

School Portfolio

2018-2019 through 2022-2023

Woodmont High School

An International Baccalaureate School

2831 W. Georgia Rd. Piedmont, SC 29673

Mr. Joseph Foster, Principal

Greenville County School District

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Woodmont High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (*one year*)


Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.


SUPERINTENDENT

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

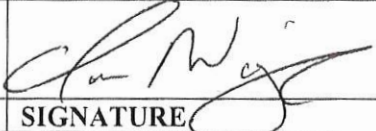
PRINCIPAL

J. Foster		2/26/21
PRINTED NAME	SIGNATURE	DATE

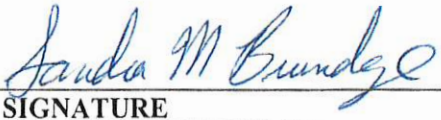
CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tara Warrington		2/26/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sandra M Brundage		2-26-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2831 West Georgia Rd, Piedmont, SC 29673

SCHOOL TELEPHONE: (864) 355-8600

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Joseph D. Foster
2. Teacher	Jennifer Robinson
3. Parent/Guardian	Gwen Miller
4. Community Member	Ben Caldwell
5. Paraprofessional	Susan Anderson
6. School Improvement Council Member	Tara Warrington
7. Read to Succeed Reading Coach	Jamie Whitlock
8. School Read to Succeed Literacy Leadership Team Lead	Sandra Brundage
9. School Read to Succeed Literacy Leadership Team Member	Kim Whitmire

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

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

Assistant Principal	Nickie Templeton
Assistant Principal	Chuck Winney
Assistant Principal	Melissa Patterson
Assistant Principal	Chawana Goodwin
Assistant Principal	Tatiana Shea
Instructional Coach	Jamie Whitlock
Freshman Academy Coordinator	Glynnis Childress
AP/IB Coordinator	Emily Styer
Athletic Director	Chris Carter
School Read to Succeed Literacy Leadership Team	Sandra Brundage
	Kim Pauls
	Nick Elliot
	Rachel Ginn
	Jennifer Robinson
	Robert Bouldin
	Christina Turner
	Chelsea Nesmith
	Jiles Mitchell
	Sarah Owens

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

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

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Introduction

Woodmont High School's portfolio was developed to document the changes for a five-year period beginning with 2018-2019 and ending 2022-2023. The portfolio reflects the needs of the school as determined by its own self-reflection and needs assessment, but also the recommendations of the district, state, and community entities. The district provided surveys to faculty, parents, and students which allowed stakeholders to self-assess and the results of these tools and surveys gave us a detailed look at the components of our school as well as the instructional program. Further, the feedback provided strengths and weaknesses to guide the school's areas of focus. Specific stakeholders that provided vision and leadership during this process include the Leadership Team, the Administrative Team, SIC, PTSA, the Freshman Academy Staff, department and course level teams, teachers and student organizations.

Three key areas of focus include:

- Improving graduation rate with instructional, truancy, and individualized strategies for students along with ACT and EOC preparation.
- Implementing research-based instructional practices that focus on academic diversity, evidence of student learning, and increased academic achievement.
- Emphasizing and maintaining school policies that focus on school safety and productive learning environments.

Materials and resources on which this current Portfolio is based include the Every Child Succeeds Act, the Read to Succeed Act, the SC Department of Education Strategic Plan, the State Technology Plan, The Greenville County Schools' Education Plan, and EEDA 2005. Current research in the areas of best practices, effective tools for technology integration and assessment principles that clearly and specifically relate to instruction and student learning provided the foundation of the professional development plan. In 2021-2022, the faculty and staff of Woodmont High will focus on effective strategies to improve graduation rate and student achievement, the implementation of effective instructional practices that address academic diversity and evidence of student learning, and emphasize policies that maintain school safety and productive learning environments.

Executive Summary

Woodmont High School has a proud tradition of academic excellence, community involvement, and athletic success. Our student body has continued to grow which has presented our school with a unique set of circumstances to serve our diverse student population. Our mission is that we will serve every student, every day through a collaborative, purposeful, and student-centered delivery of curriculum while ensuring a safe, supportive and thriving environment that considers and values the needs of one and all. Our belief is that all students can be successful so we are committed to providing educational experiences that prepare our students to be productive citizens. Our school motto is Scientia est Potentia, “Knowledge is Power” and our vision is that Woodmont will be a model of accomplishment and excellence through the development of all students, socially and academically, while also creating responsible, caring, and productive lifelong learners who compete and contribute to a diverse global community.

Findings for Student Achievement:

- Due to the Covid 19 waiver, EOCEP courses were not administered the final exam in Spring 2020. In 2019, the English 1 pass rate was 76.2%. The Biology pass rate was 75.1%, and the US History pass rate was 68.4% in 2019. The Algebra 1 pass rate was 52.5%.
- The AP overall pass rate was 60% with 380 exams being scored, up from 45%.
- The 4-Year Graduation Rate was 92.5% in 2020.
- The International Baccalaureate had a 62% passage rate. We administered 97 exams to 54 students. Two students out of four who applied were awarded the IB Diploma.

Findings for Teacher and Administrator Quality:

- Over 33 professional development sessions have been offered to teachers on campus and the staff has participated in over 100 hours of virtual professional learning.
- Teacher attendance is 98.01% (PowerSchool 2/16/2021) and teacher retention rate for 2020 is 87.1%.
- Woodmont has had a Top Ten District Finalist for Teacher of the Year, a Golden Apple Teacher of the Year, and Athletic Director of the Year.

Findings for School Climate:

Due to the Covid 19 State waiver, the parent and student survey was not administered in 2020. In 2019,

- 80.3% of our parents were satisfied with the learning environment.
- 70.3% of students are satisfied with the learning environment and 77.9% of students are satisfied with the social/physical environment.
- Student: teacher ratio in core subjects was 32.8:1.

Our Poverty Index, currently around 53.4%, is a contributing factor in the areas of behavior, student attendance, and academic achievement. The diverse student needs have presented Woodmont with unique challenges that have required innovative, ongoing solutions.

Woodmont has also experienced many notable accomplishments. In 2020, Woodmont was recognized as one of America's Best High Schools by US News & World Report. The Fine Arts department continues year after to year to exceed expectations and provide students with amazing opportunities to express themselves. The theater program, The Wildcat Players, has won numerous awards. The program was presented with Educational Theatre Association Outstanding School Award in 2018. Also, they received an Excellent rating at the Palmetto Dramatics Association festival in 2018. Other awards include the 2016 SC Theatre Association High School Play Festival 1st Place, All Star Acting Awards, People's Choice Award, and Best Movement and 2017 All Star Acting Award. Theater also won the Superior Rating at the 2017 Palmetto Dramatic Association at Dorman High School and Superior Rating at the 2018 Palmetto Dramatic Association at Winthrop University. The marching band has received a Superior Rating from 2014 to 2018 and our orchestra received an Excellent Rating at the Concert Performance Assessment. Academically, our International Baccalaureate Diploma Program is growing as we now offer 18 courses for grades 11-12 and a full-time IB/AP Coordinator. Additionally, we will be offering an AP Capstone Diploma Program. Woodmont continues to find ways to reach all students by offering over 27 clubs and activities. Among these are the award-winning agricultural program that includes FFA, and JROTC program. Students at Woodmont are able to grow and thrive both inside and outside the classroom.

