEP English 1<br>SC SDE Website | 6.8% A, B, C<br>(2016-17)  | <b>School<br/>Projected SWD</b>       | <b>10</b> | <b>13</b>     | <b>16</b> | <b>19</b> | <b>22</b> |
| EOCEP English 1<br>SC SDE Website |                            | <b>School Actual<br/>SWD<br/>11.3</b> | 9.8       | <i>waiver</i> |           |           |           |
| EOCEP English 1<br>SC SDE Website | 14% A, B, C<br>(2016-17)   | <b>District<br/>Projected SWD</b>     | <b>17</b> | <b>20</b>     | <b>23</b> | <b>26</b> | <b>29</b> |
| EOCEP English 1<br>SC SDE Website |                            | <b>District Actual<br/>SWD<br/>20</b> | 18        | <i>waiver</i> |           |           |           |

|                                   |                            |                                       |           |               |           |           |           |
|-----------------------------------|----------------------------|---------------------------------------|-----------|---------------|-----------|-----------|-----------|
| EOCEP English 1<br>SC SDE Website | 11.8% A, B, C<br>(2016-17) | <b>School<br/>Projected LEP</b>       | <b>15</b> | <b>18</b>     | <b>21</b> | <b>24</b> | <b>27</b> |
| EOCEP English 1<br>SC SDE Website |                            | <b>School Actual<br/>LEP<br/>NA</b>   | NA        | <i>waiver</i> |           |           |           |
| EOCEP English 1<br>SC SDE Website | 37% A, B, C<br>(2016-17)   | <b>District<br/>Projected LEP</b>     | <b>40</b> | <b>43</b>     | <b>46</b> | <b>49</b> | <b>52</b> |
| EOCEP English 1<br>SC SDE Website |                            | <b>District Actual<br/>LEP<br/>48</b> | 34        | <i>waiver</i> |           |           |           |
| EOCEP English 1<br>SC SDE Website | 28.4% A, B, C<br>(2016-17) | <b>School<br/>Projected PIP</b>       | <b>31</b> | <b>34</b>     | <b>37</b> | <b>40</b> | <b>43</b> |
| EOCEP English 1<br>SC SDE Website |                            | <b>School Actual<br/>PIP<br/>36.5</b> | 43.7      | <i>waiver</i> |           |           |           |
| EOCEP English 1<br>SC SDE Website | 45% A, B, C<br>(2016-17)   | <b>District<br/>Projected PIP</b>     | <b>48</b> | <b>51</b>     | <b>54</b> | <b>57</b> | <b>60</b> |
| EOCEP English 1<br>SC SDE Website |                            | <b>District Actual<br/>PIP<br/>56</b> | 50        | <i>waiver</i> |           |           |           |

|                                   |                            |  |           |               |           |           |           |
|-----------------------------------|----------------------------|--|-----------|---------------|-----------|-----------|-----------|
| EOCEP Algebra 1<br>SC SDE Website | 10.7% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>Hispanic</b>   | <b>14</b> | <b>17</b>     | <b>20</b> | <b>23</b> | <b>26</b> |
| EOCEP Algebra 1<br>SC SDE Website |                            | <b>School Actual<br/>Hispanic<br/>23.0</b> | NA        | <i>waiver</i> |           |           |           |
| EOCEP Algebra 1<br>SC SDE Website | 37% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>Hispanic</b> | <b>40</b> | <b>43</b>     | <b>46</b> | <b>49</b> | <b>52</b> |
| EOCEP Algebra 1<br>SC SDE Website |                            | <b>District Actual<br/>Hispanic<br/>33</b> | 35        | <i>waiver</i> |           |           |           |
| EOCEP Algebra 1<br>SC SDE Website | 9.6% A, B, C<br>(2016-17)  | <b>School<br/>Projected AA</b>             | <b>13</b> | <b>16</b>     | <b>19</b> | <b>22</b> | <b>25</b> |
| EOCEP Algebra 1<br>SC SDE Website |                            | <b>School Actual<br/>AA<br/>12.2</b>       | 9.3       | <i>waiver</i> |           |           |           |
| EOCEP Algebra 1<br>SC SDE Website | 27% A, B, C<br>(2016-17)   | <b>District<br/>Projected AA</b>           | <b>30</b> | <b>33</b>     | <b>36</b> | <b>39</b> | <b>42</b> |
| EOCEP Algebra 1<br>SC SDE Website |                            | <b>District Actual<br/>AA<br/>24</b>       | 21        | <i>waiver</i> |           |           |           |

