

# SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL:** Southside High School

**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. Saylors		
PRINTED NAME	SIGNATURE	DATE

## SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

## CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kayla Lee-Kelly		
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

<b>Carlos Brooks</b>		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS:    Southside High School  
                             6630 Frontage at White Horse Road  
                             Greenville, South Carolina 29605

SCHOOL'S TELEPHONE: (864)-355-8700

PRINCIPAL'S E-MAIL ADDRESS: [cbrooks@greenville.k12.sc.us](mailto:cbrooks@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.

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
1. PRINCIPAL:	Carlos Brooks, Principal
2. TEACHER:	Raina Allen-Farrell, Teacher of the Year
3. PARENT/GUARDIAN:	Russell Stall, PTA President
4. COMMUNITY MEMBER:	Truman Humbert, Community Member
5. SCHOOL IMPROVEMENT COUNCIL:	Kayla Lee-Kelly, SIC Chair
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
Curriculum Resource Teacher	Kathleen Stables
Mathematics Department Chair	Brittany Shell
English Department Chair	Brandi Richardson
Social Studies Department Chair	Mary Ford
Science Department Chair	Brian Corbett
Foreign Language Department Chair	Cathy Workman
Fine Arts Department Chair	Sarah Jenkins
Special Education Department Chair	Jill Smith

Guidance Department Chair

Dyamond Henderson

AFJROTC Department Chair

Joseph Windley

Physical Education Department Chair

John Butler

Media Specialist

Jennifer Browning

**\*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.

---

#### **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.



# 2013-14 SCHOOL PORTFOLIO

2013-2018 SCHOOL ACTION PLAN

SOUTHSIDE HIGH SCHOOL  
CARLOS BROOKS, PRINCIPAL

GREENVILLE COUNTY SCHOOLS  
W. BURKE ROYSTER, SUPERINTENDENT

# Table of Contents

<b>Title Page</b>	
<b>Table of Contents</b>	<b>7</b>
<b>Introduction</b>	<b>9</b>
<b>Executive Summary</b>	<b>10</b>
Student Achievement Findings	10
Teacher and Administrator Quality Findings	10
School Climate Findings	11
School Challenges	11
School Highlights	12
<b>School Profile</b>	<b>13</b>
School Community	13
School Personnel Data	14
Student Population Data	15
Program Initiatives	19
<b>Mission, Vision, and Beliefs</b>	<b>22</b>
<b>Data Analysis and Needs Assessment</b>	<b>22</b>
<b>Goal Area #1 Student Achievement</b>	<b>22</b>
HSAP ELA	22
HSAP Math	23
HSAP Percent Tested ELA	24
HSAP Percent Tested Math	25
EOCEP – English	25
EOCEP – Algebra	25
EOCEP – Biology	25
EOCEP – U.S. History and Constitution	25



Advanced Placements Tests (AP tests)	25
SAT	26
ACT	27
Graduation Rate	28
<b>Goal Area #2 Teacher Administrator Quality</b>	<b>28</b>
Professional Development Alignment	28
Professional Development Focus	29
2013-14	29
2014-15 (Tentative)	30
<b>Goal Area #3 School Climate</b>	<b>30</b>
Student Attendance Rate	30
Student Expulsion Rate	31
Opinion Surveys	31
<b>Action Plan</b>	<b>34</b>
<b>Links</b>	<b>75</b>
2011-12 School Report Card link	
2011-12 ESEA (Federal Accountability Rating System) link	
2012-13 School Report Card Link	
2012-13 ESEA (Federal Accountability Rating System) link	

## INTRODUCTION

Southside High School strategic planning for school improvement includes monitoring, reflecting, and assessing our progress toward meeting our school goals. We collect, analyze, and chart our test scores and survey results. We identify areas of strengths and weaknesses in the light of our shared values and vision for our school. We disseminate data and information to our stakeholders. Collectively we identify how we should move forward with one united and cohesive plan for future success and increased student achievement. Our School Portfolio reflects our efforts, progress, and achievements, and communicates our plans for further improvement. Our School Portfolio Team Members include:

Principal: Carlos Brooks

CRT: Kathleen Stables

Teacher: Tom Rogers

Parent/Guardian: Russell Stall

Community Member: Truman Humbert

School Improvement Council Member: Kayla Lee-Kelly

Faculty Council Members: Brittany Shell  
Brandi Richardson  
Brian Corbett  
Mary Ford  
Cathy Workman  
Jill Smith  
Joseph Windley  
Sarah Jenkins  
John Butler  
Dyiamond Henderson  
Jennifer Browning

