

**Greenville High School
Academy of Law,
Finance, and Business**

School Portfolio

**(Scope 2008-2009 through
2012-2013)**

Update: 2013-2014

JF Dalton Lucas, Principal
1 Vardry Street
Greenville, South Carolina 29601
864-355-5500

Greenville County Schools
Mr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Greenville High School Academy of Law, Finance, and Business

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Amy Karmilovich		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

J F Dalton Lucas, Jr.		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1 Vardy Street, Greenville SC 29601

SCHOOL'S TELEPHONE: (864) 355- 5500

PRINCIPAL'S E-MAIL ADDRESS: jflucas@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:	JF Lucas
2. TEACHER:	Tim Anderton
3. PARENT/GUARDIAN	Stephanie Stephenson
4. COMMUNITY MEMBER:	Gaye Sprague
5. SCHOOL IMPROVEMENT COUNCIL:	Amy Karmilovich , SIC Chair
6. 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>
CRT	Mrs. Vicki Clement
Assistant Principal	Mr. Jacob Tuttle
Assistant Principal	Mr. Matt Phillips
Magnet Coordinator	Ms. Pam Player
Teacher	Mr. Tim Anderton
Teacher	Mr. Brad Bowen
Teacher	Mr. Ben Ludwick

Guidance Counselor	Mrs. Adelaide Fackler
Student	Mr. Charles Stone
Student	Ms. Andrea Rojas
Student	Ms. Aaliyah Jones
Parent	Mrs. Amy Karmilovich
Community Member	Mrs. Gaye Sprague

***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

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

 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).

 X **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).

 X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent 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.

 X **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*.

X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

_____ **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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

X **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).

_____ **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.

_____ **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, although they may be housed at locations with other grade levels or completely separate from schools.

_____ **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.

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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X 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.

Table of Contents	Page
SDE Cover Page	1-2
SDE Stakeholder Involvement Page	3-4
SDE Assurances	5-7
Table of Contents	8
Introduction	9
Executive Summary	10-12
School Profile	13-16
Mission, Vision, and Beliefs	17-21
Data Analysis and Needs Assessment	22-32
Professional Development Plan	33-35
Action Plan	36-77
Appendix A	78-89
Appendix B	90-98

Introduction

As a means of preparation for a Southern Association of Colleges and Schools (SACS) site visit in 2004-2005, Greenville High School developed its initial School Portfolio. That same year, Greenville High hosted members of a Technical Assistance Visiting Team as part of its membership in the **High Schools That Work** reform initiative. Recommendations from those visits were addressed in past Portfolios and are reflected in this current portfolio edition.

Additional updates in Greenville's School Renewal Plan came in 2007-2008 when the school received Technical Assistance funds as a result of the unsatisfactory absolute improvement rating on the School Report Card. A Technical Assistance Committee (TAC) of faculty members, administrators, students, parents and community partners reviewed the school's goals and data. Working in conjunction with the School Improvement Council (SIC) and the school's Leadership Team, three key areas of focus were identified as critical needs. These areas included addressing literacy across the curriculum in an effort to increase student achievement and promote on-time graduation; providing teachers with professional development opportunities that aligned classroom practices with literacy and increase student achievement; and changing the school culture to one of mutual respect that empowered critical thinking and fosters life-long learning for all stakeholders.

This Portfolio developed for the five-year period beginning with 2012-2013 and ending 2017-2018 reflects the needs of the school as determined by its own self-reflection and needs assessment, but also the recommendations of district, state, regional and community entities. 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:

- Emphasizing an improved graduation rate with instructional, truancy, and individualized strategies for students along with HSAP and EOC preparation.
- Developing curriculum focused on the newly adopted Common Core standards
- Improving the effective use of technology in the classroom

Materials and resources on which this current Portfolio is based include the No Child Left Behind legislation, the SC Department of Education Strategic Plan, the State Technology Plan, the Greenville County Schools' Education Plan, the Ten Key Practices of **High School That Work** and EEDA 2005. Current research in the areas of best practices, effective use of technology in the classroom and the adoption of the Common Core standards provided the backbone for development of the professional development plan. In 2014-2015, the faculty and staff of Greenville High will focus on effective strategies to improve graduation rate and student expectations, the effective use of technology, and the implementation and development of Common Core standards across the curriculum.

Executive Summary

Greenville High Academy of Law, Finance, and Business has a proud tradition of excellence in academics, school spirit and athletics. We have a diverse student population with the heritage of four or more generations attending Greenville High School. The community is excited to accept the challenge of working with the students, parents and guardians, faculty and staff members and the Greenville community in meeting the challenges of public education in the 21st century.

Our mission is to provide opportunities for students that will enable them to become productive citizens and life long learners. Our vision is that of a community working together to encourage and foster individual academic and personal achievement. Our belief is that each student can be successful.

Greenville continues to advance the achievement of students in all instructional programs and encourages personal growth. We are proud of the following successes in our school programs:

- Freshman Academy common planning provides teachers opportunities for continued collaboration, resulting in the continued decline of 9th grade failures. During the past eight years, the ninth grade retention has continued to decline from 32.5% to 7% in 2013.
- Curriculum revision provides additional instruction time for students at-risk in English and math. Peer tutoring, extended day instruction, the addition of an HSAP teacher/coach, and the willingness of individual teachers to work with students on an as-needed basis insure that each individual has optimal opportunities for academic success.
- Practice HSAP testing for first-time takers and practice EOC tests were conducted in 2013- 2014 to target at-risk students. This process identified students and provided data for modified instruction in English and math classes and high stakes courses such as Biology and US History. In addition students were targeted for extra help in HSAP Math and English classes. The results hopefully will lead to gains in the first-time HSAP pass rate and an overall gain on End-of-Course tests in the same period of time. In 2013, all EOC scores improved dramatically. Algebra 1 increased 10%; English 1 increased 19 %; Biology increased 8%, and US History increased 17%.
- Ninth grade at-risk students and HSAP and EOC students receive additional remediation through the USA TestPrep program, an online researched based program.
- The Career Development Facilitator (CDF) to the staff enables students to develop Individual Graduation Plans based on their specific academic needs and career choices. The CDF and counselors met with students

- and parents for the purpose of academic planning during the spring registration process (2010, 2011, 2012, 2013, 2014).
- Student computers are available for use in the Media Center, a Writing Lab, the Foreign Language Lab, four business classrooms, an engineering lab and six portable wireless labs. In addition an iPad mobile cart was added in 2012-2013. Two additional computer labs were installed in April of 2012 to accommodate the growing finance and marketing portion of the magnet program.
 - Project Lead the Way (PLTW), implemented in 2006, continues to expand its offerings. In February 2009 the Greenville High program earned national certification. Students who successfully complete the year-long course (Principles of Engineering and/or Introduction to Engineering Design) and pass a national exam are eligible for college credit. In May 2009, forty Greenville High students earned college credit at Clemson University and the University of South Carolina. Based on the success of PLTW courses, a second-tier course, Digital Electronics (DE) was added for the 2010-2011 school year.
 - In August 2009 Greenville High officially became the Academy of Law, Finance, and Business. Extensive planning involving the faculty and staff, students, and the community during 2008-2009 led to the development of an enriched magnet program grounded in hands-on experiences, rigorous classroom instruction, and innovative teaching strategies. This program has grown from 125 magnet students in 2009 to 361 magnet students in 2013-2014. Greenville High has the highest number of magnet students at the high school level in the district with this total of 377. The first **Mock Trial** team participated in competition in 2010 and has continued to compete annually. Innovative courses in law, business, and finance were implemented 2012-2013—including the addition of Virtual Enterprise and Forensics.
 - 22 students were named as Palmetto Fellow Scholarship recipients for 2012-2013.
 - The Class of 2013 was awarded \$7.7 million for scholarships.
 - GHS had 29 AP Scholars including 2 National AP Scholars.
 - Three orchestra students were included in Region All-State Orchestra.
 - Twenty-three varsity sports teams competed in 15 sports in South Carolina AAA. Our 2012 overall athletic GPA was 3.73.

Although Greenville High School is successful in many areas of student achievement, we face the challenge of meeting the needs of a diverse student body. Our student population for 2013-2014 is 43.68% White, 39.53% African-American, and 13.9% Hispanic and 2.89% Other. Most notable, however, is the increase in the number of students eligible for free and reduced lunch—57%. Due to the demographics of our attendance area, we know that a good portion of our students enter school with skill levels below high school expectations. We continue to challenge ourselves to accelerate student performance and raise the expectations for rigor and success in all academic areas. Key areas identified for improvement include:

- Declining on-time graduation rates;
- Failing to meet AYP in Math and English Language Arts, particularly the subgroups of African-American males, special education students and individuals eligible for free and reduced lunch.
- Struggling readers in all grade levels and across all academic abilities.

Based on meetings with stakeholders, the following performance goals have been identified:

Goal Area: Student Achievement

- Increase the percentage of students who graduate on-time in four year.
- Increase the first-time pass-rate on HSAP.
- Increase the pass rate on End of Course tests.

Goal Area: Teacher/Administrative Quality

- Increase the number of teacher using data to drive classroom instruction.
- Increase the number of teachers using literacy and technology strategies in daily classroom instruction.

Goal Area: School Climate

- Decrease the number of referrals for tardies.
- Decrease the number of referrals for disrespect and disruptive behavior.