School Portfolio

Located in the town of Piedmont, Woodmont High School is currently the southernmost school in Greenville County. The town, founded in 1850 as a mill town on the banks of the Saluda River, is split between Anderson and Greenville Counties. Woodmont High School has served as a source of community spirit and pride in Piedmont since 1967. In 2005-2006 the new facility, a 290,000 square foot, state of the art building opened to students. That same year rezoning efforts in the district added over 400 students to the population. Enrollment has steadily increased over the years, with our student population now above 1,800. Enrollment grew so quickly that a new 400 student addition was built in 2013.

Our student population is diverse in socioeconomic background. Some students come from poverty-stricken areas while others come from affluent neighborhoods. This leads to differing academic backgrounds as well—some students are well prepared for high school and college, while others enter below grade level expectations. Regardless of their differences, the Woodmont student body shares a desire for success and a mutual respect for each other.

Students who enroll at Woodmont High School set a foundation for success through the Freshman Academy. The culture provided for students puts them on a path of academic excellence and creates an environment to develop independent, well rounded individuals. Woodmont students are given a plethora of opportunities to find their niche including an award-winning Fine Arts department, an Agricultural Department that regularly participates in horticulture and livestock competitions, and a large CATE department that includes Teacher Cadet, Foods and Nutrition, and an Army JROTC program. Students have the opportunity to participate in rigorous academic programs such as Dual Credit, AP, and IB. The National Honor Society and Beta Club recognize outstanding academic achievement in our students. Our students with special educational needs can participate in the Occupational Diploma program and we partner with outside businesses to offer workforce opportunities for those students. Our Peer Tutoring program is an inclusive way for students to make connections and collaborate for success. Our athletic program has thirty-four sports teams in fourteen sports. We participate in region 1 AAAAA.

Mr. Joseph Foster leads our administrative team of five Assistant Principals and an Instructional team that consists of the AP/IB Coordinator, Instructional Coach, Technology Integration Specialist and the Freshman Academy Coordinator. Woodmont High School also has an Intervention Specialist, and two School Resource Officers to support administration and student success.

Woodmont High School has a faculty of ninety-nine full time teachers and two part time teachers as well as, seven School Counselors and one Graduation Specialist. The current staff includes both veteran teachers and those new to the profession. Eleven teachers have National Board Certification and 58.8% of the teachers have an advanced degree. Woodmont has four teachers pursuing alternative certifications. Two teachers are pursuing certification through PACE and two teachers are pursuing certification through DIRECT (CATE teacher certification).

Non-instructional staff members are an integral part of our team and are encouraged to attend school meetings and functions. Their work is critical to the safety and quality of our instructional program. Also on staff are four special education aides, one plant manager, eleven custodial workers, and a food service staff of twelve. Non-instructional personnel serve on our School Improvement Council. Parents have an opportunity to be involved in school decisions through the School improvement Council or Parent Teacher Student Association.

Michelin is an important corporate sponsor that gives their time to mentoring students as well as financially through teacher grant opportunities. A local church works with the school to provide students with Backpack Fridays for our most impoverished students. Woodmont also takes part in the Greenville County School District's Free Summer Lunch Program.

School Personnel Data

Table 1: Experience

Years Experience	0-5	6-10	11-15	16-20	21-25	26+
Number of Certified Personnel	65	24	22	16	4	5

Table 2: Education

Bachelors	Masters	Masters + 30	Doctorate	Gifted/Talented	AP	IB
56	49	15	5	29	21	18

Table 3: Demographics and Attendance

Gender	Race	Attendance
57 Male 108 Female	25 African American 1 Asian 3 Hispanic 1 Latino 1 Multi-racial 2 Other 132 White	98.01%

Student Population Data:

Table 1: Demographics

Grade Level	Total in Grade	Asian	Black or African American	Hispanic	American Indian or Alaskan Native	Two or more races	Native Hawaiian or Other Pacific Islander	White
9	547	5	161	37	6	28	1	309
10	493	6	132	49	0	28	1	277
11	423	5	96	26	1	28	0	267
12	388	1	95	36	2	17	1	236
Total	1851	17	484	148	9	101	3	1089

Table 2: Key Demographics

Pupils in Poverty	Bus Transport	Gifted and Talented	504	Special Education	AP Enrollment	IB Enrollment
53.4%	35.5%	23.8%	4.81%	14.66%	311 students in one or more class	89 students enrolled in one more class

Programs and Initiatives:

- Advanced Placement
- Band and Color Guard
- Beta Club
- Career Day
- Chess Club
- College Application Day
- Comic Book Club
- Dual Credit
- ESOL
- Farm Day
- Fellowship of Christian Athletes
- Freshman Academy
- Future Farmers of America
- Interact Club
- International Baccalaureate
- International Club
- JROTC
- Junior Civitan Club
- Juniors Service Organization
- Mock Trial
- Mu Alpha Theta Honor Society
- Music Club
- National Art Honor Society
- National Honors Society
- National Science Honor Society
- Occupational Diploma Program and Peer Tutoring
- Project Lead the Way
- Satellite Diploma Program
- Student Government Association
- The Wildcat Players
- Winter Guard
- Winter Percussion
- Young Adult Book Awards Program
- Youth in Government

Mission, Vision, and Belief

Our mission, vision, and beliefs are communicated annually to stakeholders at the beginning of the year in the Annual Report to the Community at the first PTSA meeting.

Mission

Woodmont High School will serve every student, every day through a collaborative, purposeful, and student-centered delivery of curriculum while ensuring a safe, supportive and thriving environment that considers and values the needs of one and all.

Vision

Woodmont High School will be a model of accomplishment and excellence through the development of all students, socially and academically, while also creating responsible, caring, and productive lifelong learners who compete and contribute to a diverse global community.

Beliefs

Woodmont High is committed to providing educational experiences that prepare students to be productive citizens of the 21st Century. Our school motto-Scientia est Potentia (Knowledge is Power)-serves as a constant reminder of our mission to prepare students for the challenges of adulthood.

Data Analysis and Needs Assessment

The School District of Greenville County has unified goals that are required for all schools in the district, though it does not dictate the strategies the schools must use to attain the goals. Our goals at Woodmont High School align to the goals of the district.