## Executive Summary

- Student Achievement Findings

On July 1, 2008, Carlos Brooks became Southside High School's principal. Under his leadership, student achievement has increased in each of the following areas from 2009 to 2013:

- 1<sup>st</sup> Attempt HSAP ELA passage rate increased from 74.6% to 85.8%
- 1<sup>st</sup> Attempt HSAP ELA African American Subgroup passage rate 66% to 82.9%
- 1<sup>st</sup> Attempt HSAP ELA African American Subgroup Scoring Proficient and Advanced increased from 25.5% to 39%
- 1<sup>st</sup> Attempt HSAP Math passage rate increased from 68.9% to 75.7%
- 1<sup>st</sup> Attempt HSAP Math African American Subgroup passage rate 52.9% to 74.1%
- 1<sup>st</sup> Attempt HSAP Both Tests passage rate increased from 63.6% to 72.9%
- 1<sup>st</sup> Attempt HSAP Math African American Subgroup Scoring Proficient and Advanced increased from 22.9% to 31.7%
- Longitudinal HSAP pass rate increased from 83.7% to 87.0%
- On-Time Graduation Rate increased from 63.0% to 69.3%
- On-Time Graduation Rate by African American Subgroup increased from 65.1% to 67.6%
- EOCEP English passage rate increased from 31.5% to 55.4%
- EOCEP Algebra passage rate increased from 36.1% to 63.5%
- EOCEP U.S. History passage rate increased from 38.3% to 56.2%
- EOCEP All Tests passage rate increased from 36.2% to 59.0%
- EOCEP All Tests by African American Subgroup passage rate increased from 29.6% to 52.6%
- EOCEP All Tests by Hispanic Subgroups passage rate increased from 30.5% to 50.5%
- SAT Mean Composite scores increased from 1341 to 1515
- ACT Mean Composite scores increased from 19.1 to 23.0

Southside High School administration, faculty, and staff work arduously to meet individual students where they are academically and motivate them to excel beyond their own expectations. It is our goal #1 to increase student achievement.

- Teacher and Administrator Quality Findings

71.2% of Southside High School teachers in 2013 held an advanced degree compared to the 56.9% in 2009. The percentage of teachers returning remained about the same from 79.6% in 2009 to 79.2% in 2013. The percentage of continuing contract teachers rose from 63.1% in 2009 to 75.0% in 2013. In 2013, 5.8% of classes at Southside High School were not taught by highly qualified teachers compared to the 4.9% of classes in high poverty schools not taught by highly qualified teachers across the state. Highly qualified teachers are those teachers that have:

- Earned at least a bachelor's degree
- Demonstrated content knowledge in each core content area he/she teaches
- Do not have any waivers of the requirements for full state certification

School leadership maintains high expectations for professional practice. Faculty is committed to shared values and beliefs about teaching and learning. All teachers participate in professional development through workshops provided at school and/or district levels with further training available to IB and AP teachers. A number of our teachers hold Gifted and Talented endorsements. In 2013-14 one Southside High School teacher was named the 3A Forensic Coach of the Year and another was a Greenville County School Teacher of the Year Finalist. It is our goal #2 to ensure quality personnel in all positions.

- School Climate Findings

It is our goal #3 to provide a school environment supportive of learning. Each year the faculty, 11<sup>th</sup> grade students, and their parents are asked to complete an opinion survey. The purpose of the surveys is to garner stakeholders' level of satisfaction with the learning environment.

Clearly the 2012-13 survey revealed that all stakeholders share a strong positive opinion regarding the school's high expectations for learning and challenging instructional program. Ninety percent (90%) of parents who responded to the survey indicated that they agreed or strongly agreed that their child's school has high expectations for student learning. The percentage of students who indicated they agree classes are challenging rose to 87%, an increase of about 5% from the year before. Ninety five percent (95%) of teachers, in 2012-13 were of the opinion that the school provides challenging instructional programs for students and eighty eight percent (88.2%) believed that teachers at SHS have high expectations for learning.