JF Dalton Lucas, Principal
April , 2014

School Profile

Greenville High School is an inner city school located a few blocks away from the downtown areas of the city of Greenville. Founded in 1776 as a trading center, Greenville was chartered as a city in 1869 and grew to become a leading textile and manufacturing area. Far-sighted leadership kept the city of Greenville viable by recruiting industry and corporate headquarters when retail businesses relocated in the 1950's and 1960's. Today, the city of Greenville is the center of business, entertainment, and culture in the county. A strong revitalization effort of the downtown area is in progress and making great strides.

Located in a picturesque setting near downtown, Greenville High School Academy of Law, Finance, and Business is rich in tradition. The Wall of Fame exhibits many plaques recognizing distinguished graduates dating back over a century. Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners. Academically grounded and motivated for success, today's graduates are well prepared to enter the workforce or to attend the finest colleges and universities across the nation. Pride in the community and in its heritage permeates the school.

The school is composed of a heterogeneous group of students who function well together. The socioeconomic status within the attendance area varies from the most poverty stricken to the most affluent. While some students enter the halls with a strong academic background, others enroll with a skill level below high school expectations. The unique combination of these varied backgrounds provides a setting where students can develop skills for life as well as find a more complete perspective of the makeup of their society. Most importantly, students will experience academic opportunities with technological and curricular support for all programs.

Students who enroll in Greenville High School become ingrained in the continual building of character that has been the tradition for generations. The opportunity to be involved in a traditional high school with the many outlets for school and community involvement is an asset for our students. This will continue as it is a vital part of the educational process. Graduates will not only have an academic or career focus, but they will also have developed these character building skills to use throughout life.

The Greenville High community is proud of our history-rich campus and facilities. Our main building was first used in 1938. It has been modified and renovated over the past seven decades, but has still retained that Greenville High School spirit of quality academic endeavor that has marked out graduates from that time on. Greenville High School underwent an extensive renovation in 2006. We now have 81 state-of-the-art classrooms, a new classroom wing, and a new gym.

Greenville High School launched a new Magnet Academy of Law, Finance, and Business in 2009-2010. This unique specialized program (an extension of Greenville High's core academic program), with its learning-based activities, develops students' understanding of a wide variety of topics and issues. Highlights of the program include a rigorous and relevant curriculum, opportunities for job shadowing and real world experiences such as Mock Trial, Forensics and Virtual Enterprise.

LAW: Students who are interested in pursuing a career in the legal profession or in law enforcement will be engaged in stimulating challenging instruction that introduces them to topics in law, criminal justice, and public policy.

FINANCE: Students who are interested in serving our community or managing their own personal finances, will be introduced to such topics as banking, securities, and financial planning. This will prepare them to compete in a changing specialized profession that is driving our global society.

BUSINESS: Students who are interested in understanding the sound decisions that must be made in the global context of business and its impact on society will be offered courses that apply to real world situations.

In his eighth full year as principal, JF Lucas leads an Administrative Team of four assistant principals, one curriculum resource teacher (CRT) and one half-time career development facilitator (CDF). In addition to the Administrative Team, leadership structures include the School Leadership Team composed of the principal, the CRT, and department chairs from all content areas, guidance and the media center and the School Improvement Council (SIC).

Greenville High has a staff of 75 educators which include one naval instructor in the JNROTC program. Forty-two are female; 33 are male. Four are minority. Five teachers are National Board Certified. In 2013-14 there were 10 new teachers to GHS.

The staff includes four full-time counselors and two media specialists. The school district funds a Curriculum Resource Teacher and a 0.5 Career Development Facilitator. The current staff includes both veteran teachers and those new to the teaching profession. Five are recognized as National Board Certified Teachers. The attendance rate for the faculty in 2012-2013 was 95.2%. The percent of teachers returning from the previous year was 82.4%. Part of the turnover is due to retirement and teacher relocation, the administration intends to do all that it can to support and encourage teachers to

return.

The 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. Clerical personnel are district trained. Our data clerk is district trained, as are our two nurses, who are fully licensed. Our resource officer is a Police Academy graduate. Also, on the staff are three special education aides, a plant manager, eleven custodial workers, one NJROTC instructor, and a food service staff of twelve. Non-instructional personnel serve on our School Improvement Council. They also meet with the faculty and the administrative team to express concerns, share insights, and help make decisions in areas in which they have expertise.

While the total student enrollment remains relatively constant, the composition of Greenville's student body has changed significantly over the past several years. As the percentage of whites declines, the percent of African Americans and Hispanics increases. Significant is the steady increase in the number of students eligible for free and reduced lunch each year.

Table 1: School Enrollment by Grade Level

Grade Level	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
9th Grade	467	427	415	464	402
10th Grade	377	399	321	371	390
11th Grade	293	328	330	258	314
12th Grade	280	282	294	360	247
Totals	1417	1436	1360	1453	1353

Table 2: Free and Reduced Data

Year	2010-2011	2011-2012	2012-2013	2013-2014
Percentage FARMS	55%	56%	55%	57%

The total number of students in Special Education has declined significantly. Students with disabilities other than speech decreased from 11.4% in 2010-2011 to 10.6 % in 2011-2012 and then increased slightly to 10.7% in 2012-2013. This group continues to challenge the faculty and staff in terms of student achievement. Students with special needs are visible and included in all school activities and events. Because Greenville High is the inner-city hub for special education services and because of the excellent reputation of our program, many students are bussed to the school from outside of the attendance area. There are 7 special education teachers, three aides, and two itinerant specialists (vision and speech).

It is obvious from the above data that Greenville High School is an increasingly diverse population, reflecting its surrounding community. As we welcome the new to our community, we recognize many families who are second, third or even fourth generations at this school. We applaud this blend of old and new as we strive to meet the needs of each student.

Mission, Vision, and Beliefs

Mission Statement

Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners.

Our Beliefs

- All individuals can learn.
- Education is a life long process.
- Each student is a valued individual, with unique intellectual, physical, social, and emotional needs.
- Quality teaching requires both love of students and content matter.
- Clear goals and high expectations for student achievement according to state and Common Core standards should guide the development of the curriculum and the design of instructional strategies and learning activities.
- All individuals have the right to be treated equally with dignity and respect.
- All individuals have the right to a physically and emotionally safe learning environment.
- Parents and guardians should be responsible and accountable for actively supporting the learning process.
- Education is a total community effort involving home, school, and business.

Vision

- Students will actively engage in learning.
- Students will develop a lifelong love of learning.
- Students, faculty, and parents (or guardians) will share a sense of unity and mutual respect.
- Students will meet all educational expectations.
- Students, faculty, and parents (or guardians) will together develop and nurture extracurricular interests and involvement.
- Students, teachers, parents (or guardians), and community will contribute to create an atmosphere of quality learning and to instill a lifelong desire for learning.

Expectations

Teachers will incorporate a variety of strategies and resources to insure a relevant, challenging, and engaging learning environment.

Teachers will promote meaningful learning opportunities both in and beyond the classroom.

Teachers will plan instructional activities based on best practices that are informative and inspiring.

Curriculum will be:

rigorous and meaningful.
designed to meet the needs of each individual.
standards-based.
reflective of high expectations.
driven by what is best for every student.

Instruction will be:

structured with both student and teacher-centered practices.
well planned by highly qualified teachers.
based on best practices.
engaging to motivate students.

Assessment will be:

varied and appropriate to the content and grade level.
reflective of different learning styles.
ongoing.
linked to standards.
formative and summative.
based on mastery of skills and concepts.

The **learning environment** will be:

safe, inviting and nurturing.
consistent and fair.
clean and comfortable.

Data Analysis and Needs Assessment

Student Learning Needs and Desired Results

Federal and state legislation, specifically The No Child Left Behind Act and the Educational Accountability Act, as well as the State Department of Education's Strategic Plan and the Greenville County Schools Education Plan, continue to shape the goals, programs and strategies implemented at Greenville High. During 2013-2014, the administrative team in conjunction with the Leadership Team and SIC, continues to make every effort to evaluate school performance relative to the federal, state and district initiatives outlined below.

National Expectations:

National expectations are outlined in the No Child Left Behind Act (NCLB). The law requires all states to establish a statewide accountability system; in addition, NCLB mandates that all students will score proficient or advanced on English /Language Arts and Mathematics by the 2013-2014 school year. Adequate Yearly Progress (AYP) was established to measure how schools, districts and states were progressing in achieving those goals.) The following portions of that act pertain to student achievement:

1. All students who enter ninth grade will graduate.
2. All students will score proficient on HSAP.
3. Our faculty will consist of highly qualified teachers.

State Expectations:

South Carolina's statewide accountability system was based on the Education Accountability Act passed in 1998. Included in this act was the establishment of the High School Assessment program (HSAP) as the exit exam for grades 9-12, end-of-course tests in Algebra 1, English 1, Physical Science and US History, and the establishment of school and district report cards. These report cards provide schools and communities with information on the progress of schools and districts. The state goal is to have our student achievement ranked in the top half of the states nationally by 2014. The federal goal is for all children to be proficient by 2014.

In 2002, the SC State Department of Education developed its Strategic Plan. The following performance goals relate directly to Greenville High:

1. High Student Achievement
 - 1.1 Students are held to rigorous and relevant standards.
 - 1.2 Students demonstrate essential knowledge and skills as described in the curriculum standards.
 - 1.3 Students graduate from high school ready for a college or career.
 - 1.4 Students use technology to reach higher levels of learning.
2. Teacher Quality
 - 2.1 Teachers are qualified, competent, ethical and caring.
 - 2.2 Teacher professional development programs are effective.