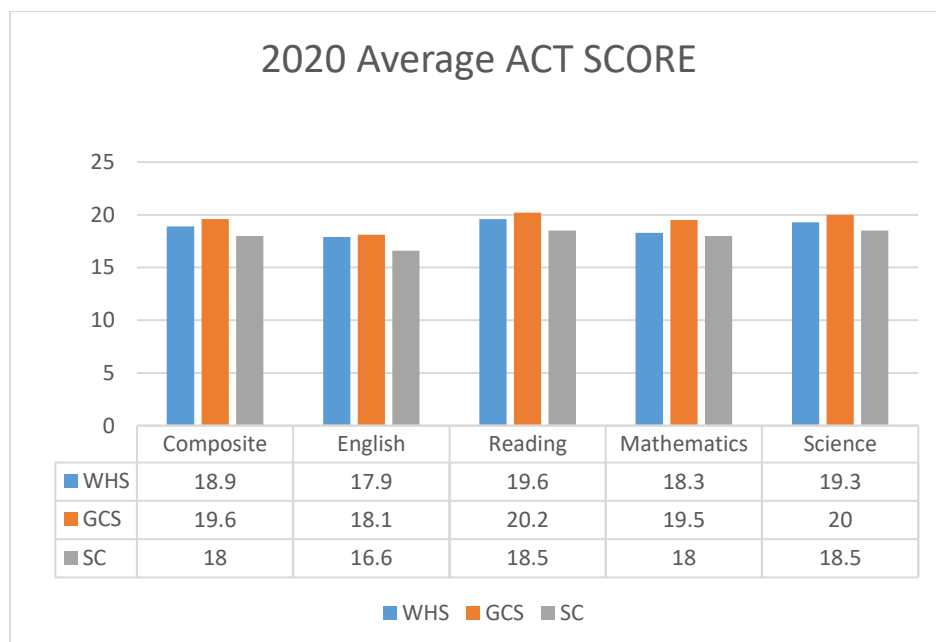
Goal 1: Improving graduation rate with instructional, truancy, and individualized strategies for students along with ACT and EOC preparation.

2019-2020 SC SDE School Report Card:

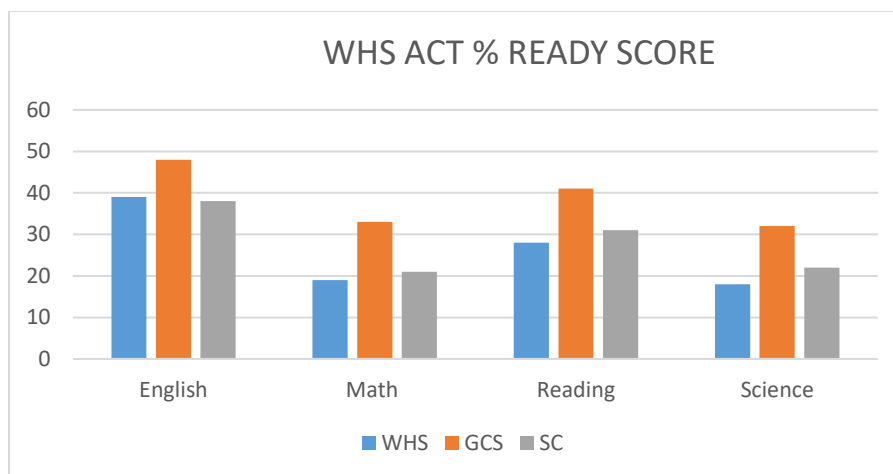
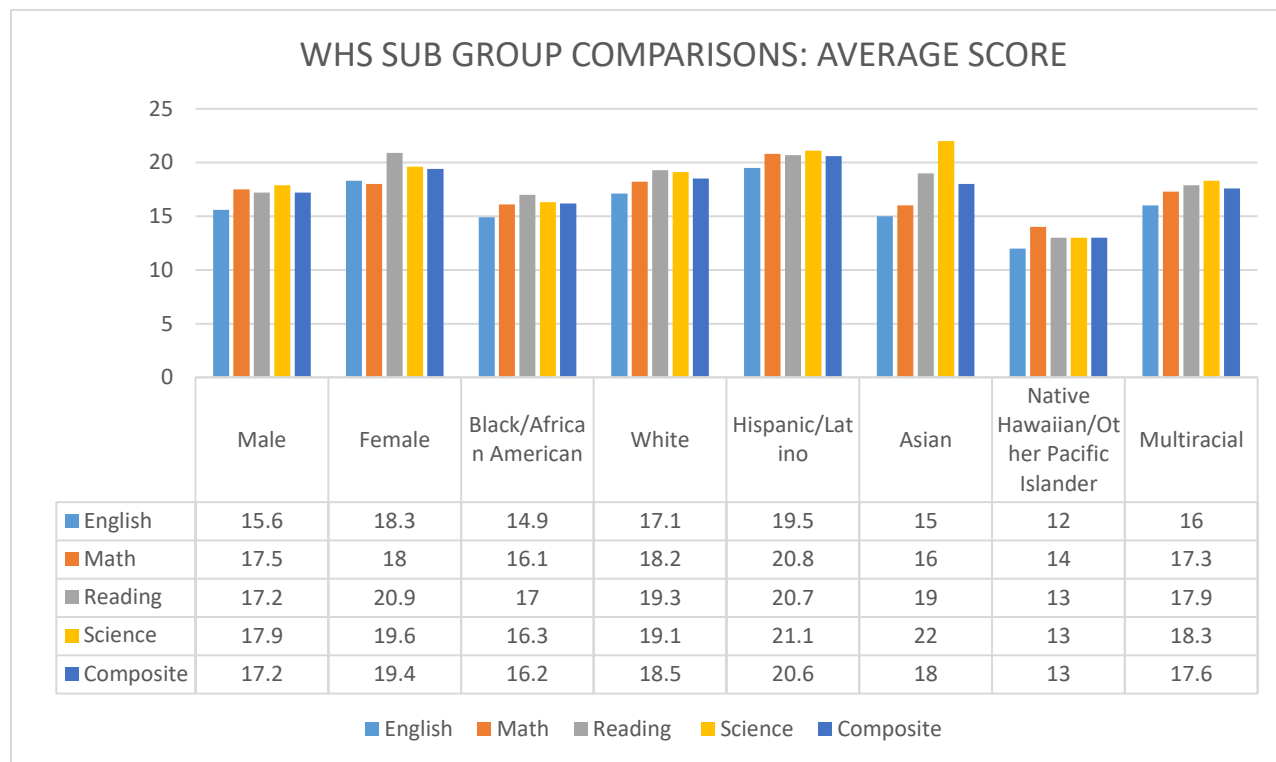
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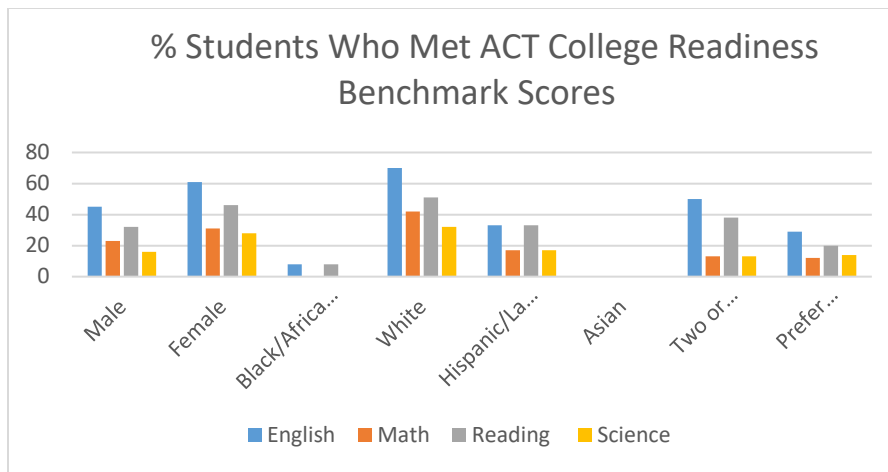
The school report card is the primary evaluation tool of a school's student achievement. Covid 19 waivers presented a lack of cumulative data for the 2020 school year. However, our 2019 Report Card showed success, growth, and improvement in several areas: Graduation Rate, English I and Biology 1 EOCEP courses all showed increases. We have continued to build on the successes and we recognize that there were areas for improvement, like the percentage of students meeting ACT College-Ready Benchmarks and our Algebra and US History EOCEP courses.