The 2012-13 opinion survey responses showed that 85.7% of parents indicated their child feels safe at school, while 83.7% of the students themselves indicated that they feel safe. 93.3% of teachers agreed or strongly agreed they feel safe at school during the day.

Satisfaction with the learning environment, according to the 2012-13 survey, has improved, with the percentage of parents indicating satisfaction up 6.8% over the year before. The percentage of positive responses with the learning environment increased within each survey group from the previous year.

- School Challenges

- Challenge #1: A significant percentage of students enter Southside High School with deficient reading and math skills. MAP Test scores indicate that English 1 CP and Honors students, who entered Southside in the fall of 2013 as 9<sup>th</sup> graders, scored on average a 218, at the equivalent of a 7<sup>th</sup> grade reading readiness level. Some of these students came to Southside reading at a 2<sup>nd</sup> or 3<sup>rd</sup> grade reading readiness level!

These students are scheduled to take the English 1 End of Course Exam (EOC) at the end of the year. This same group of students entered with, on average, a Math RIT score of 229, at the equivalent of a 6<sup>th</sup> grade math readiness level. These students will be taking the Algebra 1 EOC Exam at the end of the year. Southside High School teachers work laboriously to meet students where they are, scaffold for learning gaps, while meeting SC Common Core State Standards.

- Challenge #2: Southside High School's student population is transient in nature. Over a quarter of our student population turned over during the 2012-13 school year. 229 students exited or entered between September 2012 and May 2013. 129 students did not benefit from a full year of instruction at Southside High School. Students within our population may enter and exit multiple times, and over multiple years. This is an on-going issue. From September 2013 to March 7, 2014, there have been two hundred and three (203) students who have entered or exited. Most of these students are 9<sup>th</sup> graders. The continuously disruptive movement of students into and out of a class impacts the student and the class and causes:

- Continual change in the group dynamics
- Upheaval in instructional grouping
- Difficulty making benchmark test comparisons
- Challenges in classroom management. Teachers must continually re-teach procedures that had previously been established and taught at the beginning of the school year as each new student enters
- Challenges in curricular cohesion. Teachers must establish baseline data on each new student each time a new student enters the class and re-teach content knowledge, skills, and processes the teacher already taught and the rest of the students were already expected to learn
- Poor EOC and HSAP test scores

- School Highlights

In part, because of Southside High School's substantial improvement in the achievement of students belonging to a historically underachieving group, the 2012-13 SHS's Annual School Report Card Absolute Rating went from At Risk to Average and the school's Growth Rating went from At-Risk to Excellent. School performance meets the South Carolina State standards for progress toward the 2020 SC Performance Vision. Through combined efforts of students, teachers, administrators, parents, business partners, and volunteer tutors, Southside High School has made incremental and discernible improvement toward meeting our student achievement goals over the last 5 years.

The 2012-13 school year saw 175 students graduate from Southside High School. These graduates represent the best of Greenville County Schools. The graduating class of 2013 earned over six million dollars in scholarship money. Southside had two (2) winners of the Presidential Merit Scholarship and a total of six (6) students who were National Merit Finalists and two (2) National Merit Winners. Three (3) students received a perfect score

on the math portion of the SAT, and three (3) other students earned a perfect score on the critical reading portion of the SAT. One (1) student was recognized as the top performing student for Greenville County Schools based on her cumulative score on the SAT. Seventeen (17) students were recognized as Advanced Placement Scholars.

A brief recap of the current 2013-14 year includes the Forensic Team 2013 South Carolina District Overall Championship ,sweeping all three (3) categories (Speech, Debate, and Congress), and the 2013 South Carolina 3A Championship. Ten Forensic Team members qualified for the National Forensics League's National Competition and one team member was awarded the 2013 SC National Forensic League District Student of the Year. The 2013 Forensic Team ranks #34 out of 3000 speech and debate schools nationwide and the Southside High School teacher named the 3A Forensic Coach of the Year. Three students made Greenville All County Honor Band, one student made South Carolina All-State Band. Southside High School won 1<sup>st</sup> Place Class AA at the Liberty Red Devil Invitational, 1<sup>st</sup> Place Class A Overall at the Ardrey Kell Mighty Knight Invitational, and received Excellent Rating at the South Carolina 3A Upper State Championships. Nine Chorus students attended All District Chorus, ten Youth in Government students were selected to be part of the Conference on National Affairs Delegation (CONA), and one student invited to be part of the National Judicial Program and was selected to be the recipient of the Resource Staff Excellence on Leadership Scholarship. The Academic Team placed 2<sup>nd</sup> at the National History Bowl State Tournament and was the top school from South Carolina. The Academic Team went to the Science Bowl and was the top performing team on the American Chemical Society Challenge. The 2013 Girls' Varsity Basketball Team were the AAA Region Champions, one student made the Piedmont Athletic Association All-Star Team, the Varsity Football Team made the play-offs, and the Girl's Tennis Team made the 3<sup>rd</sup> round play-offs.