|                                   |                           |                                       |           |               |           |           |           |
|-----------------------------------|---------------------------|---------------------------------------|-----------|---------------|-----------|-----------|-----------|
| EOCEP Algebra 1<br>SC SDE Website | 8.8% A, B, C<br>(2016-17) | <b>School<br/>Projected SWD</b>       | <b>12</b> | <b>15</b>     | <b>18</b> | <b>21</b> | <b>24</b> |
| EOCEP Algebra 1<br>SC SDE Website |                           | <b>School Actual<br/>SWD<br/>4.1</b>  | 3.2       | <i>waiver</i> |           |           |           |
| EOCEP Algebra 1<br>SC SDE Website | 10% A, B, C<br>(2016-17)  | <b>District<br/>Projected SWD</b>     | <b>13</b> | <b>16</b>     | <b>19</b> | <b>22</b> | <b>25</b> |
| EOCEP Algebra 1<br>SC SDE Website |                           | <b>District Actual<br/>SWD<br/>6</b>  | <b>7</b>  | <i>waiver</i> |           |           |           |
| EOCEP Algebra 1<br>SC SDE Website | 8.3% A, B, C<br>(2016-17) | <b>School<br/>Projected LEP</b>       | <b>11</b> | <b>14</b>     | <b>17</b> | <b>20</b> | <b>23</b> |
| EOCEP Algebra 1<br>SC SDE Website |                           | <b>School Actual<br/>LEP<br/>22.6</b> | NA        | <i>waiver</i> |           |           |           |
| EOCEP Algebra 1<br>SC SDE Website | 36% A, B, C<br>(2016-17)  | <b>District<br/>Projected LEP</b>     | <b>39</b> | <b>42</b>     | <b>45</b> | <b>48</b> | <b>51</b> |
| EOCEP Algebra 1<br>SC SDE Website |                           | <b>District Actual<br/>LEP<br/>34</b> | 23        | <i>waiver</i> |           |           |           |

|                                   |                            |  |           |               |           |           |           |
|-----------------------------------|----------------------------|--|-----------|---------------|-----------|-----------|-----------|
| EOCEP Algebra 1<br>SC SDE Website | 15.1% A, B, C<br>(2016-17) | <b>School<br/>Projected PIP</b>            | <b>18</b> | <b>21</b>     | <b>24</b> | <b>27</b> | <b>30</b> |
| EOCEP Algebra 1<br>SC SDE Website |                            | <b>School Actual<br/>PIP<br/>18.3</b>      | 17.5      | <i>waiver</i> |           |           |           |
| EOCEP Algebra 1<br>SC SDE Website | 31% A, B, C<br>(2016-17)   | <b>District<br/>Projected PIP</b>          | <b>34</b> | <b>37</b>     | <b>40</b> | <b>43</b> | <b>46</b> |
| EOCEP Algebra 1<br>SC SDE Website |                            | <b>District Actual<br/>PIP<br/>29</b>      | 29        | <i>waiver</i> |           |           |           |
| EOCEP Biology<br>SC SDE Website   | 45.8% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>Hispanic</b>   | <b>49</b> | <b>52</b>     | <b>55</b> | <b>58</b> | <b>61</b> |
| EOCEP Biology<br>SC SDE Website   |                            | <b>School Actual<br/>Hispanic<br/>33.4</b> | NA        | <i>waiver</i> |           |           |           |
| EOCEP Biology<br>SC SDE Website   | 47% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>Hispanic</b> | <b>50</b> | <b>53</b>     | <b>56</b> | <b>59</b> | <b>62</b> |
| EOCEP Biology<br>SC SDE Website   |                            | <b>District Actual<br/>Hispanic<br/>35</b> | 37        | <i>waiver</i> |           |           |           |

