

1960-2020
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SCHOOL PORTFOLIO

2018-19 THROUGH 2022-23

WADE HAMPTON HIGH SCHOOL

**100 PINE KNOLL DR.
GREENVILLE, SC 29609
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GREENVILLE COUNTY SCHOOL DISTRICT

DR. W. BURKE ROYSTER, SUPERINTENDENT

DR. CARLOS GRANT, PRINCIPAL

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Wade Hampton 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 assurance requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Carlos Grant		March 1, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. John Kaup		March 1, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mr. Greg Wynder		March 1, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Pine Knoll Drive, Greenville SC, 29609

SCHOOL TELEPHONE: (864) 355-0100

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Dr. Carlos Grant
2. TEACHER:	Mr. Daniel Schnaars
3. PARENT/GUARDIAN:	Mrs. Rita Kirvan
4. COMMUNITY MEMBER:	Mrs. Carol Ann Good
5. SCHOOL IMPROVEMENT COUNCIL:	Dr. John Kaup
6. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD:	Mr. Greg Wynder
7. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
English Department Chair	Ms. Kendall Johnson
Math Department Chair	Mr. Grant Hunter
Science Department Chair	Ms. Abby Cook
Social Studies Department Chair	Mr. Rick Zeller
Foreign Language Department Chair	Ms. Leslie Casey
Fine Arts Department Chair	Ms. Susan Wines
CATE Department Chair	Mr. Dan Schnaars
Special Education Department Chair	Mrs. Ellen Hedrick
JROTC Department Chair	Col. Matt Eatman
Physical Education Department Chair	Mr. Reggie Choplin
Instructional Coach/Literacy Leadership Team	Ms. Eva Marinakos
Director of Guidance	Mrs. Lorraine Holeman
Freshman Academy Assistant Principal	Mrs. Ashley Wardlaw
Teacher/Literacy Leadership Team	Mr. PJ Mancuso
Teacher/Literacy Leadership Team	Mrs. Daisha Hennicken
Teacher/Literacy Leadership Team	Mr. Jonathan Shinpoch
Librarian/Literacy Leadership Team	Mrs. Andi Fansher

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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I. INTRODUCTION

The Wade Hampton High School stakeholders annually review and evaluate their school and this portfolio represents the report of the results. In October 2017, we were charged with the task of renewing our 5-year plan to cover the period 2018-19 thru 2022-23. Many of our goals from the previous 5-year plan have been realized and are being maintained. Others have been modified to meet the changing needs of our students and advances in technology. New guidelines for this portfolio process were initiated by the district and required that the goals for the school be aligned with those of the district.

The process for development of this self-assessment begins at the start of each 5-year goal period with a faculty-wide Self-Assessment instrument provided to us by the GCS District. The Self-Assessment caused us to take a detailed look at the components of our school and the instructional program, to enhance the strengths and to address the weaknesses. The process began in the fall of 2017. There was universal faculty participation through Portfolio Sub-Committees (Instructional Practices and Assessment, Student Achievement, Quality Personnel, Mission/Vision/Values, and School Culture and Climate). Teachers and administrators were assigned to a Portfolio Sub-Committee based upon their preferences as indicated through an in-house survey. Committees were then balanced to ensure representation of each department in each group. Additionally, each group included at least one Faculty Council member that acted as the liaison to the Faculty Council and Admin Teams. A sub-committee leader was elected by the members and intentionally not a faculty council member. The process continues by including student, parent, and community partner input through SIC and PTSA groups. The portfolio and self-assessment processes have given all stake holders an opportunity to reflect on the direction, successes, and needs of our school.

The process for the faculty concluded with presentations by the individual Sub-Committees to the entire faculty. Department chairs then held discussions with their departments about the information presented and input from individuals was brought to faculty council meetings for further analysis and discussion. The school's Instructional Coach coordinated the combining of the individual committee efforts into the unified report that this portfolio represents. Care has been taken to review as broad a range of student performance data and to solicit as varied a range of opinions as possible for this document. The Faculty Council approved the new School Renewal Plan and this update after collaboration and meeting with their departments. Parent and Community approval came through the Principal's discussions with the SIC and PTSA groups.

The update of this portfolio is completed annually by the Instructional Coach. Once the data and any changes have been updated, the portfolio is sent to the SIC, PTSA, and Faculty Council for approval before being sent to the district office for submission to the SC State Department of Education.

II. EXECUTIVE SUMMARY

Since January 2005, when Wade Hampton High School took residence in its new 250,000 square foot facility, the feeling of excitement of being in a new home has been overshadowed by the motivation to make the academic accomplishments just as impressive. Although our now 15-year old building is the only home that our current Generals have ever known, they are ever conscious of the history and tradition of the school. Among the 1800 member student body, there is an expectation of excellence and a sense of pride that can't be avoided. The 2019 graduating class represented the 59th graduating class for WHHS. Among the 426 diploma recipients, 8.3% were eligible for Palmetto Fellows and 80% Life Scholarships, and more than 86% went on to enroll in a two-or four-year college.

The goals are the force that drives what we do and are aligned with the GCS District Goals:

GOAL 1: Deliver high-quality curriculum and instruction that meets the needs of each student.

GOAL 2: Provide a safe school environment that promotes learning and respectful relationships.

GOAL 3: Build engaging community partnerships to support the school's mission.

Findings for Student Achievement:

- WHHS's graduation rate has been at or above 90% since 2014.
- Student Achievement metrics continue to exceed both district and state numbers.
- The 5-year strategic plan places more attention on the achievement of individual demographic subgroups and addresses the needs of GAP students.

Findings for Teacher and Administrator Quality:

- All of WHHS's full time faculty members met the district's requirement of completing at least 24 hours of PD in 2018-2019.
- Teachers were responsible for documenting their PD hours to give to the principal at their EOY conferences.
- The school-wide PD goal for 2018-2019 was for all faculty members to earn their Google Certified Educator Level 1 credential.
- The 5-Star General PD incentive program was initiated in 2017-2018 as a means to encourage teachers to take advantage of professional development opportunities throughout the year. It was modified for 2018-2019 after input from the faculty and again in 2019-2020.

Findings for School Climate:

- WHHS students collected over \$363,000 in donations for the Meyer's Center in 2019. This is a new record high for spirit week fundraising in both WHHS and GCS.
- The Student and Teacher attendance rates were 94.87% and 92.1%, respectively, for the 2018-2019 school year according to the SDE. Both rates are lower than the previous year.
- The percent of inexperienced teachers teaching in core classes increased from 22.8% (2018) to 66.7% (2019) according to the state report card.
- The percentages of students who reported feeling "afraid" while at school did not change according to the Cognia Climate & Culture Student Survey. The percentages of students who reported feeling "lonely" while at school decreased 1%. And the percentages of students who reported feeling "angry" while at school increased by 4%.
- On the state report card, 89% of parents reported that their children feel safe at school. However, the number drops to 70% when parents responded to the statement, "My child's teachers and school staff prevent or stop bullying at school."

- On the state report card, 76% of teachers agreed with the statement, “The rules for behavior are enforced at my school.”

Challenges

- There has been a 15% increase in enrollment over the last 10 years and a greater than 55% increase since 2001. A facility originally built for 1600 students is now serving approximately 1800 students.
- After being fairly constant between 2005 and 2017, ethnic diversity is showing significant shifts. The white subgroup has decreased from 66.7% of the enrollment to 58.6%. The African American subgroup has decreased from 31.4% of the enrollment to 16.5%. The Hispanic subgroup has increased from 7.5% to 17.4% and now exceeds the African American subgroup in numbers in grades 9, 10, and 11.
- Although the ESL population has increased with noticeably more students with proficiency scores at the beginning and non-speaking levels, the ESL teacher allocation from GCS is only 1.5. Although the allocation will increase to 2.0 for the 2020-2021 school year, this is still below the state guidelines for ESL support.
- The poverty index increased by almost 10% between 2008 (42.16%) and 2014 (52.15%). A new method for calculation was used to determine poverty index in 2015 and in 2019 was reported to be 45.08%, which is 7% below what was reported in 2014. We don’t believe the poverty rate of our student body has decreased 7% in 5 years and question the calculation methods being used by the state department for this metric.

Awards & Accomplishments

- Winner: National Blue Ribbon Schools Award (2016)
- US News & World Report Best High Schools Silver Award (consistently since 2013)
- Newsweek’s List of “America’s Best High Schools” (consistently since 2005)
- Excellent Absolute Rating on SC Report Card (2009 – 2019)
- MetLife/NASSP Breakthrough Schools Award (2012 & 2016)
- Panasonic National School Change Award (2011)
- Carolina First Palmetto’s Finest Winner (2010)
- Carolina First Palmetto’s Finest Finalist (2010, 2009, 2008)
- Palmetto Gold Award (consistently since 2009)

III. SCHOOL PROFILE

(Statistics from the 2020-21 PowerSchool & Enrich databases and the 2019 and 2020 SC Report Card)

Wade Hampton High School (WHHS) is one of 14 public high schools in the Greenville County (GCS) system. The Wade Hampton community is ethnically and socio-economically diverse. Extending from the farmlands north of Paris Mountain eastward through the golfing community of Pebble Creek nearly to Greer and then southward to beyond Greenville High, our 1800 students come from rural, urban, and suburban neighborhoods. They live in homes as varied as distressed trailers, public housing, modest single-family dwellings, and multi-million dollar mansions. The WHHS student body is ethnically diverse and includes 57.45% White, 17.34% African-American, 2.9% Asian, 0.4% American Indian or Alaska Native, and 17.1% Hispanic. The remaining 4.3% is representative of students who identify as multi-racial. Enrollment includes 252 students (14%) with disabilities more severe than speech disabilities, and 272 students (15%) who meet the state specifications of English as a Second Language. We are starting to see a shift in student ethnicity. The white population has decreased by almost 10% from 2005 and the Hispanic population has more than doubled in the same period. This characteristic has brought attention to the steady upward trend in student achievement. The goals and accomplishments of the Wade Hampton High School community that have been realized are a testament to the dedication and combined efforts of all of the stakeholders. Wade Hampton High School takes pride in being known as the school that cares for and about students as individuals.