Our goal remains to meet our students where they are academically, socially, and emotionally and help them move forward as they become increasingly well-positioned to contribute positively to our community.

## School Profile

- School Community
  - Partnerships

Our collaboration with the community is an important component of our school's commitment to create a common school culture of excellence. This is evidenced by our long-term relationship with GE in support of our mentoring program and the U.S. Government with typically over twenty percent (20%) of Southside High School students involved in Air Force Junior Reserve Officer Training Corps (AFJROTC). This year, partnering with the South Carolina Computer Science Teacher Association (CSTA) and nationally recognized corporations in the field of technology, we hosted an *Hour of Code*

Community Event. Guest speakers and presenters from a number of local businesses, college and universities, and organizations were on hand to highlight computer programming and technology-based job and career opportunities. Students, parents, and community members participated. Southside High School values our partners. We recognize our partnerships monthly with our Business Partner of the Month Award.

- PTA (Parent Teacher Association)

The Southside High PTA makes important differences in the education and development of students. The PTSA provides classroom grants, funding for student agendas, classroom paper and copies, technology, and building maintenance. The PTA fosters positive relationships between the home and the school and sponsors various opportunities for parents, staff, and students to interact. As funds permit, the PTSA also supports various extracurricular activities such as Forensics, Band, Drama Club, and AFJROTC. We recognize our volunteers monthly with our Volunteer of the Month Award.

- SIC (School Improvement Council)

Southside High School's School Improvement Council is made up of elected parent, student, and faculty members along with members of the school's administration and appointed community leaders. It meets monthly and serves to advise the leadership of Southside on ways to achieve the academic goals of the school.

SIC members recognize that a student's education is a responsibility shared by the school, family, and community, and work to establish a strong working relationship with Southside students' families to promote parental involvement to support student learning.

- IB (International Baccalaureate) Parents Council

The IB Parents Council (IBPC) is a group of volunteer parents who work to assist the (IB) Coordinator, in close coordination with the Principal, the PTA and Southside staff. The IBPC meets once a month, with an open forum portion for all members to participate. The IBPC is a membership-based organization that also helps to facilitate communication among all IB families and with the IB Coordinator.

- School Personnel Data

- Faculty and Staff

The 2013-14 faculty consists of fifty nine (59) full and part-time teachers, three (3) guidance counselors, one (1) IB coordinator, one (1) media specialist, and one (1) curriculum resource teacher (CRT). Additionally, our staff consists of one (1) test coordinator, two (2) intervention specialists and two (2) classroom aides, media, guidance, and attendance clerks. Our faculty is made up of PACE teachers, National Board Certified teachers, AP certified teachers with Gifted and Talented endorsements, IB certified teachers, MYP trained teachers, and teachers with advanced degrees, including Doctorates. Some of our teachers come from across the nation and from across

the world. And some are former students who have returned to teach and impact their community. Each faculty and staff member brings a wealth of experience, talent, and knowledge.

- School Leadership

The administrative team, made up of the principal, Carlos Brooks, and five (5) assistant principals, supervises the effective implementation of programs that enhance the entire school. Administrative duties, along with the name of the administrator assigned to each duty, are printed in the faculty handbook. The principal and assistant principals visit classrooms on a rotating schedule and are visible and accessible throughout the day. The administration maintains a high level of communication with the faculty, student body, staff, parents, school district, and community members.

- Student Population Data

Our diversity is our strength. Southside High School students speak a variety of languages. With a population of 825 students in the 2013-14 school year we serve approximately 153 Gifted and Talented students, 18 English as a Second Language students, and 84 Special Education students. 60% of our students qualify for Free and Reduced Lunch. The Poverty Index is 69.6%.