|                                 |                            |                                       |           |               |           |           |           |
|---------------------------------|----------------------------|---------------------------------------|-----------|---------------|-----------|-----------|-----------|
| EOCEP Biology<br>SC SDE Website | 32.7% A, B, C<br>(2016-17) | <b>School<br/>Projected AA</b>        | <b>36</b> | <b>39</b>     | <b>42</b> | <b>45</b> | <b>48</b> |
| EOCEP Biology<br>SC SDE Website |                            | <b>School Actual<br/>AA<br/>22.6</b>  | 16.2      | <i>waiver</i> |           |           |           |
| EOCEP Biology<br>SC SDE Website | 40% A, B, C<br>(2016-17)   | <b>District<br/>Projected AA</b>      | <b>43</b> | <b>46</b>     | <b>49</b> | <b>52</b> | <b>55</b> |
| EOCEP Biology<br>SC SDE Website |                            | <b>District Actual<br/>AA<br/>27</b>  | 24        | <i>waiver</i> |           |           |           |
| EOCEP Biology<br>SC SDE Website | 25.1% A, B, C<br>(2016-17) | <b>School<br/>Projected SWD</b>       | <b>28</b> | <b>31</b>     | <b>34</b> | <b>37</b> | <b>40</b> |
| EOCEP Biology<br>SC SDE Website |                            | <b>School Actual<br/>SWD<br/>5.7</b>  | 5.7       | <i>waiver</i> |           |           |           |
| EOCEP Biology<br>SC SDE Website | 18% A, B, C<br>(2016-17)   | <b>District<br/>Projected SWD</b>     | <b>21</b> | <b>24</b>     | <b>27</b> | <b>30</b> | <b>33</b> |
| EOCEP Biology<br>SC SDE Website |                            | <b>District Actual<br/>SWD<br/>11</b> | 11        | <i>waiver</i> |           |           |           |

|                                 |                            |                                       |           |               |           |           |           |
|---------------------------------|----------------------------|---------------------------------------|-----------|---------------|-----------|-----------|-----------|
| EOCEP Biology<br>SC SDE Website | 27.8% A, B, C<br>(2016-17) | <b>School<br/>Projected LEP</b>       | <b>31</b> | <b>34</b>     | <b>37</b> | <b>40</b> | <b>43</b> |
| EOCEP Biology<br>SC SDE Website |                            | <b>School Actual<br/>LEP<br/>25</b>   | NA        | <i>waiver</i> |           |           |           |
| EOCEP Biology<br>SC SDE Website | 40% A, B, C<br>(2016-17)   | <b>District<br/>Projected LEP</b>     | <b>43</b> | <b>46</b>     | <b>49</b> | <b>52</b> | <b>55</b> |
| EOCEP Biology<br>SC SDE Website |                            | <b>District Actual<br/>LEP<br/>31</b> | 25        | <i>waiver</i> |           |           |           |
| EOCEP Biology<br>SC SDE Website | 54.5% A, B, C<br>(2016-17) | <b>School<br/>Projected PIP</b>       | <b>58</b> | <b>61</b>     | <b>64</b> | <b>67</b> | <b>70</b> |
| EOCEP Biology<br>SC SDE Website |                            | <b>School Actual<br/>PIP<br/>31.5</b> | 30.0      | <i>waiver</i> |           |           |           |
| EOCEP Biology<br>SC SDE Website | 48% A, B, C<br>(2016-17)   | <b>District<br/>Projected PIP</b>     | <b>51</b> | <b>54</b>     | <b>57</b> | <b>60</b> | <b>63</b> |
| EOCEP Biology<br>SC SDE Website |                            | <b>District Actual<br/>PIP<br/>35</b> | 34        | <i>waiver</i> |           |           |           |

|   |                            |  |           |               |           |           |           |
|---|----------------------------|--|-----------|---------------|-----------|-----------|-----------|
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 36.4% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>Hispanic</b>   | <b>39</b> | <b>42</b>     | <b>45</b> | <b>48</b> | <b>51</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>School Actual<br/>Hispanic</b><br>46.5  | NA        | <i>waiver</i> |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 42% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>Hispanic</b> | <b>45</b> | <b>48</b>     | <b>51</b> | <b>54</b> | <b>57</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>School Actual<br/>Hispanic</b><br>43    | 38        | <i>waiver</i> |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 23.1% A, B, C<br>(2016-17) | <b>School<br/>Projected AA</b>             | <b>26</b> | <b>29</b>     | <b>32</b> | <b>35</b> | <b>38</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>School Actual<br/>AA</b><br>33.3        | 20.5      | <i>waiver</i> |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 34% A, B, C<br>(2016-17)   | <b>District<br/>Projected AA</b>           | <b>37</b> | <b>40</b>     | <b>43</b> | <b>46</b> | <b>49</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>District Actual<br/>AA</b><br>36        | 33        | <i>waiver</i> |           |           |           |