Academics are supported through established programs such as The Freshman Academy, now in its 17th year, and the After School Tutoring program, which provides free transportation home for students within WHHS's attendance zone. Additionally, approximately 20% of the student body takes advantage of specialized curricula at The Fine Arts Center or one of the four Career Centers throughout the county. One means of promoting rigor is through a philosophy of moving students into higher level courses if the achievement data supports it. In 2014, The Greenville County Schools district launched Graduation Plus. This initiative was designed to encourage students to enhance their diploma program by selecting course work that leads to completer certificates in technical areas or college credits through the dual credit program, and there are also opportunities for Early College. In 2020-2021, there were six dual credit courses included in the instructional program. They are Marketing101, Management101, English 101, English 102, the CERRA sponsored Teacher Cadet Program and Clemson sponsored Careers In Education (EDU 111). We believe that variety in the instructional program is vital to meeting the needs of our students.

SCHOOL PERSONNEL ANALYSIS:

The 2019-20 WHHS faculty consists of 117 certified members, including 98 teachers, 7 administrators, 7 guidance counselors, and 4 support members. More than half have advanced degrees. Substitutes are more often than not teachers who are certified instructors in one or more academic field. There are no teachers with out of field permits. Each year, WHHS earns an "All Clear" for its Accreditation Status from the state department of education. There are two teachers currently enrolled in state-approved, alternate routes to certification (GATE).

WHHS teachers continue to complete advanced degrees and certification to improve their knowledge of subject and pedagogy as well as for advanced salary recognition. We currently have 11 National Board Certified faculty members, and others who are working towards this certification. We have 28 teachers who are AP certified instructors and will continue their training through the College Board throughout the year. There are 28 teachers with the GT endorsement. Teachers also take advantage of the district's Summer Academy program and The Upstate Technology Conference. These are in-district summer programs that fill the month of June. WHHS has been the venue for the Upstate Technology Conference since 2010.

FACULTY DEMOGRAPHICS (source: 2020 Roster Query & 2020 SC State Report Card):

The demographics that follow indicate a faculty that is slightly more female than male, which is not uncommon for a traditional, public high school. The ethnicity of the faculty is almost entirely white and is not representative of the ethnic distribution of the student body. Nevertheless, examination of the student achievement data by demographic subgroup shows that the difference between the ethnic distribution of the faculty and that of the student body is not a factor in the success of the students. More than half of the faculty holds advanced degrees, more than 10% have achieved National Board Certification and the teacher attendance rate speaks to the satisfaction of the faculty with their environment and working conditions.

114 Total:

- 98 Teachers
- 6 Administrators
- 1 Freshman Coordinator
- 7 Counselors
- 1 Media Specialist
- 1 Instructional Coach
- 1 Technology Coach
- 1 Test Coordinator

- **Advanced Degrees = 71.4%**
- **NBCT = 11** faculty members
- **AP Endorsed = 28** teachers
- **Faculty Ethnicity (n=117)**
 - Caucasian (102) = 87.2%
 - African-American (11) = 9.4%
 - Hispanic (2) < 2%
 - Latino (1) < 1%
 - Asian (1) < 1%
- **Attendance Rate = 92.1%**
- **Gender (all faculty)**
 - Male (36) = 30.77%
 - Female (81) = 69.23%

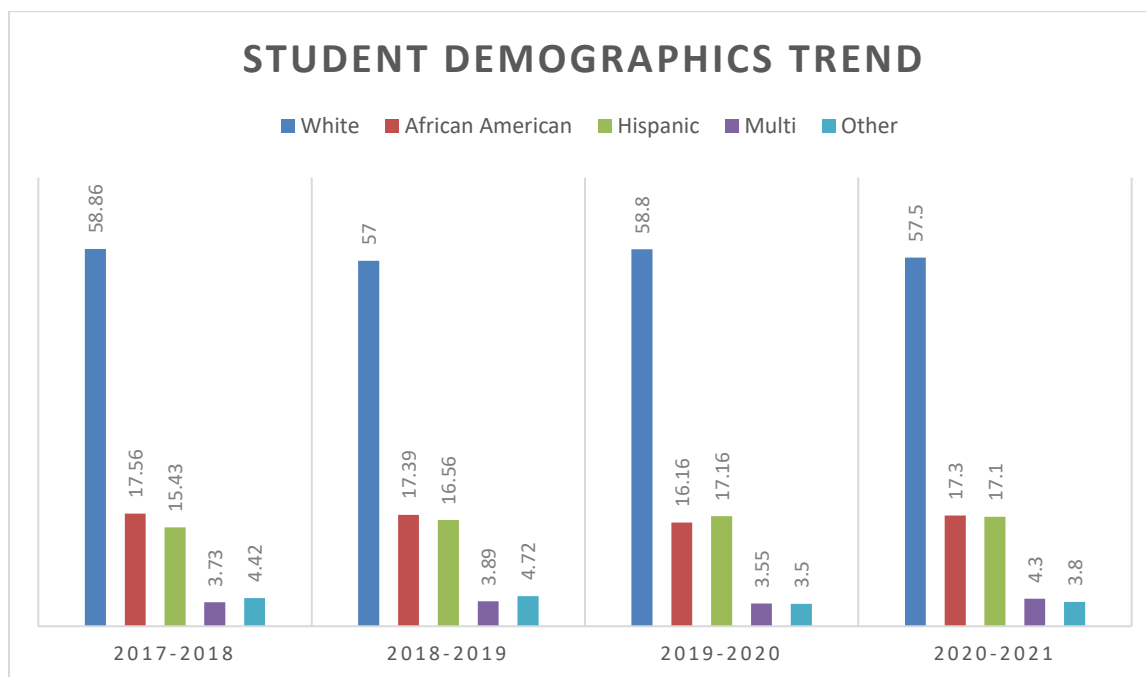
SCHOOL LEADERSHIP:

The Principal serves as the administrative head of the school. In 2020-2021, the Leadership Team was comprised of the Principal, 5 Assistant Principals, Freshman Academy Coordinator, Instructional Coach, Testing Coordinator, and the Department Chairs. The Leadership Team has been organized to provide effective use of personnel and the implementation of programs that enhance the entire school. Administrative duties, along with the name of the administrator assigned to each duty, are printed in the student and faculty handbooks. The assistant principals visit classrooms on a rotating schedule, each visiting an average of 8 classrooms each week, are visible to the students, and meet with students as needed to listen and provide assistance for efficient resolution of student concerns. Management-By-Walking-Around is the effective means to supervise the almost 1800 teenagers on the Wade Hampton campus. The Faculty Council is comprised of members of the administration, support faculty, and department chairs. Department chairs have the additional responsibility to act as the department's liaison with district office personnel. The Freshman Academy, an SLC within WHHS, provides a second layer of leadership and guidance for our youngest Generals, the first year 9th graders. Other governing bodies for WHHS include the SIC, PTSA, and Student Council. The School Improvement Council (SIC) works together with administration to develop and implement the school improvement plan. The Parent Teacher Student Association (PTSA) supports the teachers and the instructional program and speaks on behalf of children and youth in the schools, the community and before governmental bodies and other organizations that make decisions affecting children. The Student Council at WHHS is elected annually by the students. Student representatives use this venue to voice their ideas in the hopes of making decisions to impact the school in a positive way.

STUDENT DEMOGRAPHICS:

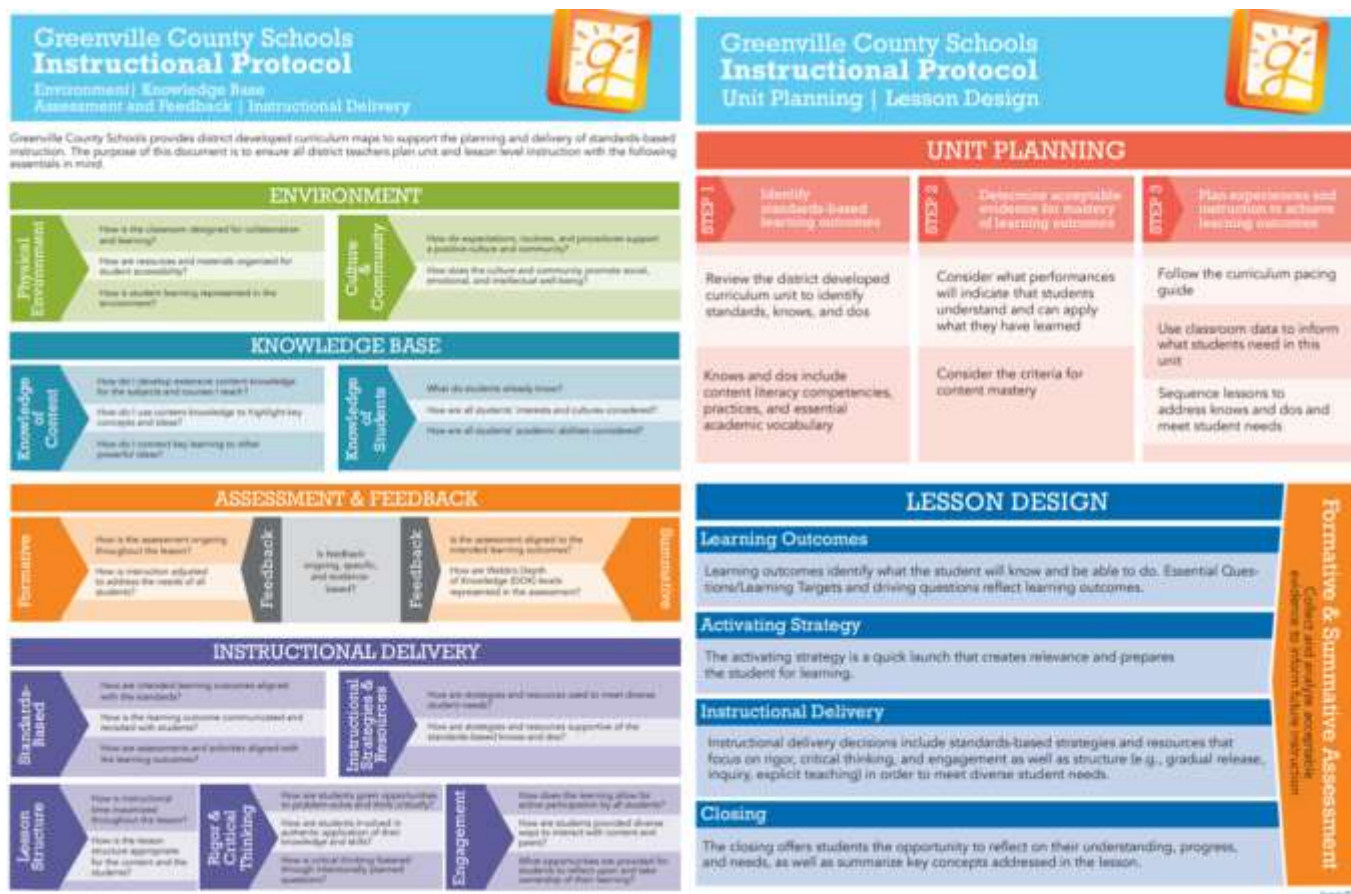
The WHHS student body is ethnically diverse and includes 57.45% White, 17.34% African-American, 2.9% Asian, 0.4% American Indian or Alaska Native, and 17.1% Hispanic. The remaining 4.3% is representative of students who identify as multi-racial. Enrollment includes 252 students (14%) with disabilities more severe than speech disabilities, and 272 students (15%) who meet the state specifications of

English as a Second Language. The non-English languages represented in the school include Albanian, Arabic, Burmese, Chin, Guatemalan dialects, Spanish (from multiple countries), Vietnamese, and Wolof. In 2020-2021, 45.1% (808 students) of our student population were identified as a pupal in poverty.



ACADEMIC, BEHAVIORAL FEATURES/PROGRAMS & INITIATIVES:

During the 2015-2016 school year, GCS began the shift to a more student-centered culture. The PLC concept shifted from a focus on teaching to a focus on learning. A student-centered framework for Professional Development slowly replaced traditional training methods and the Diane Sweeney Coaching Cycles became the new model. The roll out continued through the 2018-2019 school year, with Diane Sweeney herself, providing yearlong PD to Principals, Instructional Coaches, and Assistant Principals. Additionally, Greenville County Schools launched a new framework for instruction called GCS Instructional Protocol. The Instructional Protocol document contains similarities to the Learning Focused Model of Instruction that had been in use since 2008. The GCS Instructional Protocol includes the areas of Environment, Knowledge Base, Assessment & Feedback, Instructional Delivery, Unit Planning, and Lesson Design. The 2018-2019 school year was a “soft roll-out” of the model throughout the district with each school given the latitude to select the part of the Protocol to focus. The WHHS Faculty Council developed a new unit planner template to address the area of Lesson Design, in April 2018. This was followed by a focus on the Unit Planning steps of the Instructional Protocol for 2018-2019. In 2019-2020, WHHS took the next step in the roll out of the GCS Instructional Protocol with professional development, led by the assistant principals, to instruct teachers how to write Learning Targets instead of Essential Questions. During the 2020-2021 school year we have begun a school wide focus on engagement and higher levels of rigor in all classrooms.



Collaboration is encouraged within departments. The departments are required to horizontally align their classes so that all state standards are covered in the same class taught by different teachers. In response to the GCS Instructional Protocol, in 2018 the WHHS teachers started to convert their common weekly planners into common unit plans. The new unit plan template has fostered PLC discussions about Learning Outcomes within unit lessons. More than 15 years ago, The SREB: HSTW Common Syllabus Model was implemented in all areas to ensure all students who take a course are taught the same core objectives and assessed using common major assessments, regardless of whom they may have as a teacher. The syllabi are updated annually by the department PLCs. Within the Freshman Academy, teachers have departmental common planning periods and are required to use at least one of those periods weekly for collaboration purposes. Additionally, regular PLC time has been provided and PLC groups are expected to collaborate for planning and summative assessment analysis.

The school's curriculum and learning experiences align with the school's purpose. Students are encouraged to take ownership of their learning. There are 19 AP courses offered, beginning with the AP Human Geography in the 9th grade. WHHS uses a triangulation of data to place students and there is a practice to "push kids up" when the teacher believes the student can be successful in a course. Teachers are skilled at using data to guide the paths of their instruction. Performance Task-type assignments for the students are written at Levels 2 and 3 of Webb's Depth of Knowledge (DOK). Instructional Technology got a boost from the district in 2016-2017 with the implementation of the Discovery Education Leadership Corps (DLC). This 3-year initiative is a partnership between GCS and Discovery Education to train in-house teams of teachers in different content areas to provide instructional technology support to the rest of the faculty. Additionally, starting in the fall of 2018, a full time Technology Coach joined the instructional support team as WHHS prepared to become a 1:1 school in 2019-2020.

Learning expectations are individualized for each student through differentiated instructional practices. Options are present for projects and major assignments to foster creativity and critical thinking. Data is used from student assessments to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction. Teachers at WHHS use a variety of instructional strategies in their classrooms, including student collaboration, self-reflection, and development of critical thinking skills through project-based learning. Teachers use different strategies for differentiation and to meet the needs of the individual students, including Learning Focused strategies, Understanding by Design (UBD), and The Layered Curriculum. Teachers use technology to create cross-curricular lessons and to provide relevance to the students in different content areas.

School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Each summer, teachers new to WHHS are invited to the annual "New Teacher Workday" and also assigned a buddy-mentor to help them learn the procedures and rules at WHHS. Beginning in 2019, all district formal ADEPT teachers will be required to maintain an electronic notebook with evidence relating to the 8 Performance Standards in the PAS-T instrument.

IV. MISSION, VISION, AND BELIEFS

Mission

Our mission is a compelling statement that serves to unify our efforts and engage our community. An effective mission must stretch and challenge the organization, yet be achievable. Our mission is tangible, values-driven, energizing, and highly focused. It has a finish line for its achievement, and it is proactive. The mission of Wade Hampton High School is -- **Educate. Inspire. Empower.**

Shared Vision

Our vision centers on a shared philosophy that we must serve our diverse student body with a personalized plan for all students beginning at their current academic level and guiding them to graduation and beyond, fully prepared and confident to contribute to society.

Purpose

The purpose of Wade Hampton high school is to **educate** and **inspire** students to become responsible, discerning, productive citizens **empowered** to change the world.

Beliefs

Our beliefs are the core of who we are, what we do, and how we think as we teach and lead Wade Hampton students.

Educate -

- We believe that all students, regardless of individual differences, will thrive in a safe, nurturing environment where respect is modeled and diversity is celebrated.
- We believe that a rigorous, standards-driven curriculum is the foundation of our educational program.
- We believe in the three-fold approach of the Profile of the South Carolina Graduate and will seek to impart World Class Knowledge, World Class Skills, and Life and Career Characteristics.

Inspire -

- We believe in cultivating strong relationships with all students to ensure educational success.
- We believe in the core attributes of Leadership, Integrity, Perseverance, Teamwork, Responsibility, Compassion, Communication, and Work-Ethic. We will actively seek opportunities to engage our students in discussion around these attributes and celebrate demonstrations of these attributes.

Empower

- We believe that high school graduation is the beginning and not the end. We will strive to launch students into their next endeavor by ensuring that each and every student is college or career ready upon graduation.

V. DATA ANALYSIS AND NEEDS ASSESSMENT

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

SDE School Report Card: <https://ed.sc.gov/data/report-cards/>

The end of the 5-year cycle for the school renewal plan brought with it the opportunity for the GCS district to unify its goals across the schools. That being said, GCS has stated the goals to be used by all schools in the district, though it has not dictated the strategies the schools must use to attain the goals. Nevertheless, this was not a change for WHHS, as our goals for the last 5 years were identical to those of the district already.