The ACT was administered under a statewide testing program that began in the 2014-2015 school year. All eleventh-grade students are given the option of taking ACT or SAT in the spring. The ACT is a tool that assesses readiness for college. 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 federal and state accountability. The ACT consists of four multiple-choice tests (English, mathematics, reading, and science) and a writing test.



As seen above, The ACT presents Woodmont with areas for improvement. Woodmont was below the district in most categories but at or above the state in all categories. Subgroup data analysis reveals that males were outperformed by females in all categories. Females significantly outperformed males in English and Reading. The racial/ethnic data discrepancies are also significant. White students consistently performed better than other students except Hispanic/Latino students. However, this subgroup is comprised of only 12 students which makes up 8% of the population tested.





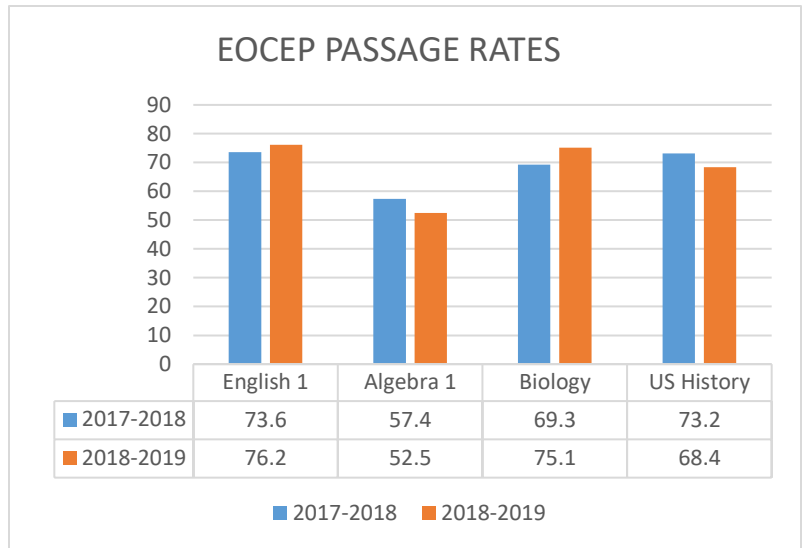
In English, 92% of African American and 67% of Hispanic students scored Not Ready, compared to 30% of White students. In math, 87% of Hispanics and 100% of African Americans scored Not Ready, compared to 56% of White students. However, the sample population for African American students was 8 and Hispanic/Latino was 6 compared to 53 White students. Out of the 207, 127 preferred not to specify race. The data numbers are reflected in the small population sample for these subgroups, however, discrepancies among ethnicity are significant. With a high Poverty Index (53.4%), the school must implement strategies that can help close the achievement gaps in these areas. All student subgroups need improvement therefore focusing on best practices and strategies that grow all student achievement are essential, however closing the gap on subgroups will ensure that all students are College Ready.

In 2017 The South Carolina Code of Laws, section 59-18-325, required that all third-year high school students take a career readiness assessment. In 2018, WIN was administered for Ready to Work (R2W) evaluation to all eleventh-grade students to determine student achievement in three key subjects: Applied Mathematics, Reading for Information, and Locating Information. R2W also includes the Essential Soft Skills (ESS) assessment that provides information about a student's skills in the following five areas: Cooperation with Others, Resolving Conflicts and Negotiation, Solving Problems and Making Decisions, Observing Critically, and Taking Responsibility for Learning. The Essential Soft Skills assessment focuses on skills such as problem solving, goal setting, decision-making, and self-direction, because these skills play a vital role in workplace success.

The Applied Mathematics, Locating Information, and Reading for Information tests are assigned a scale score and a level score ranging from Level 3 to Level 6. The Essential Soft Skills test is scored pass/fail so there is no scale score for this test.

Due to Covid 19, a waiver was issued by the State for Spring testing. Data is not available for career readiness.

The Education Accountability Act of 1998 required the development of EOC examinations in gateway or benchmark courses. Currently, these benchmark courses are English I, Algebra I, Biology, and US History and the Constitution. The program is called End-of-Course-Examination-Program (EOCEP). EOC passage rates are used in the calculation of the state report card. 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.