|  |                         |                                  |           |               |           |           |           |
|--|-------------------------|----------------------------------|-----------|---------------|-----------|-----------|-----------|
| EOCEP US History and the Constitution SC SDE Website | 21.4% A, B, C (2016-17) | <b>School Projected SWD</b>      | <b>24</b> | <b>27</b>     | <b>30</b> | <b>33</b> | <b>36</b> |
| EOCEP US History and the Constitution SC SDE Website |                         | <b>School Actual SWD</b><br>13.0 | 24.3      | <i>waiver</i> |           |           |           |
| EOCEP US History and the Constitution SC SDE Website | 24% A, B, C (2016-17)   | <b>District Projected SWD</b>    | <b>27</b> | <b>30</b>     | <b>33</b> | <b>36</b> | <b>39</b> |
| EOCEP US History and the Constitution SC SDE Website |                         | <b>District Actual SWD</b><br>25 | 19        | <i>waiver</i> |           |           |           |
| EOCEP US History and the Constitution SC SDE Website | 30.8% A, B, C (2016-17) | <b>School Projected LEP</b>      | <b>34</b> | <b>37</b>     | <b>40</b> | <b>43</b> | <b>46</b> |
| EOCEP US History and the Constitution SC SDE Website |                         | <b>School Actual LEP</b><br>30.0 | NA        | <i>waiver</i> |           |           |           |
| EOCEP US History and the Constitution SC SDE Website | 34% A, B, C (2016-17)   | <b>District Projected LEP</b>    | <b>37</b> | <b>40</b>     | <b>43</b> | <b>46</b> | <b>49</b> |
| EOCEP US History and the Constitution SC SDE Website |                         | <b>District Actual LEP</b><br>37 | 35        | <i>waiver</i> |           |           |           |

|  |                          |   |             |               |             |             |             |
|--|--------------------------|---|-------------|---------------|-------------|-------------|-------------|
| EOCEP US History and the Constitution SC SDE Website | 42.2% A, B, C (2016-17)  | <b>School Projected PIP</b>             | <b>45</b>   | <b>48</b>     | <b>51</b>   | <b>54</b>   | <b>57</b>   |
| EOCEP US History and the Constitution SC SDE Website |                          | <b>School Actual PIP</b><br>52.9        | 42.7        | <i>waiver</i> |             |             |             |
| EOCEP US History and the Constitution SC SDE Website | 42% A, B, C (2016-17)    | <b>District Projected PIP</b>           | <b>45</b>   | <b>48</b>     | <b>51</b>   | <b>54</b>   | <b>57</b>   |
| EOCEP US History and the Constitution SC SDE Website |                          | <b>District Actual PIP</b><br>44        | 40          | <i>waiver</i> |             |             |             |
| ACT Graduating Class                                 | Composite 16.5 (2016-17) | <b>School Projected Hispanic</b>        | <b>17.0</b> | <b>18.0</b>   | <b>19.0</b> | <b>20.0</b> | <b>21.0</b> |
| ACT Graduating Class                                 |                          | <b>School Actual Hispanic</b><br>15.5   | 16.8        | <i>waiver</i> |             |             |             |
| ACT Graduating Class                                 | Composite 17.6 (2016-17) | <b>District Projected Hispanic</b>      | <b>21.0</b> | <b>22.0</b>   | <b>22.2</b> | <b>22.4</b> | <b>22.8</b> |
| ACT Graduating Class                                 |                          | <b>District Actual Hispanic</b><br>17.3 | 17.8        | <i>waiver</i> |             |             |             |