<b>Current 2013-14 Student Enrollment by Grade Level</b>		
	<b>Number</b>	<b>Percentage</b>
Freshman	263	32%
Sophomores	204	25%
Juniors	190	23%
Seniors	168	20%
Total Enrollment	825	100%

*Data Source: Power School Report 15-Day Count*

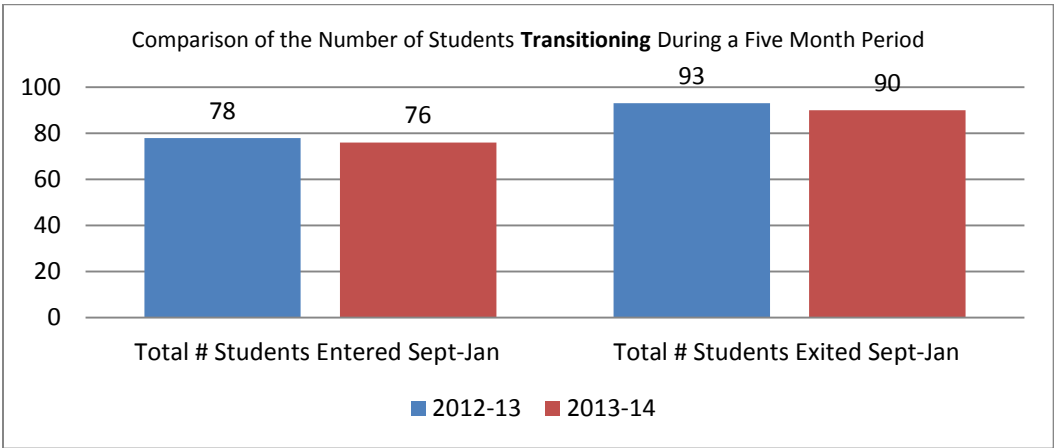
<b>Current 2013-14 Student Enrollment Number by Grade Level and Demographics</b>					
	9	10	11	12	Totals
African Americans	148	117	102	106	473
Caucasian	40	32	33	31	136
Hispanic	37	25	32	14	108
Asian	26	22	19	13	80
Other	12	8	4	4	28
Total	263	204	190	168	825

*Data Source: Power School Report 15-Day Count*

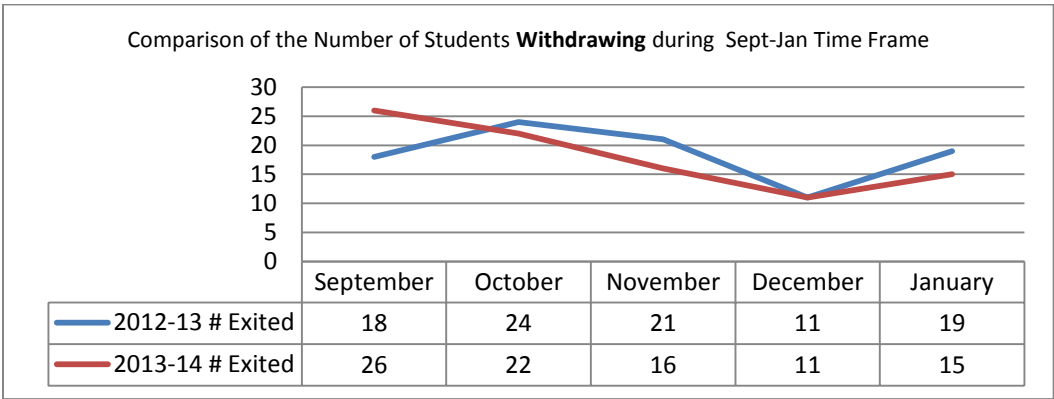
The transient nature of our community and student population has a profound effect on teaching and learning and ultimately on our student achievement. A significant number of students enroll and withdraw from our school throughout the school year and often on a daily basis; sometimes multiple times during the year, and at times repeatedly over