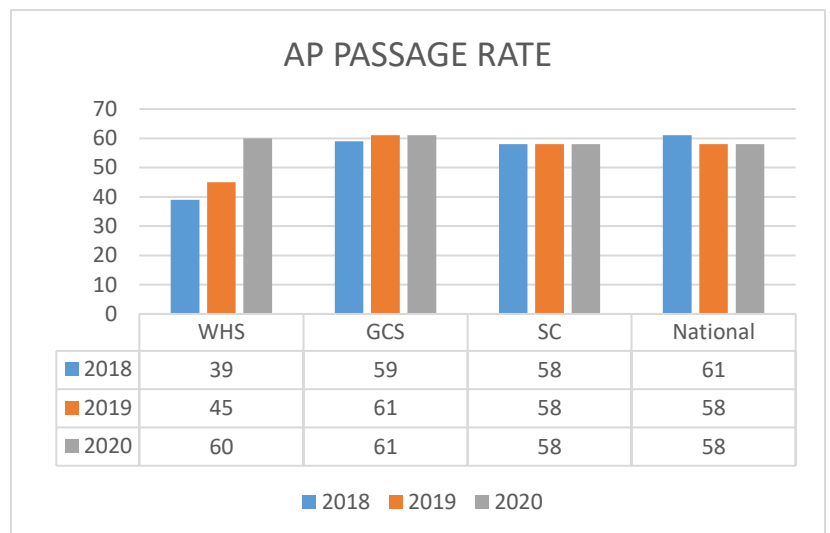
Due to multiple factors such as teacher turnover and changing exam format, our EOCEP passage rates have been inconsistent over several years. We increased from the previous year in our Biology I and English I passage rates. US History and Algebra remain above the State averages, however, have not had the growth the other content areas have seen. Strategies were implemented to continue to improve our EOCEP scores and passage rates. EOC tutoring and test preparation sessions have been implemented and are evaluated on performance growth during each testing window. Additionally, EOCEP teachers have been focusing on standards alignment and test analysis for each unit to improve student mastery of curriculum. Unfortunately, our efforts were not measured in Spring 2020 because the State was granted a waiver for statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

WHS is proud of the steady increase in Graduation rate. We surpassed the graduation rate for the district and state for the second year as we had our highest graduation rate in school history in 2020. Our priority is to continue to grow our graduation rate to ensure our students are graduating high school on time and are prepared and ready for college and careers.

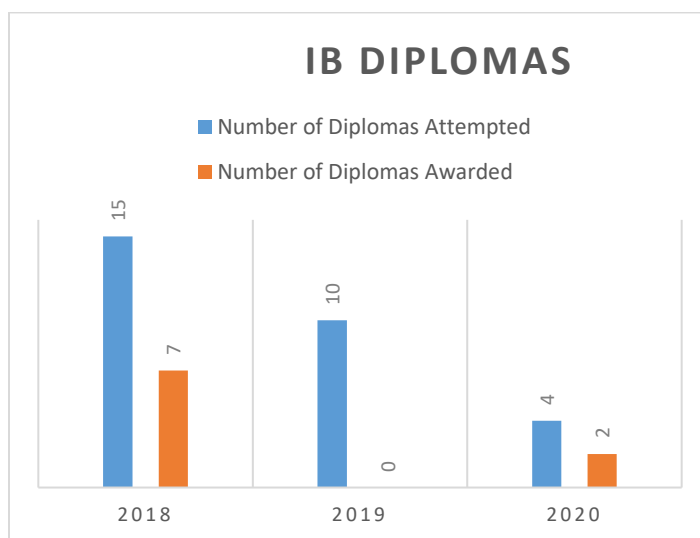
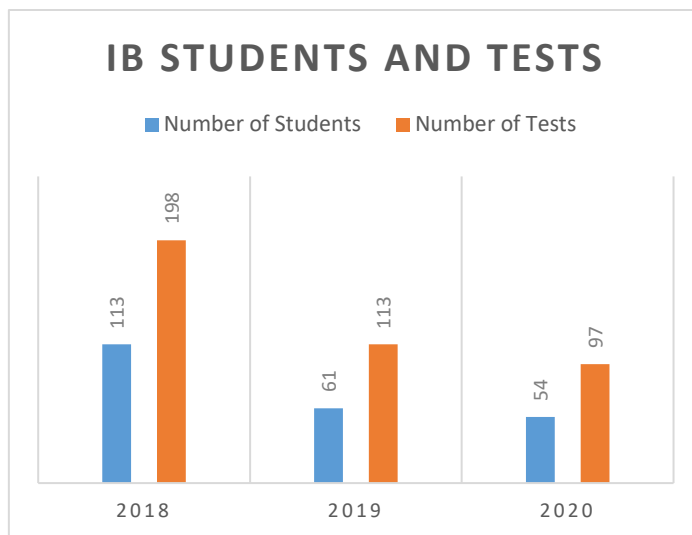
School Four-Year Cohort Graduation Rate

	2017	2018	2019	2020
School	83.4	80.1	87.9	92.5
District	87.3	83.6	85.1	86.1
State	84.6	81.0	81.1	82.2

Woodmont High School and our stakeholders believe that a schedule including the Advanced Placement (AP) pathway offers the best possible preparation for university success. WHS 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 student or gifted student. Our average pass rate for 2020 was 60%, up from 45%. We are above State and National averages. We believe that pushing students into courses that were of a higher level of rigor was in the best interest of our students and we will continue to encourage students to take AP level coursework. In fact, our school has recently been designated as an AP Capstone Diploma Program. Methods of improving the school's AP pass rate are being utilized, including scheduling and teacher assignments.

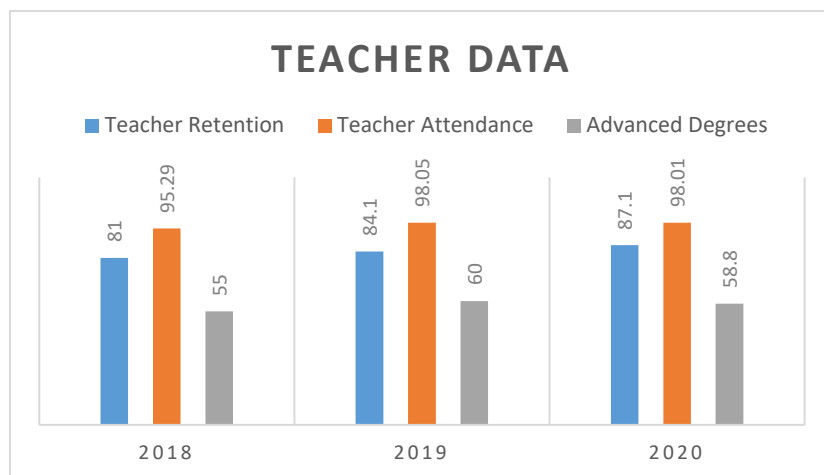


Founded in 1968, the International Baccalaureate is a non-profit educational foundation offering four highly respected programs of international education for students aged three to nineteen. Schools authorized to teach IB programs can offer the programs individually or as a continuum. Woodmont became an IB school in 2003. IB enrollment and scores are an area for improvement. The number of students enrolled in the program and the number of tests taken has declined over the past three years. The IB program coordinator is focused on guiding and counseling students with course offerings and scheduling. IB recruitment has also been a focus to increase the number of diplomas attempted and awarded. In 2020, the IB program had less diplomas attempted, however, 50% were awarded. The program continues to grow and focus on the completion of the diploma.



Goal 2: Implementing research-based instructional practices that focus on academic diversity, evidence of student learning, and increased academic achievement.

Greenville County Schools requires that all certified faculty members participate in a minimum of twenty-four hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least twelve of the twenty-four 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.