|                      |                                |  |             |               |             |             |             |
|----------------------|--------------------------------|--|-------------|---------------|-------------|-------------|-------------|
| ACT Graduating Class | Composite<br>15.0<br>(2016-17) | <b>School<br/>Projected AA</b>         | <b>16.0</b> | <b>17.0</b>   | <b>18.0</b> | <b>19.0</b> | <b>20.0</b> |
| ACT Graduating Class |                                | <b>School Actual<br/>AA<br/>15.6</b>   | 14.4        | <i>waiver</i> |             |             |             |
| ACT Graduating Class | Composite<br>16.0<br>(2016-17) | <b>District<br/>Projected AA</b>       | <b>21.0</b> | <b>22.0</b>   | <b>22.2</b> | <b>22.4</b> | <b>22.8</b> |
| ACT Graduating Class |                                | <b>District Actual<br/>AA<br/>15.7</b> | 16.2        | <i>waiver</i> |             |             |             |

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.

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |  |                           |                       |                       | <b>EVALUATION</b>                   |
|---|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Power Hour year-long for all students.   | Continuous                               | EOC Teachers              | 0                     | NA                    | Attendance Logs of Sessions         |
| 2. EOC district benchmark and data analysis by EOC teachers.  | Quarterly                                | EOC Teachers              | 0                     | NA                    | Benchmark Data and PLC Notes        |
| 3. All EOC teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning. | Bi-Monthly                               | EOC Teachers              | 0                     | NA                    | Meeting Minutes                     |
| 4. EL, SPED, Read 180, LanguageLIVE!, Content Recovery and Credit Recover Coursework                                    | Continuous                               | Specified Teachers        | 0                     | NA                    | Benchmark Data and Pass Rate        |

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | 2016-17         | 2017-18               | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|-----------------|-----------------------|---------|---------|---------|---------|---------|
| Graduation Rate | (2016-17)<br>85 | School Projected      | 84      | 85      | 86      | 87      | 88      |
|                 |                 | School Actual<br>82.4 | 80.5    | 83.1    |         |         |         |
| Graduation Rate | (2016-17)<br>87 | District Projected    | 86      | 87      | 88      | 89      | 90      |
|                 |                 | District Actual<br>84 | 85      | 86      |         |         |         |

|  |   |                       |  |  |     |     |    |
|--|---|-----------------------|--|--|-----|-----|----|
| Employability<br>Credentialing<br>Rate | <i>Data will be<br/>reported in<br/>2020-21</i> | School<br>Projected   |  |  | TBD | TBD | 90 |
|  |   | School Actual         |  |  |     |     |    |
| Employability<br>Credentialing<br>Rate | <i>Data will be<br/>reported in<br/>2020-21</i> | District<br>Projected |  |  | TBD | TBD | 90 |
|  |   | District Actual       |  |  |     |     |    |

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |  |                             |                       |                       | <b>EVALUATION</b>                      |
|---|--|-----------------------------|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>   | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>    |
| 1. 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration. | Continuous                               | Administration              | 0                     | NA                    | 4 Year Graduation Rate, 9GR Lists      |
| 2. Credit Recovery, Content Recovery and the SDP strategically to target students that need alternative means for success.                                    | Continuous                               | Administration and Teachers | 0                     | NA                    | Credit Recovery, Content Recovery, SDP |
| 3.  |  |                             |                       |                       |  |

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

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

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

**PERFORMANCE GOAL: 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 | <b>School Projected</b>   |         | <b>56%</b> | <b>68%</b> | <b>79%</b> | <b>90%</b> |
|                        |  | <b>School Actual</b>      | 43.75%  | 41.2%      |            |            |            |
| G+ Report in GC Source | Baseline will be established at the end of the 2018-19 school year | <b>District Projected</b> |         | <b>56%</b> | <b>68%</b> | <b>79%</b> | <b>90%</b> |
|                        |  | <b>District Actual</b>    | 45%     | 52%        |            |            |            |

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



| <b>ACTION PLAN FOR STRATEGY #1:</b>  |  |  |                       |                       | <b>EVALUATION</b>                   |
|--|--|--|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                      | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Dual Credit – IB, AP, Gvl Tech  | 2018-2019                                | School Counselors                              | N/A                   | N/A                   | PowerSchool Scheduling              |
| 2. Increasing vocational certificate opportunities – Law Enforcement and Agriculture | 2018-2019                                | Law Enforcement Teacher<br>Ag Science Teachers | N/A                   | N/A                   | Courses scheduled with Gvl Tech     |
| 3.   |  |  |                       |                       |                                     |