3. Parents and Community Partnerships
 - 3.1 Parents are active partners in their child's learning.
 - 3.2 Communities are active partners in student learning.
 - 3.3 Businesses are active partners in student learning.

4. Education Leadership
 - 4.1 School leaders are highly qualified, caring, and supportive.
 - 4.2 Education leadership is accountable.
 - 4.3 Professional development programs support education leaders.

District Expectations:

Greenville County Schools' expectations for student learning are outlined in the district's Strategic Education Plan for 2012-2018. ***Charting a Steady Course for Excellence in Education*** clearly reflects the measures outlined in federal and state plans. The goals identified for Greenville County Schools are:

1. Raise the academic challenge and performance of each student.
2. Ensure quality personnel in all positions.
3. Provide a school environment supportive of learning.
4. Effectively manage and further develop necessary financial resources.
5. Improve public understanding and support of public schools.

The School Board identified Goal 1 as the primary goal with Goals 2-5 as support goals. All five goals are fully developed in the district's Strategic Education Plan. That plan, available at the district web site, contains objectives, strategies and resources for effectively achieving each goal. Goals 1, 2, and 3 relate directly to Greenville High's Action Plan.

Local Expectations at Greenville High School:

A study of expectations at Greenville High School begins by referencing the school mission statement: Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners.

Our school in many ways is not one school but two. One group consists of the higher-level classes--honors and AP classes which represent 40 percent of our population. A diverse and adequate number of AP courses are offered at the school. The other includes the vast majority of grade repeaters, Exit Exam failures, and the high dropout rate. The Action Plan developed for 2012-2018 attempts to meet the needs of both groups in an effort to increase rigor, promote critical thinking, and increase student performance for all students.

Student Achievement

Data from the most recent School Report Card (2013) indicated some areas of concern—overall performance by repeat HSAP takers, and performance gaps between whites and non-whites. However, gains were made in the number of passing students as first-time test takers. Strategies are in place to continue to increase scores for first-time test-takers as well as those students who need extra help to pass after failing the first attempt.

Indicators of Progress

Exit Exam (HSAP)

The 2012-2013 first-attempt pass rate of 82.8% is indicative of an overall improvement over the last two years of 7.6%. Realizing that passing HSAP was critical to on-time graduation, a task force of teachers and staff, administrators, students, SIC members and community partners analyzed the data and created an HSAP Action Plan. The outline of that initiative is given below.

1. Plan time in classes to break down HSAP by goals areas, show students how these areas match the HSAP blueprint, assess individual achievement and develop an HSAP prep plan student-by-student.
2. Administer a practice HSAP in English and Math in December 2013 and February 2014. Conduct an item analysis, question-by-question, student-by-student.
3. Share results with students, comparing practice results with MAP scores.
4. Plan classroom instruction based on class needs and individual needs.
5. Assign at-risk first-time test-takers to small-group help sessions with a teacher on a regular once/twice a week schedule from January 2014 to April 2014.
6. Continue ongoing math and ELA strategies classes for students who were not successful in their first attempts.
7. Schedule study skills help sessions after school during April 2014.
8. Gear students up for HSAP test days promoting an atmosphere of “We can do this together”.

All students scoring at Level 1 need remediation in Numbers and Operations, Algebra, Measurement and Geometry, and Data and Probability. Math teachers are focusing on these skills areas in 9th and 10th grade. In addition, content area teachers have developed strategies to incorporate these areas in content lessons. Additionally, for those students who passed HSAP at Level 2 or above, Measurement and Geometry is still a critical area which needs to be addressed.

During the current school year, the following strategies are in effect:

1. Ninth grade students entering Greenville High below grade in math are placed in Algebra 1, Part A.
2. Student failing Algebra 1 are enrolled in a credit recovery course through APEX.
3. Students who have not passed HSAP are enrolled in a Test Prep Strategies class by semester.
4. All students participate in benchmark testing at the onset of the school year. Data is analyzed at the department level and by individual teachers.
5. A practice HSAP is given to all 10th grade students as first-time test takers in December. 9th grade students in their 2nd year of high school, and all others who have not passed the math portion or ELA portion of HSAP are also given a practice HSAP in February. Scores are analyzed and a prescribed test prep plan is developed by the student, teacher, department chair, and curriculum resource teacher.
6. The online program USA TestPrep is used within the classroom (whole class instruction, remediation), tutorial programs, or by the student at home.
7. Extra help sessions are offered after school in the spring.
8. Small group help sessions are offered during the school day starting in January to at-risk first time test-takers and to students who have not passed the HSAP.

End of Course Tests Spring 2013

Table 3: End-of-Course Results

EOC	2012 Pass Rate	2013 Pass Rate	Change
Algebra 1	67%	77%	+10 %
Biology 1	75%	83%	+8%
English 1	61%	80%	+19%
Physical Science	NA	NA	NA
US History	58%	75%	+17%

End-of-Course tests, one of the indicators on the School Report Card, continue to be an area of emphasis. In 2013, there was an increase in every EOC course. The overall pass rate for 2013 is 79% which is an increase of 13% from 2012. Much of this success is attributed to an ongoing school wide initiative using data with classroom instruction aimed at specific skills areas, the use of online test prep programs (USA Test Prep), and study sessions prior to exam days. In addition, teachers in the English, Math, Science and Social Studies Freshmen Academy departments meet during the summer and continue to meet throughout the school year. Periodically throughout the school year, the district's learning consultant for that content area meets to discuss Common Core expectations and strategies with the team. In addition, the purpose of these planning sessions is to continue the development of instructional strategies (best practices) aimed at increasing EOC scores. Closer scrutiny of EOC scores indicate that the subgroups who are identified as at-risk for HSAP passage are the same subgroups who fail to score at 70% or better on EOC: African-Americans, Hispanics, subsidized lunch students and students with disabilities.

SAT/ACT

SAT and ACT are two college entrance tests available to students interested in attending a four-year college or university. Therefore, success on these tests translates into improved opportunities for Greenville High students after high school. Continued efforts towards appropriate test selection and better preparation for these tests have led to steady numbers in average composite scores over the past five years.

Table 4: Mean SAT Scores

	STUDENTS PARTICIPATING	MEAN SCORES	National Mean SCORES
Verbal/Critical Reasoning			
2012-2013	228	474	496
2011-2012	224	474	496
2010-2011	208	488	497
2009-2010	171	489	501
Mathematics			
2012-2013	228	478	514
2011-2012	224	479	515
2010-2011	208	501	514
2009-2010	171	500	515
Writing*			
2012-2013	228	458	488
2011-2012	224	455	488
2010-2011	208	478	489
2009-2010	171	478	493

In 2013, SAT scores stayed steady in all three areas. Strategies to improve SAT/ACT scores include the following:

- Offer SAT Prep course for ELA and math.
- Encourage use of SAT/ACT online test prep (Kaplan Test Prep course, SAT online prep, USA Test Prep).
- Schedule Media Center for SAT/ACT prep work before and after school (computer access; access to student prep books).
- Integrate SAT vocabulary into English curriculum (Honors and AP).
- Post critical words and formulas in strategic locations throughout the school.

- Schedule all 10th grade students for PSAT and encourage 11th grade students to re-take the PSAT (phone blitz, e-blitz).
- Continue Silent Sustained Reading SSR during 2013-2014 to increase literacy.
- Incorporate writing across all content areas with Common Core focus
- Determine the best college entrance test to take according to student strengths with guidance counselors.

Table 5: Three-Year Comparison of ACT Performance

	2010-2011	2011-2012	2012-2013
NUMBER TESTED	116	128	145
ENGLISH MEAN SCORE	21.1	20.8	20.5
MATHEMATICS MEAN SCORE	21.9	21.2	21.2
READING MEAN SCORE	21.2	21.4	21.9
SCIENCE MEAN SCORE	21.3	21.1	20.8
COMPOSITE	21.5	21.3	21.2
STATE COMPOSITE	20.2	20.2	20.4

Advanced Placement (AP)

Student achievement in Advanced Placement courses (AP) provides an indication of course rigor and student ability to meet such rigorous expectations. Performance in AP classes indicates readiness for post-secondary work. The percent of students scoring three or higher on AP exams remains steady. A major concern continues to be the small number of minority students enrolled in AP courses. Efforts have been made to address this trend. Beginning in 9th grade, teachers will work more closely with counselors and the career development specialist in an effort to align student achievement with academic goal setting. This includes insuring that all students experience academic rigor from the onset of their high school careers through 12th grade.