Examination of participation records for in-district professional development shows many faculty members fell short of the district's annual minimum PD requirement in 2018-2019. The teachers are now required to present evidence of obtaining this goal in their exit meeting with the principal for the current school year. The teachers were on track to meet this requirement in 2019-2020. Due to school closures with Covid 19 pandemic, data was not collected to ensure all teachers met the 24 hours of required PD. Because the 2020-2021 school year has brought many challenges, teachers have been waived the 24 professional development hours requirement. However, the staff has still been offered 33 PD sessions and teachers collectively have completed over 100 hours of virtual PD.

Professional development must support the goals of teacher quality, school climate, and student achievement. Each summer the administrative team and Instructional Coach meet to self-assess the needs of the school and set professional development goals for the upcoming school year.

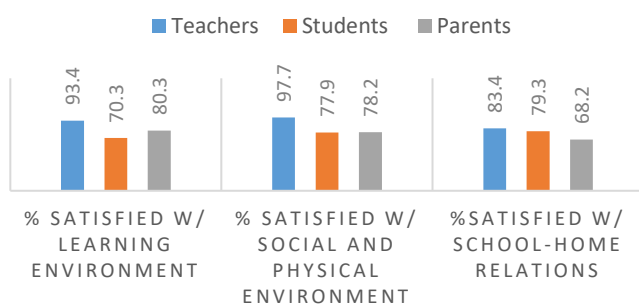
The summer of 2018 produced a change in the professional development model. Connected Academic Teams (CAT) were established and all teams were required to give common assessments. In 2019, teams were required to meet weekly to plan and collaborate for their courses. This collaboration and purposeful planning resulted in teams building unit plans that align with standards and student learning strategies. The professional development provided focused on individualized student learning, disciplinary and computer literacies as well as effective classroom management strategies. We have continued to work on planning and standards alignment in 2020 as we navigate teaching in Covid 19 circumstances and prepare to shift to a block scheduling model for the 2021-2022 school year.

Goal 3: Emphasizing and maintaining school policies that focus on school safety and productive learning environments

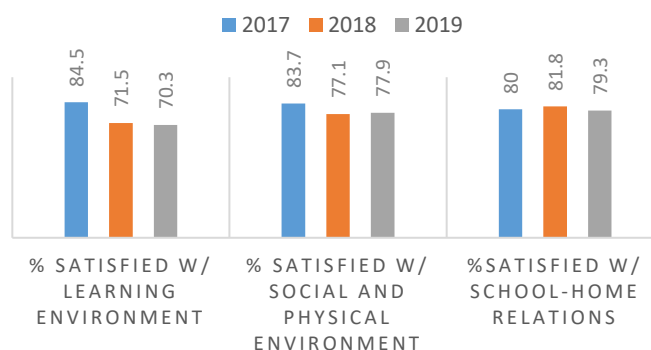
Due to Covid 19 widespread school closures, survey data was not administered to parents, students and teachers in Spring of 2020. School safety is a major concern to parents, students, and other stakeholders in most communities. The 2019 surveys taken by the parents, students, and teachers of Woodmont High School reveal that the majority of stakeholders believe that WHS is a safe environment (85.4% of parents, 72.7% of students, and 98.9% of teachers respectively). Programs and policies such as ID badges, Ignore the Door, hall monitoring throughout the day, and the safety features of the front office are measures that have been taken to further protect the students and faculty.

Our lowest scores for students come in the learning environment. Rigor and expectations have increased and students are adjusting to the changes that have occurred with a new principal, new instructional expectations and increased student accountability. Teachers and parents score the lowest in the category of school-home relations. Building community and support from all stakeholders ensures student success. Efforts should be made to increase teacher and parent communication and involvement.

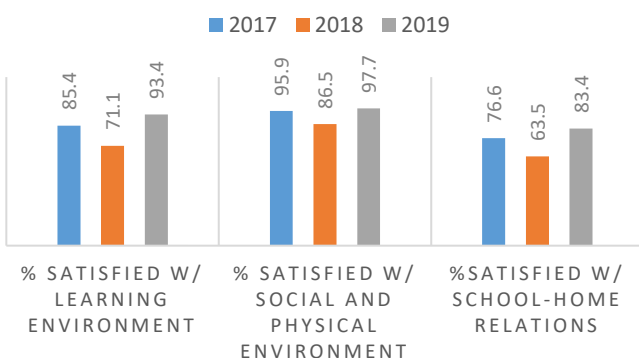
2019 STATE SURVEY RESULTS



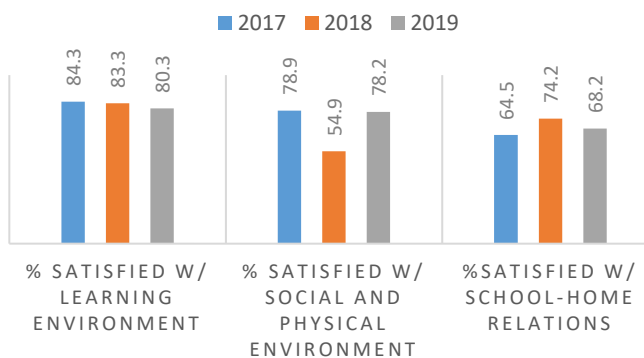
STUDENT RESPONSES



TEACHER RESPONSES



PARENT RESPONSES



Impact of COVID-19:

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

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

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

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

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

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 1: The percentage of HS students scoring A, B, and C on the English I EOCEP will increase from 44% in 2016-17 to 50% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the English I EOCEP will increase by 1% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English I EOCEP SC SDE Website	44 % of HS students scoring A, B, and C on English I EOCEP (2016-17)	School Projected	46	47	48	49	50
		School Actual 49.6	43.6	<i>waiver</i>			
English I EOCEP SC SDE Website	49% of HS students scoring A, B, and C on English I EOCEP (2016-17)	District Projected *HS only*	60	61	62	63	64

		District Actual 58	65	<i>waiver</i>			
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Note: Beginning in 2020-2021, English II EOCEP scores will replace English 1 EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.

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

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 2: The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from 31% in 2016-17 to 46% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	31 % of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	34	37	40	43	46
		School Actual 30.2	15.4	waiver			
Algebra I EOCEP SC SDE Website	36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	District Projected	39	42	45	48	51
		District Actual 33	46	waiver			

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

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 3: The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from 58% in 2016-17 to 73% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Biology EOCEP SC SDE Website	58 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	School Projected	61	64	67	70	73
		School Actual 46.6	47.2	waiver			
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17) 64	District Projected	67	70	73	76	79
		District Actual 53	50	waiver			

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

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 4: The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 53% in 2016-17 to 68% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
US History and the Constitution EOCEP SC SDE Website	53 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	School Projected	56	59	62	65	68
		School Actual 51.7	51.2	<i>waiver</i>			
US History and the Constitution EOCEP SC SDE Website	58 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	District Projected	61	64	67	70	73
		District Actual 60	58	<i>waiver</i>			

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

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL 5: Increase the average ACT Composite Score for the graduating class from 17.7 in 2016-17 to 23.7 in 2022-23.