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

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

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

**PERFORMANCE GOAL: 11)** Annually increase the percentage of 9<sup>th</sup> 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 9<sup>th</sup>-grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | 2016-17         | 2017-18               | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|-----------------|-----------------------|---------|---------|---------|---------|---------|
| PowerSchool     | 80              | School Projected      | 83      | 87      | 90      | 93      | 96      |
|                 |                 | School Actual<br>83   | 83      | 90      |         |         |         |
| PowerSchool     | (2016-17)<br>74 | District Projected    | 77      | 81      | 84      | 87      | 90      |
|                 |                 | District Actual<br>80 | 82      | 89      |         |         |         |

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

| <b>ACTION PLAN FOR STRATEGY #1:</b>                |  |                                |                       |                        | <b>EVALUATION</b>                   |
|--|--|--------------------------------|-----------------------|------------------------|-------------------------------------|
| <b>ACTIVITY</b>                                    | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>      | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b>  | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Attendance, Academic, and Behavior Celebrations | 1 per quarter                            | Freshman Academy Administrator | \$600                 | Freshman Academy Funds | Scheduled on school calendar        |
| 2. Class Meetings                                  | 1 per quarter                            | Freshman Academy Administrator | N/A                   | N/A                    | Scheduled on school calendar        |
| 3. Freshman Academy Faculty Meetings               | Monthly                                  | Freshman Academy Administrator | N/A                   | N/A                    | Scheduled on school calendar        |

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

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

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

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

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

| DATA SOURCE(s): | 2016-17         | 2017-18               | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|-----------------|-----------------------|---------|---------|---------|---------|---------|
| PowerSchool     | (2016-17)<br>33 | School<br>Projected   | 36      | 39      | 42      | 45      | 48      |
|                 |                 | School Actual<br>32   | 27      | 39      |         |         |         |
| PowerSchool     | (2016-17)<br>52 | District<br>Projected | 52      | 55      | 58      | 61      | 65      |
|                 |                 | District Actual<br>59 | 53      | 58      |         |         |         |

\*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.\*

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |  |  |                       |                       | <b>EVALUATION</b>                   |
|--|--|--|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                    | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Increasing Gifted and Talented Academic Courses, including AP, IB, and Dual Credit. | Continuous                               | Administration, Guidance, and IB Coordinator | NA                    | NA                    | PowerSchool Scheduling              |
| 2. IGP meetings  | Continuous                               | School Counselors                            | N/A                   | N/A                   | Guidance Schedule                   |
| 3.   |  |  |                       |                       |                                     |

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):                | 2016-2017 | 2017-18  | 2018-19  | 2019-20  | 2020-21                    | 2021-22                    | 2022-23                    |
|--------------------------------|-----------|--|--|--|----------------------------|----------------------------|----------------------------|
| Employment report              |           | School Projected   |  | Maintain Teacher Diversity                                     | Maintain Teacher Diversity | Maintain Teacher Diversity | Maintain Teacher Diversity |
| GCS Human Resources Department |           | School Actual  | Baseline established in 2019-2020                              | Gender Diversity = yes<br>Ethnic Diversity = yes               |                            |                            |                            |
| Employment report              |           | District Projected   |  | 94%  | 96%                        | 98%                        | 100%                       |
| GCS Human Resources Department |           | District Actual<br>92 of 93 have gender diversity;<br>84 of 93 have ethnic diversity | 89 of 93 have gender diversity; 85 of 93 have ethnic diversity | 92 of 93 have gender diversity; 89 of 93 have ethnic diversity |                            |                            |                            |

| <b>ACTION PLAN FOR STRATEGY #1:</b> |  |                           |                       |                       | <b>EVALUATION</b>                   |
|-------------------------------------|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                     | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Recruiting Conferences           | Continuous                               | Principal                 | N/A                   | N/A                   | Scheduled interviews                |
| 2.                                  |  |                           |                       |                       |                                     |
| 3.                                  |  |                           |                       |                       |                                     |