	2010-2011	2011-2012	2012-2013
Number of AP Courses Offered	14	14	14
Number of AP Exams Taken	430	433	514
Total Number of AP Students	211	272	336
Percentage of Exams With A Score of 3 or Higher	67.3%	65.4%	64%

Table 6: Three Year AP Performance

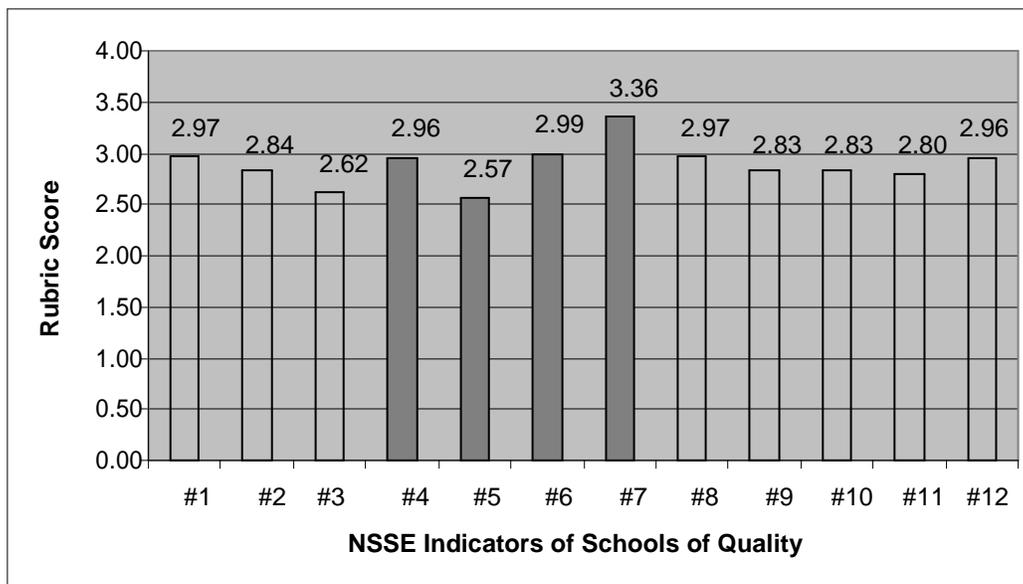
Continued focus on literacy and Common Core standards will be seen throughout the 2013-2014 school year and during the next four years. The development of Common Core and reading strategies for content areas include an emphasis on critical reading, analysis of texts, discussion, and argument writing.

Teacher and Administrator Quality

In order to assess the quality of education in our school and to determine the strengths and weaknesses of that education, Greenville Senior High conducts a survey of teachers, parents, and students in the spring of each year. Surveys were administered to eleventh grade students and to teachers, and surveys were sent home to parents of eleventh-graders. Participation was limited with student populations, and as is common at the high school level, it was very limited with parents. These survey results are from the spring 2013 administration.

Criterion	Teachers	Students	Parents
Percent satisfied with learning environment	86.4	87.7	92.6
Percent satisfied with social and physical environment	93.8	88.6	88.5
Percent satisfied with school-home relations	86.5	91.9	74.1

The National Study of School Evaluation (NSSE) identified key categories of instructional and organizational effectiveness. Each category contained specific principles that characterize teaching, learning and organization found in quality schools. Figure 2: NSSE Indicators of Schools of Quality Results at Greenville High



Curriculum

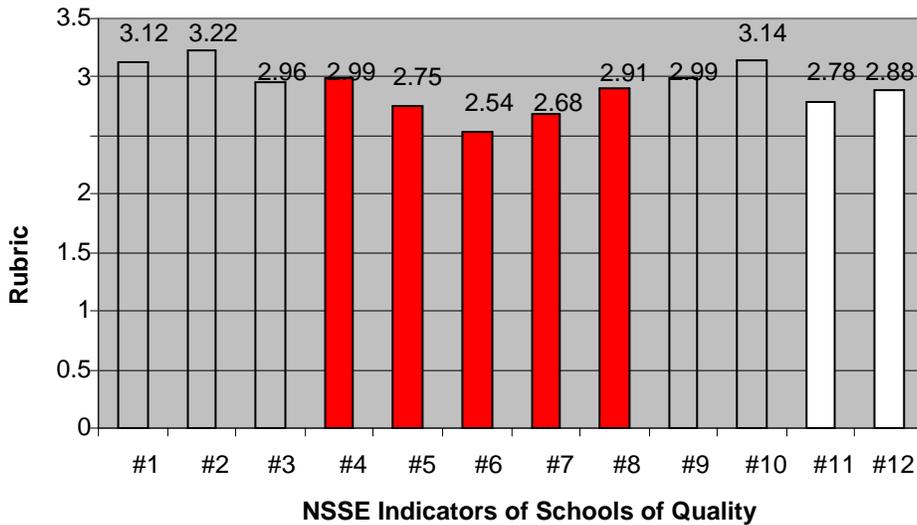
1. Develops a Quality Curriculum
2. Ensures Effective Implementation and Articulation of the Curriculum
3. Evaluates and Renews the Curriculum

Instructional Design

4. Aligns Instruction with the Goals and Expectations for Student Learning
5. Employs Data-Driven Instructional Decision Making
6. Actively Engages Students in their Learning
7. Expands Instructional Support for Student Learning

Assessment

8. Clearly Defines the Expectations for Student Learning to be Assessed
9. Establishes the Purpose of the Assessment
10. Selects the Appropriate Method of Assessment
11. Collects a Comprehensive and Representative Sample of Student Achievement
12. Develops Fair Assessments and Avoids Bias and Distortion



**Educational Agenda:
Vision, Beliefs,
Mission, and Goals**

1. Facilitates a Collaborative Process
2. Shared Vision, Beliefs, and Mission
3. Measurable Goals

**Leadership for
School Improvement**

4. Promotes Quality Instruction
5. Develops Schoolwide Plans for Improvement
6. Employs Effective Decision Making
7. Monitors Progress
8. Provides Skillfull Stewardship

Community-building

9. Fosters Community-building
10. Extends the School Community

**Culture of Continuous
Improvement and
Learning**

11. Commitment to Professional Development
12. Supports Productive Change and Improvement

Legend
 4 = Exemplary Level
 3 = Fully Functioning and Operational
 2 = Evidence of Progress, but Not Fully Operational
 1 = Low Level of Development and Implementation
 0 = No Evidence of the Indicators of Quality

Results from the survey were informative and encouraging. While few of the indicators were identified as “highly functional”, several areas were seen as “emerging” (evidence indicates early or preliminary stages of implementation) or “operational” (evidence indicates that practices are actively implemented). The majority of teachers agree that the curriculum is standards-based, that common syllabi include clear expectations and guidelines for students, and that systems are in place to effectively support ninth grade students in their transition to high school

Common planning time is a must if effective instruction is the expectation. For four years, common planning has been scheduled for Freshman Academy teachers. This group and grade level groups meet weekly for the purpose of sharing ideas, developing common assessments and lessons, and analyzing student work. Social Studies teachers meet as a department monthly for the same purpose with emphasis being placed on high stakes courses such as US History.

School Climate

The survey of 2013 did reveal some areas of limited effectiveness that need improvement. One of those areas was home-school relations, which received mixed ratings. Students and teachers felt a sense of satisfaction with home-school relationships, but parents tended to be less satisfied; only 74 % of the parents agreed that these relations were satisfactory. A second area for improvement revealed by the survey was in the area of student behavior. Unacceptable behavior is a factor in all large groups of adolescents and must be addressed. The discrepancy in student and teacher perceptions of what is acceptable may reflect the diverse student population at Greenville High, which includes a large percentage of both high-achievers and at-risk students in the same student body. As new academic programs and extensive tutoring programs are being developed and implemented at Greenville High to increase the motivation of all students and to ensure the success of failing ninth and tenth graders, faculty, staff and parents may have opportunities to affect change in behaviors also.

Creating a climate of high academic expectations involves building a community-wide expectation of mutual respect among all stakeholders as well as pride in the campus environment. In response to concerns about issues such as the number of discipline referrals, increasing diversity in the student body make-up, and litter around campus SIC was prompted to form a subcommittee to address these areas. Efforts to-date focus on engaging students and adults in dialogues aimed at ways in which to incorporate the Red Raider Spirit into everyday activities in the classroom, on campus grounds and at school-sponsored events. In March 2011, over 400 Greenville students and 60 community leaders and teachers participated in the 2nd Challenge Days held at the West End Community Development Center. Students focused on team-building activities designed to overcome fears and pre-conceived notions; then attention was turned to developing long-term solutions for the GHS community. It is the hope of SIC and the faculty and staff that this work has continued and will be at the forefront of initiatives in upcoming years. Action steps to consider include:

- Creating a student forum
- Developing a campus litter program in conjunction with a service learning project;
- Continuing dialogue among various student groups during the school day;
- Sponsoring professional development programs and speakers focused on diversity and working with multicultural populations.

Professional Development

Professional Development 2013-2014

Background/rationale:

In ***Results Now***, Mike Schmoker argues persuasively that “unprecedented improvements” can occur in teaching and learning when leadership can be redefined on the basis of teams of teachers, administrators, support personnel and community members coming together to form professional learning communities (PLCs). The focus of learning communities is a desire to continuously seek and share learning in the form of current research and best practices which can then be acted upon in the school environment. The goal of PLCs is to enhance effectiveness as professionals so that students benefit. This arrangement has also been termed communities of continuous inquiry and improvement. Lucianne Carmichael stated, "Teachers are the first learners." Through their participation in a professional learning community, teachers become more effective, and student outcomes increase - a goal upon which we can all agree." (Carmichael, L. 1982, October. Leaders as learners: A possible dream. Educational Leadership, 40(1), 58-59.)

PLCs are characterized as follows:

- supportive and shared leadership,
- collective creativity,
- shared values and vision,
- supportive conditions, and
- shared personal practice.

The Greenville High faculty and administration adopted school-wide goals and objectives during the 2009 – 2010 and has continued this initiative through the current school year. The over-arching goal is for all students to graduate in four years. This is supported by the following objectives:

- increase first-time pass rate on HSAP;
- increase pass rate on EOCE (Algebra 1, English 1, US History, Biology);
- increase rigor and relevance in all courses by providing focused professional development.