PERFORMANCE GOAL 6: Increase the average SAT Composite Score for the graduating class from 1055 in 2016-17 to 1080 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) 17.7	School Projected	19.7	20.7	21.7	22.7	23.7
		School Actual 17.9	18.4	17.7			
SC SDE Website	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual 18.7	20.0	19.8			

SAT Graduating Class Data

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	(2016-17) 1055	School Projected	1060	1065	1070	1075	1080
		School Actual 1092	984	1003			
SC SDE Website	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual 1089	1031	1038			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student signups for college entrance tests
2. Study skills class taught by an English teacher for college entrance tests.	Continuous	English teacher	0	N/A	Master schedule
3. SAT/ACT workshops	3 times a year	Media Specialist	\$500	Library Funding	Student rosters from workshops

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	School Projected	96.5	97.0	97.5	98.0	98.5
		School Actual 96.1	94.8	<i>waiver</i>			
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	<i>waiver</i>			
SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	School Projected	97.5	98.0	98.5	99.0	99.5

		School Actual 97.1	95.1	<i>waiver</i>			
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	<i>waiver</i>			
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected	91.0	91.5	92.0	92.5	93.0
		School Actual 91.0	90.4	<i>waiver</i>			
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	<i>waiver</i>			
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work	School Projected	66.0	67.0	68.0	69.0	70.0

		School Actual 65.7	65.6	<i>waiver</i>			
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work	District Projected	68.0	69.0	70.0	71.0	72.0
		District Actual 67.1	68	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student signups for college entrance tests
2. Study skills class taught by an English teacher for college entrance tests.	Continuous	English teacher	0	N/A	Master schedule
3. Naviance career readiness training, Job Fair Expo, Career speakers, job-shadowing and internship opportunities	Continuous	Counselors	N/A	N/A	Attendance logs

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1 SC SDE Website	42% A, B, C (2016-17)	School Projected Hispanic	44	46	48	50	52
EOCEP English 1 SC SDE Website		School Actual Hispanic 43.4	47.6	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP English 1 SC SDE Website	30% A, B, C (2016-17)	School Projected AA	32	34	36	38	40

EOCEP English 1 SC SDE Website		School Actual AA 40	33.6	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP English 1 SC SDE Website	10% A, B, C (2016-17)	School Projected SWD	12	14	16	18	20
EOCEP English 1 SC SDE Website		School Actual SWD 11.4	22.5	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP English 1 SC SDE Website	44% A, B, C (2016-17)	School Projected LEP	46	48	50	52	55
EOCEP English 1 SC SDE Website		School Actual LEP 0	0	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP English 1 SC SDE Website	34% A, B, C (2016-17)	School Projected PIP	36	38	40	42	44
EOCEP English 1 SC SDE Website		School Actual PIP 44.2	39.8	<i>waiver</i>			
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected PIP	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual PIP 56	50	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	24% A, B, C (2016-17)	School Projected Hispanic	26	28	30	32	34
EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 25	13.8	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	18% A, B, C (2016-17)	School Projected AA	20	22	24	26	28

EOCEP Algebra 1 SC SDE Website		School Actual AA 22.3	8.4	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	School Projected SWD	12	14	16	18	20
EOCEP Algebra 1 SC SDE Website		School Actual SWD 9.1	7.1	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	32% A, B, C (2016-17)	School Projected LEP	34	36	38	40	42
EOCEP Algebra 1 SC SDE Website		School Actual LEP 0	0	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	22% A, B, C (2016-17)	School Projected PIP	24	26	28	30	32
EOCEP Algebra 1 SC SDE Website		School Actual PIP 25.2	12.8	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	District Projected PIP	34	37	40	43	46
EOCEP Algebra 1 SC SDE Website		District Actual PIP 29	29	<i>waiver</i>			
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	School Projected Hispanic	50	52	54	56	58
EOCEP Biology SC SDE Website		School Actual Hispanic 39.6	40	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP Biology SC SDE Website	30% A, B, C (2016-17)	School Projected AA	32	34	36	38	40

EOCEP Biology SC SDE Website		School Actual AA 28.1	21.5	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP Biology SC SDE Website	19% A, B, C (2016-17)	School Projected SWD	21	23	25	27	29
EOCEP Biology SC SDE Website		School Actual SWD 13.6	18	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP Biology SC SDE Website	53% A, B, C (2016-17)	School Projected LEP	55	57	59	61	63
EOCEP Biology SC SDE Website		School Actual LEP 40	0	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP Biology SC SDE Website	46% A, B, C (2016-17)	School Projected PIP	48	50	52	54	56
EOCEP Biology SC SDE Website		School Actual PIP 34.6	36.2	<i>waiver</i>			
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	District Projected PIP	51	54	57	60	63
EOCEP Biology SC SDE Website		District Actual PIP 35	34	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	41% A, B, C (2016-17)	School Projected Hispanic	43	45	47	49	51
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 50	46.9	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected Hispanic	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 43	38	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	35% A, B, C (2016-17)	School Projected AA	37	39	41	43	45

EOCEP US History and the Constitution SC SDE Website		School Actual AA 34.7	30.3	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	22% A, B, C (2016-17)	School Projected SWD	24	26	28	30	32
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 12.2	14.3	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	49% A, B, C (2016-17)	School Projected LEP	51	53	55	57	59
EOCEP US History and the Constitution SC SDE Website		School Actual LEP 0	43.4	<i>waiver</i>			
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	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	40% A, B, C (2016-17)	School Projected PIP	42	44	46	48	50
EOCEP US History and the Constitution SC SDE Website		School Actual PIP 41.8	39.3	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected PIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual PIP 44	40	<i>waiver</i>			
ACT Graduating Class	Composite x (2016-17)	School Projected Hispanic	18.0	19.0	20.0	21.0	22.0
ACT Graduating Class		School Actual Hispanic 17.3	18.8	<i>waiver</i>			
ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual Hispanic 17.3	17.8	<i>waiver</i>			
ACT Graduating Class	Composite x (2016-17)	School Projected AA 15.7	16.0	17.0	18.0	19.0	20.0