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):                  | 2016-17 | 2017-18                        | 2018-19 | 2019-20   | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|---------|--------------------------------|---------|---|---------|---------|---------|
| SC SDE School Report Card Survey | 84.6    | School Projected Students      | ≥ 90    | ≥ 90  | ≥ 90    | ≥ 90    | ≥ 90    |
|                                  |         | School Actual Students<br>91.3 | 84.6    | Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic. |         |         |         |
| SC SDE School Report Card Survey | 91.1    | School Projected Teachers      | ≥ 90    | ≥ 90  | ≥ 90    | ≥ 90    | ≥ 90    |
|                                  |         | School Actual Teachers<br>100  | 100     | Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic. |         |         |         |



|                                  |     |                                       |             |  |             |             |             |
|----------------------------------|-----|---------------------------------------|-------------|--|-------------|-------------|-------------|
| SC SDE School Report Card Survey | I/S | <b>School Projected Parents</b>       | <b>≥ 90</b> | <b>≥ 90</b>  | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|                                  |     | <b>School Actual Parents</b><br>91.5  | 100         | <i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i> |             |             |             |
| SC SDE School Report Card Survey | 92  | <b>District Projected Students</b>    | <b>≥ 90</b> | <b>≥ 90</b>  | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|                                  |     | <b>District Actual Students</b><br>84 | 93          | <i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i> |             |             |             |
| SC SDE School Report Card Survey | 98  | <b>District Projected Teachers</b>    | <b>≥ 90</b> | <b>≥ 90</b>  | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|                                  |     | <b>District Actual Teachers</b><br>97 | 97          | <i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i> |             |             |             |
| SC SDE School Report Card Survey | 91  | <b>District Projected Parents</b>     | <b>≥ 90</b> | <b>≥ 90</b>  | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|                                  |     | <b>District Actual Parents</b><br>88  | 89          | <i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i> |             |             |             |

| <b>ACTION PLAN FOR STRATEGY #1:</b>                   |  |                           |                       |                       | <b>EVALUATION</b>                   |
|---|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                                       | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Regularly inform parents of school safety policies | 2018-2019                                | Principal                 | N/A                   | N/A                   | Weekly school messengers            |
| 2. Maintain school safety plan                        | 2018-2019                                | Safety Administrator      | N/A                   | N/A                   | Drill schedule                      |
| 3.  |  |                           |                       |                       |                                     |

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

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

**PERFORMANCE GOAL: 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)<br>2.2% | <b>School Projected</b>       | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    |
|                                      |                   | <b>School Actual</b><br>2.3%  | .02     | 5.0     |         |         |         |
| GCS Expulsion Report from Kent Owens | (2016-17)<br>0.7  | <b>District Projected</b>     | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    |
|                                      |                   | <b>District Actual</b><br>0.8 | .10     | 0.9     |         |         |         |

Annual Expulsion Rate

| <b>DATA<br/>SOURCE(s):</b>                 | <b>2016-17</b>    | <b>2017-18</b>                 | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> |
|--|-------------------|--------------------------------|----------------|----------------|----------------|----------------|----------------|
| GCS Expulsion<br>Report from Kent<br>Owens | (2016-17)<br>0.0  | <b>School<br/>Projected</b>    | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     |
|  |                   | <b>School Actual</b><br>.45    | 0.0            | 0.0            |                |                |                |
| GCS Expulsion<br>Report from Kent<br>Owens | (2016-17)<br>0.04 | <b>District<br/>Projected</b>  | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     |
|  |                   | <b>District Actual</b><br>0.04 | .10            | .03            |                |                |                |

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |  |   |                       |                       | <b>EVALUATION</b>                   |
|---------------------------------------|--|---|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                       | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                         | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Trauma Informed Leadership – Pilot | 2018-2019                                | Instructional Coach<br>Trauma Informed Specialist |                       |                       |                                     |
| 2.                                    |  |   |                       |                       |                                     |
| 3.                                    |  |   |                       |                       |                                     |

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

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

**PERFORMANCE GOAL: 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 | <b>School Projected</b>                | <b>47</b> | <b>51</b>  | <b>55</b> | <b>59</b> | <b>63</b> |
|   |                                 | <b>School Actual I/S</b>               | 47        | <i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i> |           |           |           |
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | <b>District Projected Secondary</b>    | <b>54</b> | <b>58</b>  | <b>62</b> | <b>66</b> | <b>70</b> |
|   |                                 | <b>District Actual Secondary</b><br>52 | 50        | <i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i> |           |           |           |