The goals are the force that drives what we do and are aligned with the GCS District Goals:

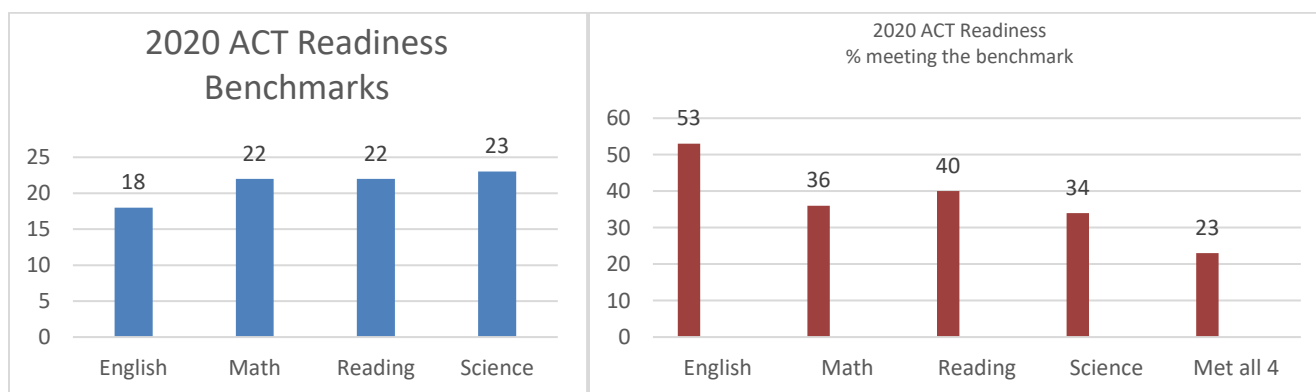
GOAL 1: Deliver high-quality curriculum and instruction that meets the needs of each student.

GOAL 2: Provide a safe school environment that promotes learning and respectful relationships.

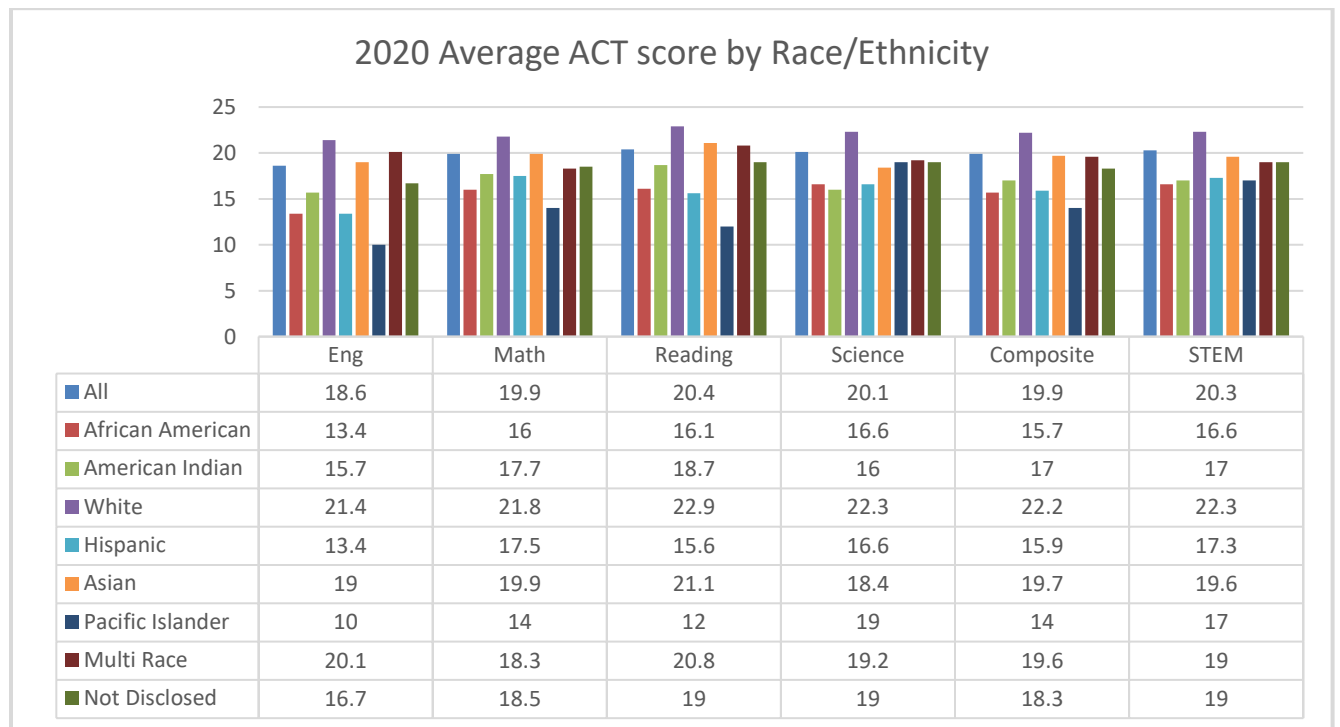
GOAL 3: Build engaging community partnerships to support the school's mission.

Examination of the past 5 years of student achievement data is evidence of a successful and ongoing pursuit of our first goal: Deliver high-quality curriculum and instruction that meets the needs of each student. Wade Hampton High School is one of the highest performing high schools in South Carolina. Since 2014, WHHS's graduation rate has been at or above 90%; and WHHS's graduation rate has been the highest among all GCS high schools for 6 out of the last 10 years. In addition to the dedication of the teachers, much of the success in student achievement can be traced back to the support provided to students by the Freshman Academy. Most notably is the fact that this success has been achieved in the face of a growing enrollment and a high poverty index. The SC State School Report Card Absolute Rating has been Excellent since 2015.

The ACT was administered under a statewide testing program for the first time in 2014-15. Additionally, all third year high school students were administered the ACT Work Keys Assessment. The assessment is based on the ACT College and Career Readiness Standards which are empirically derived descriptions of essential skills and knowledge students need to know to be ready for college. Required by Act 200, ACT scores will be used for state and federal accountability. The ACT consists of four multiple-choice tests (English, mathematics, reading, science) and a writing test. Beginning in spring 2018, all eleventh grade students were given the choice to take either The ACT[®] test or The SAT test. The percent of students meeting the ACT College-Ready Benchmark is shown in the chart below. Average scores for each of the four tests are 18.6, 19.9, 20.4, 20.1, and 19.9, respectively. All scores have increased over 2018 and are above the state levels. Additionally, the percentages of students meeting the benchmarks increased in all areas. College Readiness Benchmarks are the minimum scores in each section of the ACT associated with a 50% chance of earning a B or better and approximately a 75% chance of earning a C or better in the corresponding college course or courses:

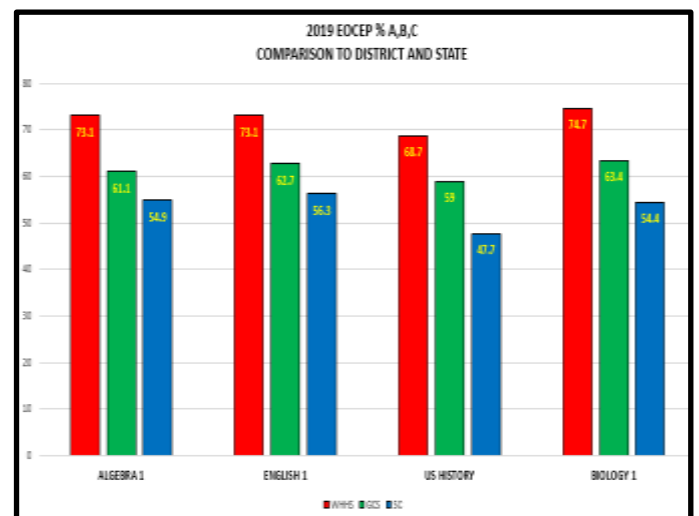


Analysis of subgroup data reveals an alarming discrepancy between achievement scores of the different ethnic groups in all areas. Overall composite scores indicate similar discrepancies. Comparison of these metrics to state scores reveal that while WHHS scores for ALL students are greater than the state scores in all categories, the largest minority subgroups, African American and Hispanic, fall below the state numbers in several of the categories.

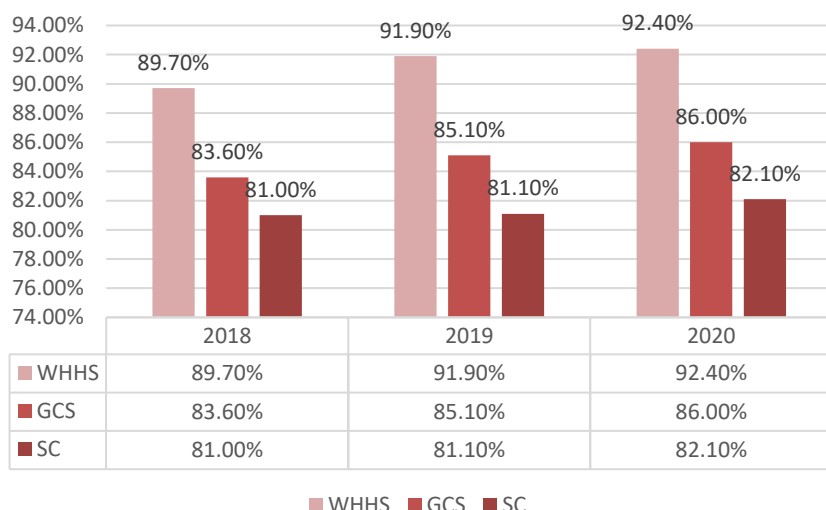


The Education Accountability Act of 1998 requires the development of EOC examinations in gateway or benchmark courses. Currently, these benchmark courses are English 1, Algebra 1, Biology 1, and US History. The program is called End-of-Course-Examination-Program (EOCEP). EOC Exams are the final exams for the courses in which they are given and are weighted as 20% of the final grade for a course. Until 2018, EOC passage rates were used in state accountability calculations. The new SC Accountability Model uses the percentage of A's, B's, and C's in the overall calculation. Data from the 2019 SC State Report Card shows WHHS's scores are still significantly above both district and state scores in all areas.