ACT Graduating Class		School Actual AA	16.5	<i>waiver</i>			
ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual AA 15.7	16.2	<i>waiver</i>			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All EOC teachers	0	N/A	Attendance logs of sessions
2. EOC district benchmark and data analysis by all EOC teachers.	Quarterly	All EOC teachers	0	N/A	Benchmark data and PLC notes
3. All EOC teachers participate in a PLC that meets weekly for data driven, standards based instructional planning.	Weekly	All EOC teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
4. Schedule common planning period for EOC teachers for data driven, standards based instructional planning.	Daily	All EOC teachers	0	N/A	Lesson and unit plans
5. EL, Intervention Specialist, SPED, Read 180, Language Live, Content Recovery, and Credit Recovery Coursework	Continuous	Specified Teachers	0	N/A	Benchmark data and pass rate

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate	(2016-17) 83.4	School Projected	85	87	89	≤90	≤90
		School Actual 80.1	87.9	92.5			
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual 84	85	86			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use 9GR lists and assign students without transfer documentation to members of the administration team to find.	September	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
2. Use 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Monthly	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
3. Continue to support the Freshman Academy with resources to encourage promotion.	Monthly	Administration	0	N/A	Academy EOC scores and promotion rate
4. Use Credit Recovery and the SDP strategically to target students that need alternative means for success.	Monthly	Administration & Teachers	0	N/A	Credit Recovery and SDP enrollment rates, promotion rates
5. Use Intervention Specialist to target specific students to address environmental factors beyond the classroom affecting student performance.	Monthly	Administration & Teachers	0	N/A	Logs of interventions and meetings
6. Cooperation between administrators and school counselors to target at-risk students at each grade level and discuss opportunities for interventions.	Monthly	Administration	0	N/A	Leadership Meeting Agendas, Logs of conferences, interventions and contacts.

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	School Projected		50%	62%	74%	90%
		School Actual	38.01%	41.5%			
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	District Projected		56%	68%	79%	90%
		District Actual	45%	54%			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Dual Credit, IB and AP Coursework Scheduling	Continuous	Guidance, Department Chairs and teacher recommendations	0	N/A	Graduate numbers with G+ status
2. Increasing vocational certificate opportunities and CATE certifications	Continuous	Guidance, Department Chairs and teacher recommendations	0	N/A	Graduate numbers with G+ status

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	63	School Projected	65	67	69	71	73
		School Actual 64	87	94			
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual 80	82	88			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Support Freshman Academy lists and assign students without transfer documentation to members of the administration team to find.	September	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
2. Support Freshman Academy to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Monthly	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
3. Continue to support the Freshman Academy with resources to encourage promotion.	Monthly	Administration	0	N/A	Academy EOC scores and promotion rate
4. Use Credit Recovery and the SDP strategically to target students that need alternative means for success.	Monthly	Administration & Teachers	0	N/A	Credit Recovery and SDP enrollment rates, promotion rates
5. Use Intervention Specialist to target specific students to address environmental factors beyond the classroom affecting student performance.	Monthly	Administration & Teachers	0	N/A	Logs of interventions and meetings
6. Cooperation between administrators and school counselors to target at-risk students at each grade level and discuss opportunities for interventions.	Monthly	Administration	0	N/A	Leadership Meeting Agendas, Logs of conferences, interventions and contacts.

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

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

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	(2016-17) 31.27	School Projected	40	43	46	49	52
		School Actual 65	40	47			
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual 59	53	58			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increasing Gifted and Talented Academic Courses, including AP and Dual Credit	Continuous	Administration and Guidance	0	N/A	PowerSchool Scheduling
2. AP Capstone and IB Program	Continuous	Administration and Guidance	0	N/A	PowerSchool Scheduling

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected		Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity
GCS Human Resources Department		School Actual	Baseline established in 2019-2020	Yes, Yes			
Employment report		District Projected		94%	96%	98%	100%
GCS Human Resources Department		District Actual 92 of 93 have gender diversity; 84 of 93 have ethnic diversity	89 of 93 have gender diversity; 85 of 93 have ethnic diversity	92 of 93 have gender diversity; 89 of 93 have ethnic diversity			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Shining Stars Recruitment	March	Administration	0	N/A	Resume

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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: 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	72.7	School Projected Students x	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students	81.2	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
SC SDE School Report Card Survey	92.3	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 92.3	98.9	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
SC SDE School Report Card Survey	62.5	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents 62.5	85.4	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	92	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 pandemic.</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 pandemic.</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 pandemic.</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Safety drills, Safety Meetings and Constant Communication with Parents with weekly message	Continuous	Administration and Safety Team	0	N/A	Meeting Minutes, Social Media, E-mail, and School Messenger

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 1.04	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 2.15	4.2	7.7			
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report from Kent Owens	(2016-17) 0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual .06	0.2	0			
GCS Expulsion Report from Kent Owens	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcements	Continuous	Administration, SRO, Intervention Specialist, and Guidance Counselors	0	N/A	OnTrack Team (MTSS) monthly minutes with follow items on each student.

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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 4: The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who describe their teacher as caring on the Cognia Culture and Climate Survey.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							
DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	48	52	56	60	64
		School Actual 45	41	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	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 - COVID-19 pandemic.</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcements	Continuous	Administration, SRO, Intervention Specialist, and Guidance Counselors,	0	N/A	OnTrack Team (MTSS) monthly minutes with follow items on each student.
2. Communication	Continuous	Faculty and Staff	0	N/A	Meeting Minutes, Social Media, Email and Monthly Messenger
3. SIC and PTA	Monthly	SIC, PTA, and Faculty and Staff	0	N/A	SIC and PTA Meetings

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) 92.4	School Projected	95	95	95	95	95
		School Actual 94.02	95.36	96.79			
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance Clerk, Truancy Report, OnTrack (MTSS), Seat Time Recovery, and Intervention Specialist	Continuous	Administration, Attendance Clerk, and Teachers	1. Attendance Clerk, Truancy Report, OnTrack (MTSS), Seat Time Recovery, and Intervention Specialist	Continuous	Administration, Attendance Clerk, and Teachers

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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 6: The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							
DATA SOURCE(s):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 9 Lonely ≤ 19 Angry ≤ 18	Afraid ≤ 9 Lonely ≤ 19 Angry ≤ 18	Afraid ≤ 8 Lonely ≤ 18 Angry ≤ 17	Afraid ≤ 8 Lonely ≤ 18 Angry ≤ 17	Afraid ≤ 7 Lonely ≤ 17 Angry ≤ 16
		School Actual Afraid – 9% Lonely – 20% Angry – 19%	Afraid -10% Lonely- 21% Angry- 19%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	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. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcements	Continuous	Administration, SRO, Intervention Specialist, and Guidance Counselors,	0	N/A	OnTrack Team (MTSS) monthly minutes with follow items on each student.
2. Communication	Continuous	Faculty and Staff	0	N/A	Meeting Minutes, Social Media, Email and Monthly Messenger
3. SIC and PTA	Monthly	SIC, PTA, and Faculty and Staff	0	N/A	SIC and PTA Meetings