Initiatives focused on achieving these objectives for 2013-2014 include:

- HSAP/EOC Initiative
- Authentic literacy across the curriculum (SSR)
- Increased use of effective technology strategies

The current model for professional development calls for teachers to attend two days of training per month. Thus far, experiences have been limited to developing technology proficiency (Promethean Boards, software such as Rosetta Stone, the use of online programs such as USA Test Prep, the use of electronic formats for grade keeping and

lesson planning), and the implementation of Common Core standards. To implement new practices and to provide sustaining support or allowing for reflective practices professional development sessions, after school sessions have been added at the district level as well as the school level . Planning sessions include teachers from all departments; it is difficult to focus on specific content areas or issues. Additionally, days designated by GCSD for Professional Development are scheduled into the calendar early in the year. These days occur at the onset of the school year when teachers are busy getting their classrooms ready for students, at the end of grading periods or the last few days of school when teachers are finalizing grades, cleaning rooms and mentally checking out for the summer. We have moved to the next level—to make professional development more readily accessible, more relevant to practice and more embedded into the craft of teaching. We are closing the gap between what we **know** and what we **do** in each and every classroom at Greenville High. As Mike Schmoker states, “Any faculty could improve performance **tomorrow** if they never attended another professional development.” The key is small professional learning communities—core departments, the Freshman Academy team, the department chairs, the leadership team, the SIC— focused on continuous improvement in instructional practices which impact student achievement. GHS PLCs will

- analyze and disaggregate data,
- research and discuss strategies for improving student achievement by focusing on reading, writing and vocabulary development in content areas,
- develop and critically review common assessments,
- develop and reflect upon best practices for engaging students
- develop instructional strategies geared toward Common Core standards .

Our guiding principles within each PLC will be as follows:

1. We accept learning as the fundamental purpose of our school and we are willing to examine all of our teaching practices in terms of their impact on learning.
2. We are committed to working together to achieve our goal.
3. We will assess our effectiveness bases on results rather than intentions.

Three critical questions serve as the foundation for our planning:

- What do we expect students to learn?
- How will we know students have learned?
- How will we respond when students have difficulty learning?

Implementation Plan 2013-2014:

Our goal: All students will graduate in four years.

Action Steps:

- Increase student performance in English Language Arts (HSAP, EOCE, MAP, grade level coursework, literacy skills);
- Increase student performance in Mathematics (HSAP, EOCE, MAP, grade level coursework, literacy in math skills);
- Develop a Code of Conduct which promotes lifelong learning and values diversity.

Focal areas:

Continuous professional development focused on best practices including:

- literacy across the curriculum (critical reading, discussion, writing),
- critical thinking and problem solving,
- assessment based on standards.

Timeline for 2013-2014

August 2013

- Department Days focused on identifying power standards, developing curriculum maps, course matrices and common syllabi, and initiating development of common assessments for core courses
- New Teacher Orientation (August 2013)
- PowerTeacher Training
- Rubicon Curriculum and Unit Plan Training

First Semester/September 2013

- Freshman Academy PLC identifies students at-risk and strategies to address their needs.
- English PLC and math PLC identify students at-risk and strategies to address their needs.
- Department PLCs identify students at-risk and strategies to address their needs.
- Freshman Academy, English and Math PLCs analyze data for 9th grade during common planning; adjust instruction based on assessed needs
- English and Math PLCs analyze HSAP data for 10th grade and repeat test-takers during common planning; adjust instruction based on assessed needs
- Science and Social Studies meet monthly to review goals
- Training: PowerTeacher, PAS-T Evaluation Process, PAS-T Goal Setting Conferences, Teacher Web Pages, Rubicon Curriculum Training
- Technology Training through monthly professional development including Nearpod and GoAnimate

October 2013

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- All departments analyze first nine weeks grades and adjust instruction accordingly
- Teachers examined student achievement data such as benchmark scores and current grade distributions to adjust instructional strategies
- Technology Training through monthly professional development including Edmodo
- School Professional Development: Common Core Literacy Design Collaborative Template Tasks – Scaffolding Writing
- School Professional Development – Learning Focus Best Practices
- District Common Core Implementation Secondary meetings
- District Common Core Implementation Secondary meetings

November 2013

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- Technology Training through monthly professional development including Prezi and Socrative
- Training: PowerTeacher, PAS-T Evaluation Process, PAS-T Goal Setting
- School Professional Development – Common Core LDC Module Writing
- District Common Core Implementation Secondary Meetings

December 2013

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- Technology Training through monthly professional development District
- Common Core Implementation Secondary Meetings

January 2014

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- All departments analyze first semester grades and adjust instruction accordingly.
- Department chairs meet to review progress, adjust and revise goals as needed for second semester
- CRT meets with administration to review and revise PD Plan for 2nd Semester.
- Technology Training –during monthly professional development
- District Common Core Implementation Secondary Meetings

Second Semester/February 2014

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs..
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction All departments review and revise plans for HSAP, EOC, AP prep

- Technology Training during monthly professional development including GoAnimate, Prezi, and iMovie

District Common Core Implementation Secondary Meetings

March 2014

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- All departments analyze third nine weeks grades and adjust instruction accordingly
- District Common Core Implementation Secondary Meetings
- Common Core Assessment Research and Writing Strategies

April 2014

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- District Common Core Implementation Secondary Meetings
- Technology Training through monthly professional meeting

May 2014

- Freshman Academy PLC continues strategies to address student needs.
- English PLC and math Department PLCs continue strategies to address student achievement and needs.
- Science PLC and Social Studies PLC meet monthly to review goals; implement literacy strategies in classroom instruction
- All departments analyze second semester grades and adjust instruction accordingly.

Curriculet											
Continuous Improvement HSAP and EOC for English and Math (with CRT, department chairs, department administrators)			X	X	X	X	X	X	X	X	X
Continuous Improvement for EOC Science and Social Studies ((with CRT, department chairs, department administrators)		X	X	X	X	X	X	X	X	X	X
Continuous Improvement for AP (with CRT, department chairs, department administrators)			X				X	X	X		

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Level 2 and above) in English Language Arts on the High School Assessment Program (HSAP) 1st attempt from 89.1% in 2012 to 90.5% in 2018.

ANNUAL OBJECTIVE: Annually increase or maintain by 1 percentage point(s) students meeting standard in English Language Arts on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

School Name	Baseline 2011-12	Planning Year					
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.3				
School Actual	89.1	92.2					
District Projected	X	X	86.5	87.5	88.5	89.5	90.5
District Actual	91.9	92.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ENGLISH I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 61.5% in 2012 to 71.51% in 2018.

ANNUAL OBJECTIVE: Increase by 2 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card_

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82				
School Actual	61.5	80.2					
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4	72.1	73.1	74.1	75.1	76.1

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

HSAP % MATH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics on the High School Assessment Program (HSAP) 1st attempt from 80.1% in 2012 to 86.4% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage points annually students meeting standard in mathematics on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page_

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84				
School Actual	80.1	83.6					
District Projected	X	X	85.7	86.7	87.7	88.7	89.7
District Actual	84.7	86.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ALGEBRA I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 66.6% in 2012 to 76.6% in 2018.

ANNUAL OBJECTIVE: Increase by 2 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card_

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79				
School Actual	66.6	77.3					
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2	79.0	80.0	81.0	82.0	83.0

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

HSAP % TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card_

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.4	99.4					
Male	99.4	98.8					
Female	99.4	100.0					
White	99.3	100.0					
African-American	99.4	99.3					
Asian/Pacific Islander	NA	NA					
Hispanic	100	97.8					
American Indian/Alaskan	NA	NA					

Disabled	96.9	NA					
Limited English Proficient	NA	96.9					
Subsidized Meals	99.0	99.0					

ELA – District - High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.0	99.1					
Male	98.8	98.9					
Female	99.3	99.3					
White	99.0	99.2					
African-American	99.0	98.7					
Asian/Pacific Islander	99.3	100.0					
Hispanic	98.9	99.4					
American Indian/Alaskan	100.0	NA					
Disabled	97.5	96.8					
Limited English Proficient	98.6	99.2					
Subsidized Meals	98.3	98.9					

Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.1	99.1					
Male	98.8	98.8					
Female	99.4	99.4					
White	99.3	99.3					
African-American	98.7	99.3					
Asian/Pacific Islander	NA	NA					
Hispanic	100	97.8					
American Indian/Alaskan	NA	NA					
Disabled	96.9	94.6					
Limited English Proficient	NA	96.9					
Subsidized Meals	98.4	98.4					

Math – District School	High	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance		95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance								
All Students		98.9	98.9					
Male		98.6	98.7					
Female		99.2	99.					
White		98.8	98.9					
African-American		99.0	98.8					
Asian/Pacific Islander		99.3	100.0					
Hispanic		99.1	99.0					
American Indian/Alaskan		100.0	NA					
Disabled		96.7	95.8					
Limited English Proficient		98.6	98.6					
Subsidized Meals		98.1	98.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % BIOLOGY I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 74.9% in 2012 to 84.9% in 2018.

ANNUAL OBJECTIVE: Increase by 2 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card_

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83				
School Actual	74.9	82.5					
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP% US HIST/CONST I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 58.5% in 2012 to 68.6% in 2018.

ANNUAL OBJECTIVE: Increase by **2** percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76				
School Actual	58.5	74.6					
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

AP % 3+

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 67.3% in 2011 to 67.3% by 2018.

ANNUAL OBJECTIVE: Maintain or improve percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations. District Goal 61 %.