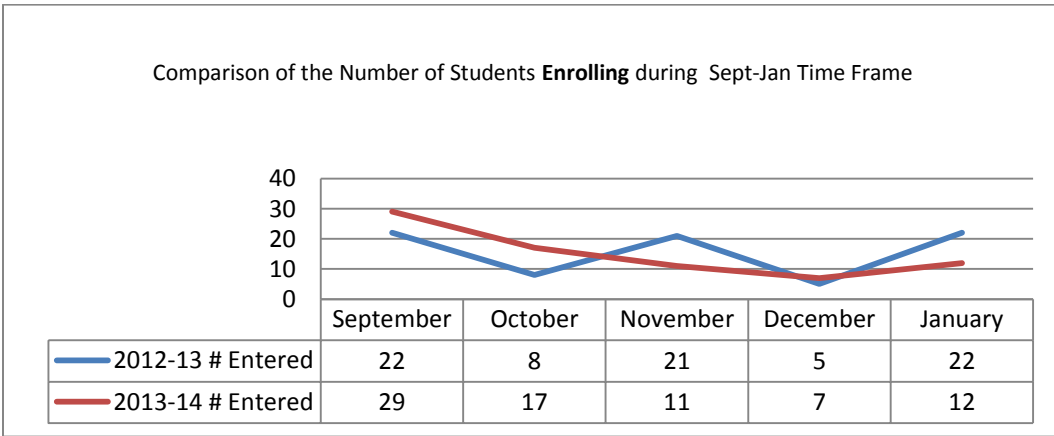
multiple years. The graphs below illustrate the persistent fluctuation of our student population.