The EOC data is not updated for 2020 as COVID 19 shut down all standardized testing.



Graduation Rate: 3 Year Comparision



The 4-year Graduation Rate is a source of pride at WHHS has been at or above 90% since 2014 and reached a record high of 97.0% in 2017. Our graduation rates are regularly in the top 3 for the district and among the top 10 in the state. WHHS appreciated a steady increase in its graduation rate from 2005 to 2017, and has exceeded district and state rates since 2007. Graduation rate data is used in the SC Report Card calculations and is weighted 25%.

Wade Hampton High School believes, based upon research, that a schedule including the Advanced Placement (AP) pathway offers the best possible preparation for university success. WHHS strongly encourages students who are capable of a more rigorous academic schedule to enroll in one or more AP courses regardless of whether or not the student is an honors or gifted student. The overall pass rate since 2014 has been slightly above 50%. In 2018, the overall pass rate exceeded the 60% mark and was greater than district, state, and national pass rates for the first time.

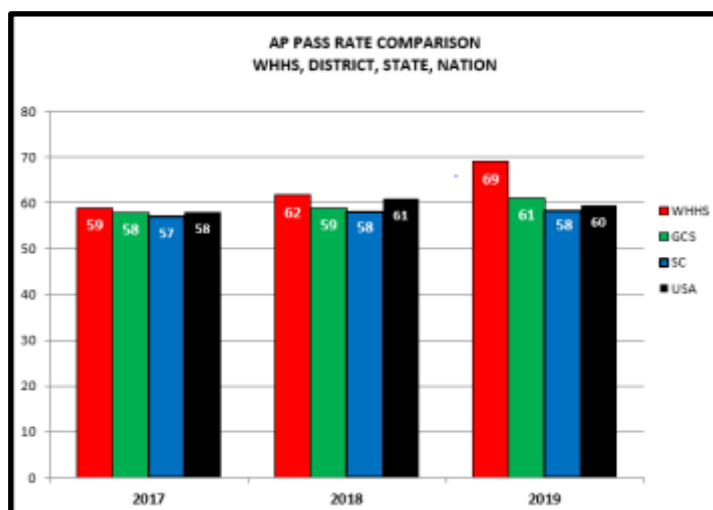
We are proud that the enrollment of students in AP courses has increased over 94% since 2008. In 2018, the number of students enrolled in one or more AP courses was 642, and 958 exams were administered.

This is a slight decline from 2018. With the implementation of dual credit courses, we expect to see continued decline in the AP enrollment as students opt for “guaranteed” college credits vs those expected based upon their score on an AP exam.

In 2020, we saw the anticipated decline of student enrollment in AP coursed however, we had a greater number of AP exams taken. We had 596 students enrolled in at least one AP course and administered 978 exams. We did experience a slight decrease in passing scores with the increase in total number of exams. Our pass rate for 2020 was 66.1%.

Historically, performance in non-state standardized testing has not improved in the same way as the achievement rates for the in-state testing programs. This may be due in part to the lack of importance in state and federal accountability calculations. With the inclusion of these metrics in the GCS new strategic plan, we expect to see increases over time.

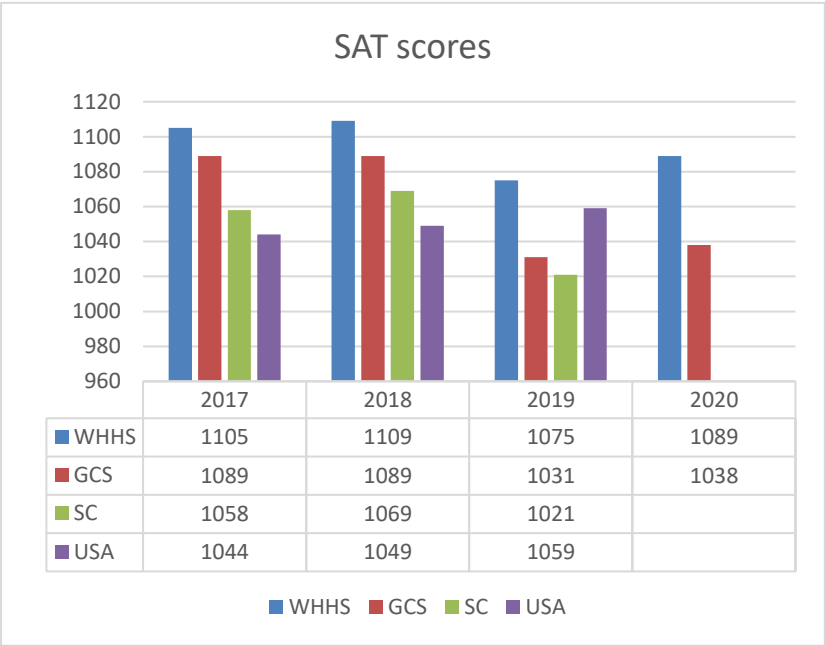
The ACT composite score for graduating seniors has fluctuated over the last 12 years, reaching a high score of 23.0 in 2014 and dropping to within 0.3 points of the 2005 composite in 2018. Nevertheless, comparisons between the state and district data from 2015 and 2016 reveal interesting patterns. First, the number of “2016 Graduating Seniors” in the data file for the state is more than twice that of the number of 2015 Graduating Seniors. This observation is made with every high school in the state. Second, over 92%



(213 out of 231) of the high schools in the state experienced a drop in their composite score from the previous year. From these observations, it is easy to conclude that the drop in composite in 2016 is the result of a change in the testing cohort. The 2016 Graduating Class Composite included the scores from the spring 2015 (state) testing, even though those students were more than 12 months away from graduation, some not necessarily planning to attend college, and others not even enrolled in the state diploma track. The conclusion is that we cannot accurately compare the 2016 ACT composite with previous years and should treat this as a baseline score. Similar patterns were observed in the scores from the class of 2017. Additionally, for the same reasons, it is not correct to compare our school/district/state scores to the national scores. It is expected that we will see less students taking the SAT and the ACT during their senior year of high school as both are now given (and paid for) by the state of SC during the 3rd year of high school. It is also suspected that the composite scores will decrease as the number of scores used in the calculations decreases.

From the SC SDE web site: “The SAT is a standardized test often used in the college admissions process. The SAT tests the reading, writing, and mathematics skills that students learn in school, and that are critical for success in college and beyond. Most students take the test during their junior or senior year of high school. Beginning in March of 2016 a new revised SAT was introduced. Evidence-Based Reading and Writing (ERW) replaced the English/Language Arts and Writing sections of the old SAT. Results from the new SAT are not comparable to the former versions of the SAT.”

SAT composite scores for WHHS continue to be above the district, state, and national scores. Because the SAT is given as an option to all 3rd year high school students, some of the scores used in the school’s composite score are from students who were administered the test more than a year before they graduated, students who may not be enrolled in a state diploma program, and others who may not be planning to attend college after high school. Nevertheless, SAT composite scores continue to exceed district, state, and national scores.



• TEACHER AND ADMINISTRATOR QUALITY

Greenville County Schools requires that all certified faculty members participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of the 24 hours will be offered by the school. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs.

An examination of WHHS participation records for in-district professional development shows that up until 2014, many faculty members fell short of the district's annual minimum PD requirement. For the 2018-2019 school year, all full-time faculty members met the minimum requirement of 24 hours of PD. The challenge of obtaining accurate data for this requirement was resolved by requiring the teachers to present evidence of attainment of this goal at their annual exit conferences with the principal.

Professional development (PD) must support the goals of teacher quality, school climate, and student achievement. Each spring, teachers and administrators meet together as part of the portfolio process. This self-assessment exercise identifies our strengths and weaknesses and guides our PD needs. Our Faculty Council serves as the leadership team in determining the most effective strategies. Student data is analyzed throughout the process in order to offer PD that will best serve our student population.

The GCS district provides PD support and training throughout the year for the content areas as well as technology areas. Recent sessions include Formative Assessment in ELA, Basic Gizmo Training, Assessment for Learning, Units and Tasks for Algebra 1, and Best Practices Sharing Session. The Educational Technology Services (ETS) department conducts monthly sessions to provide in-depth training in the use of hardware such as Promethean Boards and document cameras as well as online application programs like Google Classroom. WHHS does not conform to a one size fits all type of Professional Development plan. There are district required sessions, but for the most part, the best PD occurs among teachers during professional collaboration and PLC meeting times.

A new PD program was implemented during the 2017-2018 school year to foster instructional technology integration as WHHS prepared for the one-to-one Chromebook roll out in August 2019. Facilitated by the Technology Coach, a new support position for 2018-19, in cooperation with the Digital Leadership Corps (DLC), the "Pop-In PD" program was developed to encourage teachers to "pop-in" and observe colleagues as they teach with technology. Teachers are expected to observe technology apps and tools in use and follow up with a written reflection of how they would use the observed tool in their own classrooms. The "Pop-In PD" program allows teachers easily to share their instructional technology skills with their colleagues without having to invest extra time in planning for a long PD presentation. The program has been well received by the teachers and was continued in 2019-2020.