DATA SOURCE(S): AP report produced by the College Board

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X						
School Actual	67.3	65.4	66					
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55					

SAT AVG.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by 4 points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 4 points.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X					
Critical Reading Actual	474	474					
Math Projected	X	X					
Math Actual	479	478					
Writing Projected	X	X					
Writing Actual	455	458					
Composite Projected	X	X					
Composite Actual		***					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496					
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492					
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474					
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462					

ACT AVG.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by .5 point(s) each, the mean scores on respective subtests and the mean composite score on the ACT.

ANNUAL OBJECTIVE: Annually increase the mean score on the ACT English, Math, Reading and Science subtests by .5 point(s) each.

DATA SOURCE(S): ACT report produced by ACT

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X					
English Actual	20.8	20.5					
Math Projected	X	X					
Math Actual	21.2	21.2					
Reading Projected	X	X					
Reading Actual	21.1	21.9					
Science Projected	X	X					
Science Actual	21.4	20.8					
Composite Projected	X	X					
Composite Actual	21.3	21.2					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X	21.3	21.4	21.5	21.6	21.7
English Actual	21.2	21.6					
Math Projected	X	X	21.7	21.8	21.9	22.0	22.1
Math Actual	21.6	21.7					
Reading Projected	X	X	22.2	22.3	22.4	22.5	22.6
Reading Actual	22.1	22.8					
Science Projected	X	X	21.7	21.8	21.9	22.0	22.1
Science Actual	21.6	21.9					
Composite Projected	X	X	21.8	21.9	22.0	22.1	22.2
Composite Actual	21.5	22.1					

GRADUATION RATE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by 1.7 percentage points each year, from 69.8% in 2012 to 80% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by 1.7 percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.2				
School Actual	69.8	81.5					
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9					

<p>STRATEGY</p> <p>Activity</p>	<p><u>Timeline</u></p>	<p><u>Person</u></p> <p><u>Responsible</u></p>	<p><u>Estimated Cost</u></p>	<p><u>Funding Sources</u></p> <p>(Act 135, academic assistance, categorical funding, Title II, etc.)</p>	<p><u>Indicators of Implementation</u></p>
<p>Provide appropriate materials for classroom instruction.</p>					
<p>--Continue to provide reading materials (books, magazines, journals, newspapers) for all classrooms in support of Silent Sustained Reading (SSR).</p>	<p>Fall 2014</p>	<p>Department Chair, PTSA; SIC</p>			<p>Reading material available in classrooms;</p>
<p>Provide appropriate, meaningful professional development in literacy and critical thinking strategies.</p>					
<p>--Schedule professional development days for Summer 2014</p>	<p>Summer 2014</p>	<p>CRT</p>			<p>Agenda and minutes; copies of common syllabi, common assessments</p>
<p>--Sustain professional learning communities (PLCs) in English, math and the Freshman Academy.</p>	<p>August 2013- June 2014</p>	<p>Department administrators, department chairs, CRT</p>			<p>Records of meetings, logs of classroom observations/walk-throughs; lesson plans submitted</p>

communities (PLCs) in Foreign Language, Science, Social Studies, and Special Ed departments.	June 2014	administrators, department chairs, CRT			logs of classroom observations/walk- throughs; lesson plans submitted
--Schedule weekly meetings for established PLCs for the purpose of monitoring, analyzing, and revising instruction based on data (practice HSAP, quarter and semester grades).	September 2013- June 2014	Department administrators, department chairs, CRT			Attendance on portal; logs of classroom observations/walk- throughs; lesson plans submitted
Develop ELA HSAP Action Plan					
--Share current data with faculty, department chairs, leadership team, SIC, PTSA Board.	September- October 2013	JF Lucas, Principal			Agenda/minutes
--Schedule practice ELA HSAP test in Fall 2013.	October 2013	CRT; department chairs for English and math			School calendar
--Schedule classroom time for the purpose of reviewing goals sheets with 9 th and 10 th graders.	November- December 2013	Classroom teachers; CRT; grade level administrators			Lesson plans

--Share ELA HSAP Plan with the community.	September 2013 Open House; web site February 2014	PTSA; Principal			School calendar; agenda and minutes
Expand/modify the curriculum					
--Double-block identified students in Algebra 1.	August 2013	Emily Bishop, Counselor			Class rosters
--Continue use of online USA Test Prep for English 1 and English 2, EOC classes, HSAP Math and English classes	August 2013-May 2014	Classroom teachers; CRT	\$3,250	PTSA funding	Online management tracking system; computer use calendar
--Extend the school day by establishing a structured tutorial program.	November 2013	Various math and English teachers Tutorial Coordinators	\$5,000	Technical Assistance Funding	Attendance sheets

Support reading beyond the					
classroom					
--Provide incentives for students who	September 2013	Dr. Zaidman,	\$750	PTSA funding	Logs from English
participated in the summer reading		English			classes
program.		Department Chair			
--Continue YABA Book Talks in	September 2013				Media Center
classes.	May 2014	Media Specialist			calendar
--Schedule SSR for 2013-2014	September 2013 May 2014				School calendar

<p>STRATEGY</p> <p>Activity</p>	<p><u>Timeline</u></p>	<p><u>Person</u> <u>Responsible</u></p>	<p><u>Estimated Cost</u></p>	<p><u>Funding Sources</u> (Act 135, academic assistance, categorical funding, Title II, etc.)</p>	<p><u>Indicators of Implementation</u></p>	
<p>Provide appropriate materials for classroom instruction.</p> <p>Provide at least one full set of graphing calculators to each math teacher</p> <p>Provide appropriate, meaningful professional development in literacy and critical thinking strategies.</p> <p>--Sustain professional learning communities (PLCs) in English, math and the Freshman Academy.</p> <p>--Develop professional learning</p>	<p>Fall 2013</p>				<p>Calculators available in each classrooms;</p>	
						<p>Records of meetings, logs of classroom observations/walk-throughs; lesson plans submitted</p>
		<p>Department</p>				
		<p>Chair,</p>				
		<p>PTSA; SIC</p>				
	<p>Department</p>					
	<p>August 2013- June 2014</p>	<p>Department</p>			<p>Records of meetings,</p>	
		<p>administrators,</p>				
		<p>department</p>				
<p>chairs, CRT</p>						
<p>August 2013</p>		<p>Department</p>				

communities (PLCs) in Foreign Language, Science, Social Studies, and Special Ed departments.	June 2014	administrators, department chairs, CRT			logs of classroom observations/walk- throughs; lesson plans submitted
					plans submitted
--Schedule monthly meetings for established PLCs for the purpose of monitoring, analyzing, and revising instruction based on data (practice HSAP, quarter and semester grades).	September 2013- June 2014	Department administrators, department chairs, CRT			Attendance on portal; logs of classroom observations/walk- throughs; lesson plans submitted
Develop Math HSAP Action Plan					
--Share current data with faculty, department chairs, leadership team, SIC, PTSA Board.	September- October 2013	JF Lucas, Principal			Agenda/minutes
--Schedule practice ELA HSAP test in Late Fall 2013.	October 2013	CRT; department chairs for English and math			School calendar
--Schedule classroom time for the purpose of reviewing goals sheets with 9 th and 10 th graders.	November- December 2013	Classroom teachers; CRT; grade level			Lesson plans

		administrators			
--Share Math HSAP Plan with the community.	September 2013 Open House; web site February 2014	PTSA; Principal			School calendar; agenda and minutes
Expand/modify the curriculum					
--Double-block identified students in Algebra 1.	August 2013	Emily Bishopl, Counselor			Class rosters
--Continue use of online USA Test Prep for Algebra 1 and Applied Geometry	August 2013-June 2014	Classroom teachers; CRT	\$3,250	PTSA funding	Online management tracking system; computer use calendar
--Extend the school day by establishing a structured tutorial Program.	October 2013- April 2014	Math and English teachers Tutorial Teachers	\$5,000	Technical Assistance Funding	Attendance sheets

PROFESSIONAL DEVELOPMENT

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Teachers will participate in professional development related to Common Core.

ANNUAL OBJECTIVE:

DATA SOURCE(S): -

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	100%	x	100%				
Actual	100%	100%					

All GHS teachers attended at least one of the Common Core district sessions this year. In addition all teachers attended sessions led by CRT at the school level. Four non-core subject departments also met with the CRT to discuss instructional strategies for specific content areas in Spring 2013.