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |  |   |                       |                       | <b>EVALUATION</b>                   |
|---------------------------------------|--|---|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                       | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                         | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Trauma Informed Leadership – Pilot | 2018-2019                                | Instructional Coach<br>Trauma Informed Specialist |                       |                       |                                     |
| 2.                                    |  |   |                       |                       |                                     |
| 3.                                    |  |   |                       |                       |                                     |

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

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

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

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

| DATA SOURCE(s):                         | 2016-17         | 2017-18                      | 2018-19   | 2019-20   | 2020-21   | 2021-22   | 2022-23   |
|---|-----------------|------------------------------|-----------|-----------|-----------|-----------|-----------|
| 180 <sup>th</sup> day Attendance Report | (2016-17)<br>93 | <b>School Projected</b>      | <b>95</b> | <b>95</b> | <b>95</b> | <b>95</b> | <b>95</b> |
|   |                 | <b>School Actual</b><br>93.8 | 94.3      | 95.5      |           |           |           |
| 180 <sup>th</sup> day Attendance Report | (2016-17)<br>95 | <b>District Projected</b>    | <b>95</b> | <b>95</b> | <b>95</b> | <b>95</b> | <b>95</b> |
|   |                 | <b>District Actual</b><br>95 | 95        | 96        |           |           |           |



| <b>ACTION PLAN FOR STRATEGY #1:</b> |  |                           |                       |                       | <b>EVALUATION</b>                   |
|-------------------------------------|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                     | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Attendance Mentor Program        | 2018-2019                                | School Counselors         | N/A                   | N/A                   | Assigned teachers                   |
| 2.                                  |  |                           |                       |                       |                                     |
| 3.                                  |  |                           |                       |                       |                                     |

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

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

**PERFORMANCE GOAL 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<br>Lonely ≤ 18<br>Angry ≤ 11    | Afraid ≤ 6<br>Lonely ≤ 11<br>Angry ≤ 11   | Afraid ≤ 5<br>Lonely ≤ 17<br>Angry ≤ 10 | Afraid ≤ 5<br>Lonely ≤ 17<br>Angry ≤ 10 | Afraid ≤ 4<br>Lonely ≤ 16<br>Angry ≤ 9  |
|   |                                 | School Actual<br>Afraid – I/S<br>Lonely – I/S<br>Angry – I/S            | Afraid ≤ 6%<br>Lonely ≤ 18%<br>Angry ≤ 11% | Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic. | Afraid ≤<br>Lonely ≤<br>Angry ≤         | Afraid ≤<br>Lonely ≤<br>Angry ≤         | Afraid ≤<br>Lonely ≤<br>Angry ≤         |
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | District Projected Secondary  | Afraid ≤ 7<br>Lonely ≤ 13<br>Angry ≤ 14    | Afraid ≤ 7<br>Lonely ≤ 13<br>Angry ≤ 14   | Afraid ≤ 6<br>Lonely ≤ 12<br>Angry ≤ 13 | Afraid ≤ 6<br>Lonely ≤ 12<br>Angry ≤ 13 | Afraid ≤ 5<br>Lonely ≤ 11<br>Angry ≤ 12 |
|   |                                 | District Actual Secondary<br>Afraid – 7%<br>Lonely – 14%<br>Angry – 14% | Afraid – 7%<br>Lonely – 16%<br>Angry – 14% | Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic. | Afraid ≤<br>Lonely ≤<br>Angry ≤         | Afraid ≤<br>Lonely ≤<br>Angry ≤         | Afraid ≤<br>Lonely ≤<br>Angry ≤         |

| <b>ACTION PLAN FOR STRATEGY #1:</b>               |  |   |                       |                       | <b>EVALUATION</b>                   |
|---|--|---|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                                   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                         | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Trauma Informed Leadership – Pilot             | 2018-2019                                | Instructional Coach<br>Trauma Informed Specialist |                       |                       |                                     |
| 2. PD led by school-based mental health counselor | 2018-2019                                | Mental Health Counselor                           | N/A                   | N/A                   | School PD calendar                  |
| 3.  |  |   |                       |                       |                                     |