As the 2019-2020 school year was effected by the COVID-19 pandemic, professional development opportunities were pulled back to a minimum. This was at the direction of school district leadership. As we started the 2020-2021 school year, our professional learning went digital. Teachers had the opportunity to learn new skills every other Friday for the first semester. We continued our Pop-In PD program and have found that teachers appreciate being able to learn on their own time as well as online. There have been very few "face-to-face" training sessions. An example of our January/February calendar is provided.



- SCHOOL CLIMATE NEEDS ASSESSMENT

School safety, once taken for granted, is now a major concern to parents, students, and other stakeholders within most communities. Annual state surveys taken by the parents, students, and teachers of WHHS reveal that the majority of our stakeholders believe that WHHS is a

Student Safety

Evaluations By Parents ?	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	89.2	65
"My child's teachers and school staff prevent or stop bullying at school."	70.3	65
Evaluations By Teachers ?	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	100.0	72
"The rules for behavior are enforced at my school."	76.4	72

safe environment. Programs and policies such as ID badges, Ignore the Door, and the remodeling of the front office entry for security are measures that have been taken to further protect the students and faculty. Responses by parents that agree with the statement "My child feels safe at school" declined by more than 3%. Although the percentage of parents that agreed with the statement, "My child's teachers and school staff prevent or stop bullying at school" increased by over 9%, it is concerning that almost 30% of respondents did not agree with the statement. Additionally concerning is the more than 18% drop in teachers that agree with the statement, "The rules for behavior are enforced at my school." Both of these areas should be investigated further.

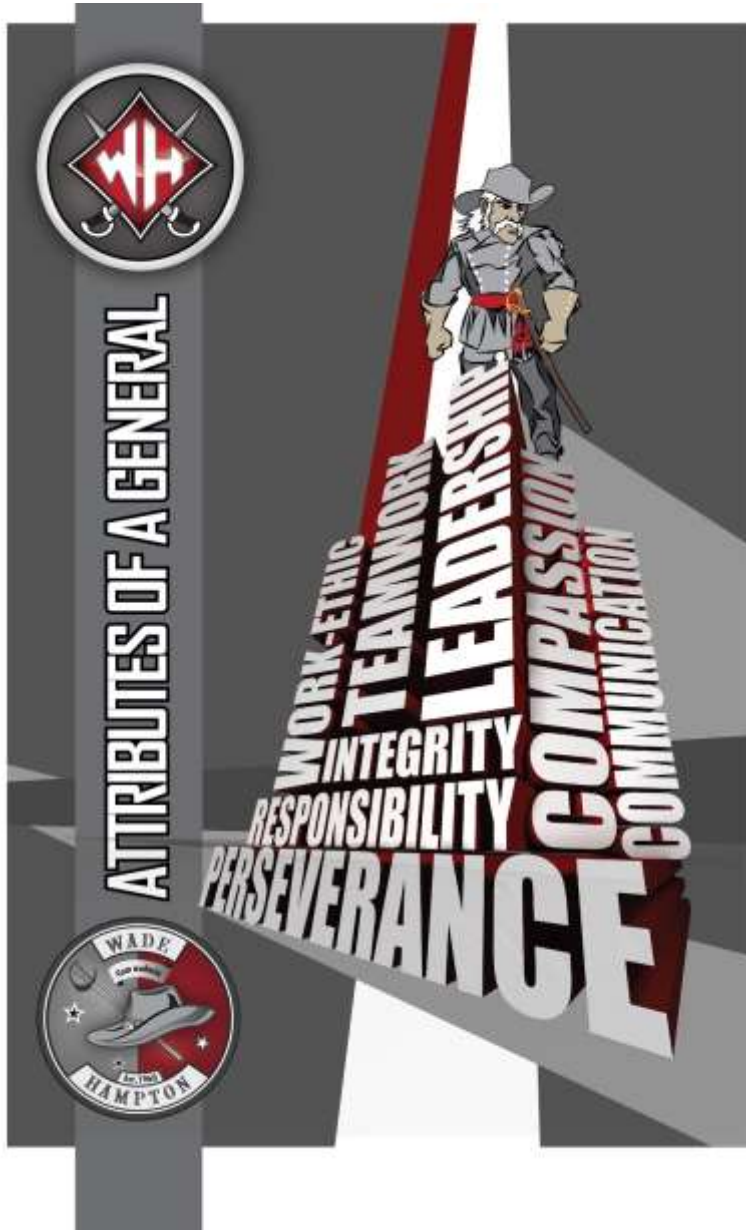
Results from the Advanc-Ed SY2019-20 Climate & Culture High School Student survey indicate students feel *pressured* (54%) and *tense* (50%) when trying to complete their assignments while at school. Students think their teachers are *honest* (55%) and *caring* (49%). When asked which words or phrases best describe the things students most often DO while in class at school, "*Complete worksheets*" was selected by 50%, "*Listen to teachers*" was selected by 61%, and "*Take tests*" was selected by 46% of the students. 39% described their experiences in class as "challenging". A noticeable decrease, from 62% to 53%, was the response, "*brief*", to describe interactions students have with adults at their school, though more than half described their interactions as respectful and helpful. Students report feeling "*Tired*" (73%), "*Bored*" (58%) and "*Lonely*" (19%) while at school.

Results from the Advanc-Ed SY2019-20 Climate & Culture Parent Survey mimics the student responses with "*Listening to teacher*" (62%) and "*Taking Tests*" (54%) as the highest selected responses to the statement, "Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?" Parents, like their children, describe their interactions with the staff as "*Brief*" (54%), "*Respectful*" (67%), and "*Helpful*" (65%).

Results from the Advanc-Ed SY2019-20 Climate & Culture Teacher Survey show that teachers have an expectation their "*Students are learning*" (91%) and are "*Able to explain*" (80%) what they are learning. Teachers also indicated when trying to complete their responsibilities while at work, they feel "*never enough time*" (59%), "*Hectic*" (43%), and "*Hurried*" (41%). Only 14% reported feeling "*Relaxed*". Nevertheless, feelings about colleagues were described as "*Caring*" (73%), "*Active*" (61%), and "*Honest*" (50%). Faculty interactions were described as "*Respectful*" (73%), "*Supportive*" (63%), and "*Collaborative*" (68%). This speaks to the family environment the Wade Hampton faculty uses to describe its culture.

This assessment did not happen for the 2020 school report card due to COVID-19.

ATTRIBUTES OF A GENERAL PROGRAM



The Attributes of A General Program is an in-house character building program structured around the eight characteristics that we believe a student must possess to be successful as a student and in the real world. The attributes are Responsibility, Perseverance, Teamwork, Work Ethic, Communication, Integrity, Leadership, and Compassion. Lessons are created by a team of teachers. Once a quarter, students participate in an attributes lesson and complete exercises to learn about these characteristics. Teachers are tasked throughout the year to recognize students who demonstrate one of the attributes with a pin; and students proudly display their pins on their school ID lanyards.

SCHOOL RENEWAL PLAN FOR 2018-19 through 2022-23

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority							
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL: 1 The percentage of students scoring A, B, and C on the English I EOCEP will increase from 50% in 2016-17 to 64% in 2022-23. <i>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.</i> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.							
INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the English I EOCEP will increase by 5% annually.							
DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English 1 EOCEP SC SDE Website	49.8% of HS students scoring A, B, and C on English 1 EOCEP	School Projected	55	60	61	62	64
		School Actual 65.6	61	waiver			
English 1 EOCEP SC SDE Website	49% of HS students scoring A, B, and C on English 1 EOCEP (2016-17)	District Projected **HS only**	60	61	62	63	64
		District Actual 58	65	waiver			

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

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase from 61% in 2016-17 to 78% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by 5% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra 1 EOCEP SC SDE Website	61% of HS students scoring A,B, and C on Algebra 1 EOCEP	School Projected	66	69	72	75	78
		School Actual 73.8	48	waiver			
Algebra 1 EOCEP SC SDE Website	36% of HS students scoring A,B, and C on Algebra 1 EOCEP	District Projected	39	42	45	48	51
		District Actual 33	46	waiver			

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

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

PERFORMANCE GOAL: 3 The percentage of students scoring A, B, and C on the Biology EOCEP will increase from 77% in 2016-17 to >90% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Biology EOCEP will increase by 5% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Biology EOCEP SC SDE Website	77% of HS students scoring A,B, and C on Biology EOCEP (2016-17)	School Projected	82	85	88	>90	>90
		School Actual 72.8	64.8	waiver			
Biology EOCEP SC SDE Website	64% of HS students scoring A,B, and C on Biology EOCEP (2016-17)	District Projected	67	70	73	76	79
		District Actual 53	50	waiver			

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 73.5% in 2016-17 to >90% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 5% 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	73.5% of HS students scoring A,B, and C on US History EOCEP (2016-17)	School Projected	79	82	85	88	>90
		School Actual 72.0	67.5	waiver			
US History and the Constitution EOCEP SC SDE Website	58% of HS students scoring A,B, and C on US History EOCEP (2016-17)	District Projected	61	64	67	70	73
		District Actual 60	58	waiver			

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 19.8 in 2016-17 to 21.6 in 2022-23.

PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from 1105 in 2016-17 to 1150 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) 20.2	ACT School Projected	20.0	21.0	21.2	21.4	21.6
		School Actual 19.4	20.9	19.9			
SC SDE Website	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual 18.7	20.0	19.8			

SAT Graduating Class Data

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	1105	SAT School Projected	1114	1123	1132	1141	1150
		School Actual 1109	1075	1089			
SC SDE Website	1089	District Projected	1098	1107	1116	1125	1134
		District Actual 1089	1031	1038			

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 7 Students will meet or exceed the state and federal accountability standard as measured by the WIN Ready 2 Work Career Readiness Assessment from 2018-19 through 2022-23.
INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard as measured by the WIN Ready 2 Work Career Readiness Assessment.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	School Projected	91.0	92.0	93.0	94.0	95.0
		School Actual 90.6	96.7	waiver			
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	District Projected	94.0	95.0	96.0	97.0	98.0
		District Actual 93.7	94.0	waiver			
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	School Projected	93.0	94.0	95.0	96.0	97.0
		School Actual 92.1	92.7	waiver			

SC SDE Website	% of students that scored Level 3 or higher on Locating Information	District Projected	95.0	96.0	97.0	98.0	99.0
		District Actual 94.7	93.8	waiver			
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected	90.0	91.0	92.0	93.0	94.0
		School Actual 89.2	88.9	waiver			
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	District Projected	90.0	91.0	92.0	93.0	94.0
		District Actual 89.3	88.1	waiver			
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	School Projected	74.0	75.0	76.0	77.0	78.0

		School Actual 73.3	75.6	waiver			
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	District Projected	68.0	69.0	70.0	71.0	72.0
		District Actual 67.1	68	waiver			

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
ENGLISH 1 EOCEP							
EOCEP English 1	39% A, B, C (2016-17)	School Projected Hispanic	44	49	54	59	64
EOCEP English 1		School Actual Hispanic 50.9	47.1	waiver			
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected Hispanic	48	51	54	57	60

EOCEP English 1 SC SDE Website		District Actual Hispanic 53	51	waiver			
EOCEP English 1 SC SDE Website	28.8% A, B, C (2016-17)	School Projected AA	34	39	44	49	54
EOCEP English 1 SC SDE Website		School Actual AA 53.0	44.1	waiver			
EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	District Projected AA	41	44	47	50	53
EOCEP English 1 SC SDE Website		District Actual AA 50	40	waiver			
EOCEP English 1 SC SDE Website	8.4% A, B, C (2016-17)	School Projected SWD	13	18	23	28	33
EOCEP English 1 SC SDE Website		School Actual SWD 36.1	26.1	waiver			
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	District Projected SWD	17	20	23	26	29
EOCEP English 1 SC SDE Website		District Actual SWD 20	18	waiver			

EOCEP English 1 SC SDE Website 1	33.4% A, B, C (2016-17)	School Projected LEP	38	43	48	53	58
EOCEP English 1 SC SDE Website		School Actual LEP 40.9	35.5	waiver			
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	District Projected LEP	40	43	46	49	52
EOCEP English 1 SC SDE Website		District Actual LEP 48	34	waiver			
EOCEP English 1 SC SDE Website	42.8% A, B, C (2016-17)	School Projected SIP	47	52	57	62	67
EOCEP English 1 SC SDE Website		School Actual SIP 58.1	47.6	waiver			
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected SIP	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual SIP 56	50	waiver			
ALGEBRA 1 EOCEP							

EOCEP Algebra 1 SC SDE Website	54.9% A, B, C (2016-17)	School Projected Hispanic	60	65	70	75	80
EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 35.4	39.1	waiver			
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	District Projected Hispanic	40	43	46	49	52
EOCEP Algebra 1 SC SDE Website		District Actual Hispanic 33	35	waiver			
EOCEP Algebra 1 SC SDE Website	42.3% A, B, C (2016-17)	School Projected AA	47	52	57	62	67
EOCEP Algebra 1 SC SDE Website		School Actual AA 26.4	22.5	waiver			
EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	District Projected AA	30	33	36	39	42
EOCEP Algebra 1 SC SDE Website		District Actual AA 24	21	waiver			
EOCEP Algebra 1 SC SDE Website	15.0% A, B, C (2016-17)	School Projected SWD	20	25	30	35	40

EOCEP Algebra 1 SC SDE Website 1		School Actual SWD 12.0	19.1	waiver			
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	District Projected SWD	13	16	19	22	25
EOCEP Algebra 1 SC SDE Website		District Actual SWD 6	7	waiver			
EOCEP Algebra 1 SC SDE Website	33.4% A, B, C (2016-17)	School Projected LEP	38	43	48	53	58
EOCEP Algebra 1 SC SDE Website		School Actual LEP 30.2	31.2	waiver			
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	District Projected LEP	39	42	45	48	51
EOCEP Algebra 1 SC SDE Website		District Actual LEP 34	23	waiver			
EOCEP Algebra 1 SC SDE Website	49.4% A, B, C (2016-17)	School Projected SIP	55	60	65	70	75
EOCEP Algebra 1 SC SDE Website		Actual SIP 29.7	37.1	waiver			

EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	District Projected SIP	34	37	40	43	47
EOCEP Algebra 1 SC SDE Website		District Actual SIP 29	29	waiver			
BIOLOGY 1 EOCEP							
EOCEP Biology SC SDE Website	66.1% A, B, C (2016-17)	School Projected Hispanic	71	76	81	86	91
EOCEP Biology SC SDE Website		School Actual Hispanic 50.7	44.3	waiver			
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	District Projected Hispanic	50	53	56	59	62
EOCEP Biology SC SDE Website		District Actual Hispanic 35	37	waiver			
EOCEP Biology SC SDE Website	53.8% A, B, C (2016-17)	School Projected AA	58	63	68	73	78
EOCEP Biology SC SDE Website		School Actual AA 38.0	24.9	waiver			

EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected AA	43	46	49	52	55
EOCEP Biology SC SDE Website		District Actual AA 27	24	waiver			
EOCEP Biology SC SDE Website	23.5% A, B, C (2016-17)	School Projected SWD	28	33	38	43	48
EOCEP Biology SC SDE Website		School Actual SWD 22.2	17.9	waiver			
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	District Projected SWD	21	24	27	30	33
EOCEP Biology SC SDE Website		District Actual SWD 11	11	waiver			
EOCEP Biology SC SDE Website	64.1% A, B, C (2016-17)	School Projected LEP	69	74	79	84	89
EOCEP Biology SC SDE Website		School Actual LEP 45.8	33.3	waiver			
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected LEP	43	46	49	52	55

EOCEP Biology SC SDE Website		District Actual LEP 31	25	waiver			
EOCEP Biology SC SDE Website	64.2% A, B, C (2016-17)	School Projected SIP	69	74	79	84	89
EOCEP Biology SC SDE Website		School Actual SIP 46.7	46	waiver			
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	District Projected SIP	51	54	57	60	63
EOCEP Biology SC SDE Website		District Actual SIP 35	34	waiver			
US HISTORY EOCEP							
EOCEP US History and the Constitution SC SDE Website	65.0% A, B, C (2016-17)	School Projected Hispanic	70	75	80	85	90
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 58.9	50.9	waiver			
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected Hispanic	45	48	51	54	57

EOCEP US History and the Constitution SC SDE Website		District Actual Hispanic 43	38	waiver			
EOCEP US History and the Constitution SC SDE Website	52.3% A, B, C (2016-17)	School Projected AA	57	62	67	72	77
EOCEP US History and the Constitution SC SDE Website		School Actual AA 51.8	44.4	waiver			
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected AA	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual AA 36	33	waiver			
EOCEP US History and the Constitution SC SDE Website	35.8% A, B, C (2016-17)	School Projected SWD	40	45	50	55	60
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 38.3	18.8	waiver			
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	District Projected SWD	27	30	33	36	39
EOCEP US History and the Constitution SC SDE Website		District Actual SWD 25	19	waiver			

EOCEP US History and the Constitution SC SDE Website	48.5% A, B, C (2016-17)	School Projected LEP	53	58	63	68	73
EOCEP US History and the Constitution SC SDE Website		School Actual LEP 44.4	51.9	waiver			
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected LEP	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual LEP 37	35	waiver			
EOCEP US History and the Constitution SC SDE Website	66.3% A, B, C (2016-17)	School Projected SIP	71	76	81	86	91
EOCEP US History and the Constitution SC SDE Website		School Actual SIP 57.3	54.2	waiver			
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected SIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual SIP 42	40	waiver			
ACT							

ACT Graduating Class	Composite 19 (2016-17)	School Projected Hispanic	17.0	18.0	19.0	20.0	21.0
ACT Graduating Class		School Actual Hispanic 17.1	18.5	waiver			
ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	21.0	22	22.2	22.4	22.6
ACT Graduating Class		District Actual Hispanic 17.3	17.8	waiver			
ACT Graduating Class	Composite 16.2 (2016-17)	School Projected AA	16.0	17.0	18.0	19.0	20.0
ACT Graduating Class		School Actual AA 15.7	20.9	waiver			
ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	21.0	22.0	22.2	22.4	22.6
ACT Graduating Class		District Actual AA 15.7	16.2	waiver			

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.