School Climate and Character Education Collaborative Sessions		X	X	X	X	X	X	X	X	X	X
New Faculty Monthly Meetings	X	X	X	X	X	X	X	X	X	X	X
PAS-T and Evaluation "Look Fors" Training		X		X			X				
Pas-T Portfolio Party (Putting It All Together)				X		X	X				
Technology and Teachers: Common Core (including District Meetings) Electronic Resources in the Media Center EBooks Promethean Board Basics Edmodo Blogging ActiVotes IPads Skype Glogster Office 2010	X	X	X	X	X	X	X	X	X	X	X
Continuous Improvement HSAP and EOC for English and Math (with CRT, department chairs, department administrators)	X	X	X	X	X	X	X	X	X	X	X
Continuous Improvement for EOC Science and Social Studies ((with CRT, department chairs, department administrators)	X	X	X	X	X	X	X	X	X	X	X
Continuous Improvement for AP (with CRT, department chairs, department administrators)		X					X	X	X		

Greenville County School District

Professional Development Areas of Emphasis: 2013-2014

ELA

- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Science

- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies

- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Mathematics

- Standards for Mathematical Practice – Implications for instruction

- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages

- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

STRATEGY Activity	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (Act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>
Set high expectation for all students.					
--Develop instructional Common Core strategies with common syllabi and common assessments in English, math, science and social studies.	Fall 2013 – June 2013	Department Chairs, Department Administrators,			Classroom observations and lesson plans

		CRT			
--Identify at-risk 12 th graders and Develop strategies to increase passage rates on state-mandated tests for graduation; develop attendance intervention strategies	Fall 2013	Jennifer Binder, Counselor L'Adair Franks: 12 th grade Administrator Tracy Greer, Attendance clerk			Roster of at-risk students; remediation Plan; attendance plan
--Enhance advisory system to help students plan appropriate coursework, to monitor progress toward goals	September 2013 June 2014	Guidance; Advisory teachers ; CRT			Date of advisor training on school calendar
--Continue school-wide goals for literacy through SSR	Fall 2013	Teachers; CRT			Literacy plan reviewed with faculty

--Develop programs of study that Assist graduation and post-secondary plans --Enroll identified students in Twilight School and Credit recovery programs	September 2013- September 2014	CDF; Guidance;			Plan of Confirmation of student enrollment; final grade reports
Strengthen support for Freshman Academy					
--Continue employment of 9 th grade counselor	August 2013	JF Lucas, Principal	Salary schedule	District Funds	Job description; evidence of employment
--Continue employment of 9 th grade Administrator	August 2013	JF Lucas, Principal	Salary schedule	District Funds	Job description; evidence of employment
Use student assessment data for continuous improvement					
--Evaluate results of the School Report Card to develop school and teacher goals	Fall 2013	JF Lucas, principal; CRT			School Portfolio; information shared with faculty, SIC and PTSA
					PTSA

--Analyze student data from	September 2013-	CRT			Copies of data
diagnostic tests for the purpose of	June 2014				analysis and
developing effective intervention					developed strategies
strategies					
Report Card to develop school and		Principal; CRT			information shared
teacher goals					with faculty, SIC and
					PTSA
--Analyze student data from	September 2013-	CRT			Copies of data
diagnostic tests for the purpose of	June 2014				analysis and
developing effective intervention					developed strategies
strategies					

STUDENT ATTENDANCE

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 3: Provide a school environment supportive of learning._

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	92.8	93.2					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

STUDENT EXPULSIONS and OSS SUSPENSIONS for VIOLENT and/or CRIMINAL OFFENSES

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion and out of school suspension for violent and/or criminal offenses below 1.0% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion and out of school suspension for violent and/or rate below 1.0% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)_

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 1.0%				
School Actual	0.9%	1.3%					
District Projected	X	X	Less than 0.5%				
District Actual	0.5%	0.6%					

* This data comes from the school report card page 3. This actual school number includes both the out of school suspension and expulsion rates for violent and criminal offenses.

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from NR% in 2012 to 91% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by ____ percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	NR	92.6					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Results are from 10-11. Baseline data will be established in 2012-2013

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from NR% in 2012 to 85.5 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

School Name	Baseline 2011-12	Planning Year					
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	NR	87.7					
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7					

Baseline data will be established in 2012-2013.

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 68.1% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 4.4 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	68.1	86.4					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from NR% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	NR						
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

*Baseline data will be established 2012-2013.

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from NR% in 2012 to 93.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _____ percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	NR						
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6					

TEACHER SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 76.6% in 2012 to 98.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3.65 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	76.6						
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

STRATEGY Activity	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding Sources</u> (Act 135, academic assistance, categorical funding, Title II, etc.)
<ul style="list-style-type: none"> - improve attendance rate using intervention strategies to follow-up on missing students 	August 2013 – June 2014	Teachers, 12 th grade administrator L’Adair Franks; attendance clerk, Tracy Greer		
<ul style="list-style-type: none"> - continue to provide a safe school environment supportive of learning for student, teachers, and parents 	Use the survey data from 2012-2013 as a baseline for comparison. Fall 2013 – June 2014	All administrators, staff and students		
<ul style="list-style-type: none"> - lower the annual student expulsion and OSS rate 	Improve classroom management strategies and disciplinary procedures Fall 2013 – June 2014	All administrators and teachers		

<p align="center">STRATEGY</p> <p align="center">Activity</p>	<p align="center"><u>Timeline</u></p>	<p align="center"><u>Person</u></p> <p align="center"><u>Responsible</u></p>	<p align="center"><u>Estimated Cost</u></p>	<p align="center"><u>Funding Sources</u></p> <p align="center">(Act 135, academic assistance, categorical funding, Title II, etc.)</p>
<p align="center">Expansion of character-building and service opportunities</p>				
<p>--continue service opportunities through extracurricular organizations</p>	<p>October 2013</p>	<p>SIC Chair; Club sponsors</p>		
<p>--continue implementation of character of the month focus with school-wide activities</p>	<p>August 2013-June 2014</p>	<p>C. Divers ; SIC members</p>		
<p>--implement a character building curriculum in the school leadership class</p>	<p>August 2013-June 2014</p>	<p>C. Divers; SIC members</p>	<p>\$2,000</p>	<p>SIC Funding</p>
<p>--continue enforcement of Honor Code</p>	<p>August 2013 June 2014</p>	<p>All faculty and administration</p>		

Appendix A

Greenville High School ACTION PLAN 2008-2014

GOAL AREA 1: Raise the academic challenge and performance of each student.

Student Achievement - Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) **Other Priority**

PERFORMANCE GOAL 1: The percentage of second-year students who score basic or above on the English Language Arts (ELA) portion of the High School Assessment Program (HSAP) will reach a minimum of 93.8% by 2013-2014.

OBJECTIVE 1: The HSAP ELA will reach a minimum of 85.8% in 2010-2011.

Baseline Average	2008-09	2009 -10	2010-11	2011-12	2012-13	2013-14
2007-08						
81.8%	83.0%	85.8%	87.8%	89.8%	91.8%	93.8%

*Represents projected improvement

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (Act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	
Provide appropriate materials for classroom instruction.						
--Provide reading materials (books, magazines, journals, newspapers) for all classrooms in support of Silent Sustained Reading (SSR).	Fall 2010	Department Chair, PTSA; SIC			Reading material available in classrooms;	
Provide appropriate, meaningful professional development in						

literacy strategies.						
--Schedule professional development days for Summer 2014	Summer 2014	CRT				Agenda and minutes; copies of common syllabi, common assessments
--Sustain professional learning communities (PLCs) in English, math and the Freshman Academy.	August 2013- June 2014	Department administrators, department chairs, CRT				Records of meetings, logs of classroom observations/walk-throughs; lesson plans submitted
--Develop professional learning	August 2014	Department				Records of meetings,

communities (PLCs) in Foreign Language, Science, Social Studies, and Special Ed departments.	June 2014	administrators, department chairs, CRT				logs of classroom observations/walk-throughs; lesson plans submitted	
--Provide professional development for Freshman Academy staff in the use of continuous improvement tools and data-driven instruction.	Five sessions August 2010-May 2011	CRT, Carolina First Center for Excellence				Attendance on portal; logs of classroom observations/walk-throughs; lesson plans submitted	C
--Schedule weekly meetings for established PLCs for the purpose of monitoring, analyzing, and revising instruction based on data (practice HSAP, quarter and semester grades).	September 2010-June 2011	Department administrators, department chairs, CRT				Attendance on portal; logs of classroom observations/walk-throughs; lesson plans submitted	C
Develop ELA HSAP Action Plan							
--Share current data with faculty, department chairs, leadership team, SIC, PTSA Board.	September-October 2013	JF Lucas, Principal				Agenda/minutes	F
--Schedule practice ELA HSAP test in Spring 2014.	October 2013	CRT; department chairs for English and math				School calendar	F
--Schedule classroom time for the purpose of reviewing goals sheets with 9 th and 10 th graders.	November-December 2013	Classroom teachers; CRT; grade level				Lesson plans	C

--Share ELA HSAP Plan with the community.	September 2010 Open House; web site February 2011	administrators PTSA; Principal			School calendar; agenda and minutes	C
Expand/modify the curriculum						
--Double-block identified students in Accelerated Reading and English 1.	August 2010	Melissa McDowell, Counselor			Class rosters	F
--Continue use of online USA Test Prep for English 1 and English 2	August 2010-May 2011	Classroom teachers; CRT	\$3,250	PTSA funding	Online management tracking system; computer use calendar	C
--Extend the school day by establishing a structured tutorial program.	November 2010	Meg Thompson and Andrea Thomason, Tutorial Coordinators	\$5,000	Technical Assistance Funding	Attendance sheets	C

Support reading beyond the classroom						
--Provide incentives for students who participated in the summer reading program.	September 2010	Dr. Zaidman, English Department Chair	\$750	PTSA funding	Logs from English classes	F
--Continue YABA Book Talks in classes.	September 2010 May 2011	Kathy Thomas, Media Specialist			Media Center calendar	F
--Schedule SSR for 2010-2011	September 2010 May 2011	CRT			School calendar	F

Greenville High School ACTION PLAN 2008-2014

GOAL AREA 1: Raise the academic challenge and performance of each student.

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 21: The percentage of second-year students who score basic or above on the Mathematics portion of the High School Assessment Program (HSAP) will reach a minimum of 91.4% by 2013-2014.

OBJECTIVE 1: The HSAP Math will reach a minimum of 83.4% in 2010-2011.