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) 95.4	School Projected	>90	>90	>90	>90	>90
		School Actual 89.7	91.7	92.42			
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual 84	85	86			
Employability Credentialing Rate	Data will be reported in 2020-21	School Projected			TBD	TBD	90
		School Actual					
Employability Credentialing Rate	Data will be reported in 2020-21	District Projected			TBD	TBD	90
		District Actual					

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+ Reports in GC Source	Baseline will be established at the end of the 2018-19 school year	School Projected		66%	74%	82%	90%
		School Actual	58.67%	62.5%			
G+ Reports in GC Source	Baseline will be established at the end of the 2018-19 school year	District Projected		56%	68%	76%	84%
		District Actual	45%	52%			

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17		2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	(2016-17) 89	School Projected	90	92	94	>95	>95
		School Actual 97	91	92			
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual 80	82				

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	(2016-17) 46 362/785	School Projected	50	55	60	65	70
		School Actual 66 (337/510)	66	77			
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual 59					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1) Continue Freshman Academy to segregate the first-year high school students for the purpose of monitoring & supporting achievement in EOC courses.	2020	Principal & Academy Coordinator	1.0 FTE for Coordinator Position	School Allocation	Faculty Roster Meeting Schedules
2) Double-block at-risk students in Math and English classes during their first year of high school.	2018 2019-Math only	Principal & Guidance	None	N/A	Master Schedule Student Schedules
3) Include credit recovery courses on the master schedule to meet the needs of students.	2018	Principal & Guidance	None	N/A	Master Schedule
4) Cap EOC class size at 25 when possible	2018	Guidance	None	N/A	Master Schedule Course Load Report
5) Conduct an annual update of correlation between course syllabi and EOC Blueprints from SDE.	2018	Principal & Department Chairs	None	N/A	Common Syllabi Calibration Materials
6) Continue before/after school tutoring EOC-Blitz Week	2018	Principal & Teachers	Stipend \$30/hr to tutors	School	Attendance rosters from Blitz sessions
7) Intervention with parent phone call for students who have 3 or more consecutive absences so they do not become drop outs.	2018	Assistant Principals Attendance Clerk	None	N/A	Call Logs
8) Provide a dedicated Assistant Principal & Guidance Counselor to	2017 2018-Ended	Principal	School allocations	N/A	Admin assignment

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
monitor and work with off-grade level students.					
9) Assign Guidance Clerk to supervise the collection, organization and documentation of records for students who are “no shows”, or enroll and withdraw throughout the year.	2018	Guidance	None	N/A	File of WD and Enrollments for each year
10) Require that Data entry procedures will be completed by the Guidance Clerk ONLY to ensure consistency when enrolling or withdrawing students.	2018	Principal Guidance Clerk	None	N/A	Written Procedures about Registration and Power School data entry
11) Quarterly meetings with Data Action Team to ensure preparation is on target for SDE data extractions throughout the year.	2018	Principal Data Action Team	None	N/A	Notes from meetings Schedule of meetings
12) Provide free after-school tutoring with transportation home for students	2018	Principal	\$5,000	School or Grant Money	Records of tutoring sessions
13) Communicate with all parents of students who are at-risk for failing courses.	2018	Teachers Counselors	None	N/A	Call Logs
14) Continue to implement Common Course Syllabi for all courses that includes Literacy	2018	Teachers Assistant Princ	None	N/A	Common Syllabi approved by principal & posted on

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
standards and Common Major Assessments					school/teacher web sites
15) Use Mastery Connect Benchmark Tests to monitor progress of EOC students during the semester	2018	Teachers	None	GCS District Provided	Benchmark results
16) Use the inclusion model to provide services to special education students in Math & English classes as needed.	2018	Principal Teachers	None	GCS provides SpEd allocations	Master Schedule Student Schedules
17) Continue to recruit students to take dual credit classes and AP courses	2018	Teachers Counselors	None	None	Student Schedules
18) Continue to encourage students to enroll in career center programs and take completer courses.	2018	Teachers Counselors	None	None	Student Schedules

Performance Goal Area: Student Achievement* x Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) District Priority							
<i>Gifted and Talented Requires</i> Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> Gifted and Talented: Other							
PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							
DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected		Gender Diversity = yes Maintain Ethnic Diversity = yes Maintain	Gender Diversity = yes Maintain Ethnic Diversity = yes Maintain	Gender Diversity = yes Maintain Ethnic Diversity = yes Maintain	Gender Diversity = yes Maintain Ethnic Diversity = yes Maintain
GCS Human Resources Department		School Actual	Baseline established in 2019-2020	Gender Diversity = yes Ethnic Diversity = yes			
Employment report		District Projected	Baseline established in 2019-2020	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%			

ACTION PLAN FOR STRATEGY #1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Offer a minimum of 12 hours of in-house professional development as required by GCS	2018	Principal Instructional Coach	None	N/A	PD Calendar
2. Notify teachers of PD opportunities from GCS and other organizations (including local universities, The College Board, and professional organizations).	2018	Instructional Coach	None	N/A	Emails GCS Academic Newsletter
3. Encourage teachers to obtain AP & G/T endorsements	2018	Instructional Coach	None	N/A	Emails
4. Provide annual PD to keep teachers updated on research-based instructional strategies	2018	Principal	None	N/A	PD Calendar
5. Implement the GCS Instructional Protocols and support teachers in this area	2018	Administration Instructional Coach	None	N/A	PD and Observations
6. Use the GCS guidelines and approved lists when hiring	2018	Principal	None	N/A	Guidelines from GCS

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	86.6	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 97.3	95	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
SC SDE School Report Card Survey	100.0	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 97.3	100	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			

SC SDE School Report Card Survey	88.2	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 92.5	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 84	93	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			

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	0.9	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0.5	1.2	3.8			
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	0.2	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual	0	.08			
GCS Expulsion Report from Kent Owens	0.04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual .04	.10	.03			

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 Climate & Culture Student Survey

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	50	55	60	65	70
		School Actual 47%	50	<i>Data point not available due to state-wide school closures</i>			
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	54	58	62	66	70
		District Actual Secondary 52	50	<i>Data point not available due to state-wide school closures on March 17, 2020 -</i>			

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 th day Attendance Report	(2016-17) 94.6	School Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		School Actual 97.5	94.87	95.21			
180 th day Attendance Report	(2016-17) 95	District Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		District Actual 95	95	96			

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 & Culture Student 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 ≤ 7 Lonely ≤ 16 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 16 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 15 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 14 Angry ≤ 12
		School Actual Afraid – 7% Lonely – 17% Angry - 15%	Afraid ≤ 9 Lonely ≤ 20 Angry ≤ 9	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1) Follow GCS security protocol for processing visitors to the school.	2018	Administration SRO	N/A	GCS	Procedures manual
2) Follow GCS security protocols for handling employees & students during school hours	2018	Administration	N/A	GCS	Faculty & Student Handbooks
3) Encourage students to join extra-curricular organizations, clubs, and/or sports teams.	2018	Guidance Counselors Teachers Administration	None	N/A	IGP's
4) Advertise extra-curricular programs to rising freshmen during spring information night.	2018	Freshman Coordinator Club Sponsors	None	N/A	Records of information night
5) Advertise extra-curricular programs to new students during the fall Family-Fun-Fest	2018	Administration	None	N/A	Records of FFF Participants
6) Communicate information about extra-curricular activities on the school web site.	2018	Freshman Coordinator School Web Master	None	N/A	Web Site
7) Encourage attendance at SIC & PTSA meetings for parents and members of the community to increase their involvement in WHHS activities.	2018	Principal	None	N/A	Attendance at Meetings

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
8)Use digital marquee to update the community with information about events taking place at the school.	2018	Principal Office Clerk	None	N/A	Announcements on the Marquee
9)Use newsletters (i.e. Generalities, The Report To The Community) to distribute information to the public.	2018	PTSA SIC	None	N/A	Newsletters
10)Communicate with the media on a regular basis about individual student achievements and awards	2018	Principal Headliner	None	N/A	Newspaper articles on display in the media center
11)Communicate with the faculty via weekly e-newsletter, The General News	2018	Principal	None	N/A	General News sent weekly to the faculty
12)Communicate daily with the students through large screen projections in the cafeteria before school, after school, and during all lunch periods.	2018	Principal Office Clerk	Projection Equipment maintenance	School funds for maintenance	Announcement
13)Post a data wall and update annually, in the school, to keep students informed of school and student achievement in different areas.	2018	IC	\$50	School Funds	Data Wall in School
14)Provide new technology to all teachers	2018	Technology Coach Media Specialist	\$5,000	School Funds	Fixed Assets Report

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Principal			
Provide new technology to all new teachers (computers & laptops)	2018 & every 3 years	Principal	\$10,000	GCS refresh	Fixed Assets Report
15)Provide PD for teachers to keep them updated on new instructional technology developments and security.	2018	Technology Coach	None	N/A	PD Calendar
16)Communicate with parents weekly through the phone blast system & email	2018	Principal	None	N/A	weekly phone blast
17)Communicate announcements and events to the public via social media	2018	Principal	None	N/A	Facebook & Twitter accounts
18) Continue the Attributes of a General Program for character building	2018	Principal Counselors	\$1000 for attribute pins	school funds	School calendar Attributes lesson plans
19) Initiate 1 to 1 program to provide a Chromebook to each student	Sept 2019	Principal TAC Technology Coach	not known	GCS	Roll-out of program

VI. 2019

[HTTPS://SCREPORTCARDS.ED.SC.GOV/OVERVIEW/?Q=ET0YMD5JnQ9SCZZAWQ9MjMwMTAxMA](https://screportcards.ed.sc.gov/overview/?Q=ET0YMD5JnQ9SCZZAWQ9MjMwMTAxMA)

VII. SCHOOL REPORT CARD