Baseline Average 2007-08	2008-09	2009 -10	2010-11	2011-12	2012-13	2013-14
79.4%	81.4%	83.4%	85.4%	87.4%	89.4%	91.4%

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Provide appropriate materials for classroom instruction.						
--Provide reading materials (books, magazines, journals, newspapers) for all classrooms in support of Silent Sustained Reading (SSR).	Fall 2010	Department Chair, PTSA; SIC			Reading material available in classrooms;	C
Provide appropriate, meaningful professional development in literacy strategies.						
--Schedule professional development days for Summer 2010	Summer 2010	CRT			Agenda and minutes; copies of common syllabi, common assessments	F
--Sustain professional learning communities (PLCs) in English, math and the Freshman Academy.	August 2010- June 2011	Department administrators, department chairs, CRT			Records of meetings, logs of classroom observations/walk-throughs; lesson plans submitted	C

--Provide professional development for Freshman Academy staff in the use of continuous improvement tools and data-driven instruction.	Five sessions August 2010-May 2011	CRT, Carolina First Center for Excellence			Attendance on portal; logs of classroom observations/walk-throughs; lesson plans submitted	C
--Schedule weekly meetings for established PLCs for the purpose of monitoring, analyzing, and revising instruction based on data (MAP, practice HSAP, quarter and semester grades).	September 2010-June 2011	Department administrators, department chairs, CRT			Attendance on portal; logs of classroom observations/walk-throughs; lesson plans submitted	C
Develop ELA HSAP Action Plan						
--Share current data with faculty, department chairs, leadership team, SIC, PTSA Board.	September-October 2009	JF Lucas, Principal			Agenda/minutes	F
--Schedule practice Math HSAP test in Spring 2011.	October 2010	CRT; department chairs for English and math			School calendar	F
--Schedule classroom time for the purpose of reviewing goals sheets with 9 th and 10 th graders.	November-December 2010	Classroom teachers; CRT; grade level administrators			Lesson plans	C
--Share Math HSAP Plan with the community.	September 2010 Open House; school website February 2011	PTSA; Principal			School calendar; agenda and minutes	F
Expand/modify the curriculum						
--Double-block identified students in Algebra 1 Part A and Algebra 1	August 2010	Melissa McDowell Counselor			Class rosters	F
--Continue use of online USA Test Prep for Algebra 1, Geometry and Algebra 2	August 2010-May 2011	Classroom teachers; CRT	\$3,250	PTSA funding	Online management tracking system; computer use calendar	C
--Extend the school day by establishing a structured tutorial program.	November 2010	Meg Thompson and Andrea Thomason, Tutorial Coordinators	\$5,000	Technical Assistance Funding	Attendance sheets	C

Provide additional personnel to enhance instruction						
--Employ intervention specialist to work with HSAP prep	September 2010	JF Lucas, Principal	\$32,000 (includes fringe)	Stimulus Funding	Class rosters	F
--Employ additional teacher to reduce class numbers in Algebra 1	September 2010	JF Lucas, Principal	\$32,000 (includes fringe)	Additional allocation due to numbers/local funds	Class rosters	F
Support reading beyond the math classroom						
--Schedule SSR for 2010-2011	September 2010-May 2011	CRT			School calendar	F

Greenville High School ACTION PLAN 2008-2014

GOAL AREA 1: Raise the academic challenge and performance of each student.

Student Achievement - Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 3: The on-time graduation rate will reach a minimum of 87.0% in 2013-2014.

OBJECTIVE 1: The on-time graduation rate will reach a minimum of 75.0 % in 2010-2011

Baseline Average 2007-08	2008-09	2009 -10	2010-11	2011-12	2012-13	2013-14
71.2%	72.0%	75.0%	78.0%	81.0%	84.0%	87.0%
(Actual)	(Actual)					

*Represents projected improvement

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (Act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor (Date)</u> Finished Continued Modified
Set high expectation for all students.						
--Develop common syllabi and common assessments in English, math, science and social studies.	Fall 2010	Department Chairs, Department Administrators, CRT			Classroom observations and lesson plans	C
--Identify at-risk 12 th graders and develop strategies to increase passage rates on state mandated tests for graduation	Fall 2010	Sandra Slough, Counselor; Mike Noel, 12 th grade Administrator			Roster of at-risk students; remediation plan	C
--Develop an Exit Intervention Team to work with students who intend to drop-out	Fall 2010	Principal, counselors, graduation coach, CRT			Logs of student conferences	C
--Enhance advisory system to help students plan appropriate coursework, to monitor progress toward goals	September 2010 June 2011	Guidance; Vicki Clement, CDF; CRT	\$4,000		Date of advisor training on school calendar	M

--Adopt school-wide goals for literacy	Fall 2010	Literacy Committee			Literacy plan shared with faculty	C
--	-----------	--------------------	--	--	-----------------------------------	---

--Develop programs of study that include career clusters and majors	September 2010-June 2011 (on-going in PLCs)	Vicki Clement, CDF; Guidance; CRT; Department Chairs; SRS Leadership team			Plan of implementation Fall 2010	M
--Expand Renaissance program	September 2010 June 2011	Renaissance Team	\$4000	PTSA Funding	Rosters of students qualifying for cards; list of partners and incentives	C
Provide direct assistance for designated students						
--Enroll identified students in Twilight School and Credit recovery programs	September 2010	Guidance; Graduation Coach			Confirmation of student enrollment; final grade reports	C
--Participate in the Graduate Greenville Initiative	August 2010-June 2011	Freshman Academy; Graduation Coach			Records from summer program; data from neighborhood visits; progress reports from Graduation Coach	C
Strengthen support for Freshman Academy						
--Continue employment of 9 th grade counselor	August 2010	JF Lucas, Principal	Salary schedule	District Funds	Job description; evidence of employment	C
--Continue employment of 9 th grade Administrator	August 2010	JF Lucas, Principal	Salary schedule	District Funds	Job description; evidence of employment	C
--Continue employment of Administrative Assistant (Freshman Academy Director) for 9 th grade	August 2010	JF Lucas, Principal	Salary schedule	District Funds	Job description; evidence of employment	C
Use student assessment data for continuous improvement						
--Evaluate results of the School	Fall 2010	JF Lucas,			School Portfolio;	C

Report Card to develop school and teacher goals		principal; CRT			information shared with faculty, SIC and PTSA	
--Analyze student data from diagnostic tests for the purpose of developing effective intervention strategies	September 2010-June 2011	CRT			Copies of data analysis and developed strategies	C

Greenville High School ACTION PLAN 2008-2014

GOAL AREA 1: Raise the academic challenge and performance of each student.

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

PERFORMANCE GOAL 4: The percentage of fourth-year students passing both parts of HSAP (longitudinal pass rate) will reach a minimum of 90.3% in 2013-2014.

OBJECTIVE 1: The on-time graduation rate will reach a minimum of % in 2010=2011.

Baseline Average 2007-08	2008-09	2009 -10	2010-11	2011-12	2012-13	2013-14
87.3%	87.8%	88.3%	93.0%	94.0%	95%	96%
	(91.2 Actual)	92%				

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	<u>Estimated Cost</u>	<u>Funding Sources</u> (Act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor (Date)</u> Finished Continued Modified
Provide focused assistance for students						
--identify students who did not pass one or both parts of HSAP	August 2010	Guidance; Graduation Coach			Lists of students distributed to appropriate teachers	C
--provide pull-out sessions for any student who has not passed both parts of HSAP and who is not enrolled in a corresponding English and/or math class	October 2010	Administration; CRT, Guidance			Rosters and class materials	C
--provide extended day tutoring for students who have not passed both parts of HSAP	October 2010-April 2011	Meg Thompson and Andrea Thomason; community tutors and mentors			Rosters; copies of materials used	C
--administer practice HSAP to identified students	February 2011	English and math teachers			Rosters of students	C
--analyze practice HSAP and review results with students	February 2011	English and math teachers			Rosters of students	C

Increase awareness and understanding of HSAP						
--provide teachers with names of students who have not passed HSAP	August 2010; January 2011	Guidance			Lists and date given to teachers	C
--provide overview of HSAP to teachers	Fall 2010	Guidance; CRT; English and math departments			Agenda and presentation materials	C
--provide overview of HSAP to students	February 2011	Guidance; CRT; English and math departments			Agenda and presentation materials	C
--provide overview of HSAP to parents and community	September 2010 Open House; school website February 2011	Guidance; CRT; English and math departments			Agenda and presentation materials	C

Greenville High School ACTION PLAN 2008-2014

GOAL AREA 1: Raise the academic challenge and performance of each student.

Student Achievement
 Teacher/Admin Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 Other Priority

PERFORMANCE GOAL 5: The percentage of out-of-school suspensions or expulsions for violent and/or criminal offenses will decrease to 1.0% or lower by 2013-2014.

OBJECTIVE 1: The number of out-of-school suspensions or expulsion for violent and/or criminal offenses will decrease to 1.6% in 2010-2011.

Baseline Average 2007-08	2008-09	2009 -10	2010-11	2011-12	2012-13	2013-14
1.7%	1.6%	1.5%	1.3%	1.2%	1.1%	1.0%

*Represents projected improvement

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (Act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor (Date)</u> Finished Continued Modified
Expansion of character-building and service opportunities						
--continue service opportunities through extracurricular organizations	October 2010	SIC Chair; Club sponsors			Lists of activities and participants	C
--expand Renaissance program	August 2010 – May 2011	Renaissance Team	\$5,000	Renaissance partners; PTSA Funding	Names of students recognized each semester	C
--continue implementation of Graduate Greenville core student group	August 2010 – May 2011	Graduation Coach			Schedule of individual and group conferences	C
--continue enforcement of Honor Code	August 2010 May 2011	All faculty and administration			Enforcement of Honor Code	C

Appendix B

2013 School
Report Card