Data Source: Power School Report



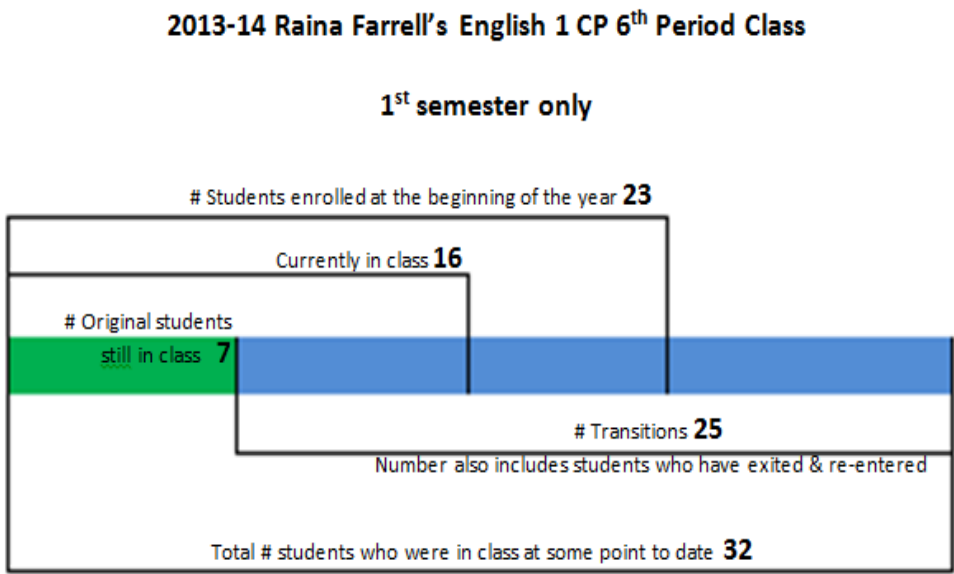
Data Source: Power School Report



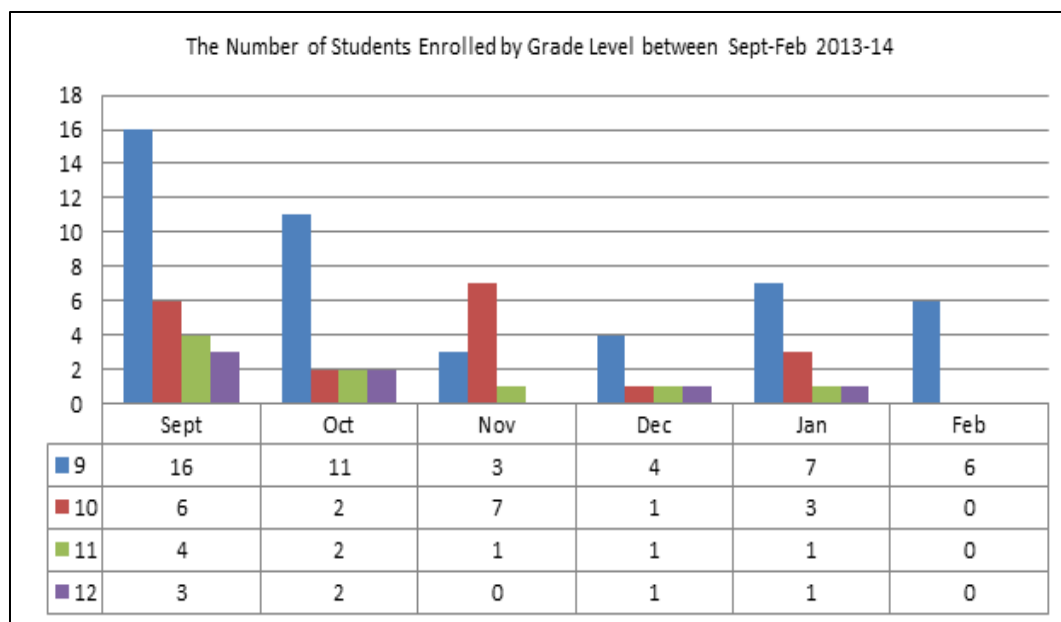
Data Source: Power School Report

Perpetual student turnover throughout the school year negatively impacts instruction and learning. Continuous turnover in the classroom creates instructional and management challenges for the teacher. Gaps in student learning develop as a result of moving from one school to another during the school year and impact the continuity of a student’s education.

The graph below exemplifies enrollment in a typical Southside High School classroom. In August 2013, Ms. Farrell had 23 students enrolled in her period 6 English 1 EOC class. During the next few months 25 students came and went. At the end of the 1<sup>st</sup> semester, she had just 16 students in the class. Only 7 of those students have been in her class since the beginning of the school year! And the school year is only half over!



This school year alone, from September to February 2014, there have been 81 new enrollments. Students who transition into our building do not benefit from a full year of instruction at Southside. Learning gaps develop. On-going student enrollment (enrollment *after* August, the beginning of the school year) directly impacts our school-wide high stakes test results and school-wide student achievement but more significantly, negatively impacts our students.



*Data Source: Power School Report*

As of March 2014:

- Fifty (50) 9<sup>th</sup> graders transitioned into our building. Students in the 9<sup>th</sup> grade generally take both the English 1 and the Algebra 1 End of Course (EOC) Exams. Approximately 33% (50/152) students will take the English 1 EOC exam this year *without* the benefit of a full school year of instruction at Southside High School. Approximately 52% (50/97) students will take the Algebra 1 EOC exam this year *without* the benefit of an entire school year of instruction at Southside High School. In fact, some of our students will receive less than 12 weeks of instruction at Southside High School before taking the state mandated EOC Exams.
- Nineteen (19) 10<sup>th</sup> graders transitioned into our building. 10<sup>th</sup> graders generally take the Biology EOC Exam and both English and math portions of the High School Assessment Program (HSAP) Exit Exam, a requirement for graduation.
- Nine (9) 11<sup>th</sup> graders enrolled. Generally 11<sup>th</sup> graders take the U.S. History EOC Exam.
- Seven (7) 12<sup>th</sup> graders enrolled after the beginning of the school year. Any student, who has not taken or passed the HSAP Exit Exam, must do so in order to graduate.

The following table shows trends over the last 5 years. Enrollment continues to decline. Retention rate steadily declines. The Poverty Index and Free and Reduced Lunch rate remain relatively consistent.

<b>Student Data</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Enrollment	1013	1004	938	874	825
Poverty Index	69.38%	73.02%	71.73%	71.93%	69.60%
Free & Reduced Lunch	53%	61%	59%	NA	60%
Older than Usual for Grade	10.5%	13.5%	9.3%	NA	9.5%
Retention Rate	7.2%	4.9%	5.4%	4.9%	4.7%
Enrolled in AP/IB Programs	33.7%	34.1%	37.7%	44.8%	30.4%
Successful on AP/IB Exams	67.8%	66.7%	61.4%	54.1%	57.6%

*Data Source: SC School Report Card*

- Program Initiatives

- International Baccalaureate (IB) Program and Middle Years Program (MYP):

The International Baccalaureate Organization (IBO), founded in 1968, is a nonprofit educational foundation based in Geneva, Switzerland. The foundation offers a comprehensive two-year curriculum—available in English, French, and Spanish—that allows students to fulfill certain requirements of various national education systems.

The IB/MYP programs are internationally recognized programs with an emphasis on global perspectives. They are holistic style programs with a prescribed course of study that encompasses six areas; English, history, science, foreign language, math, and an IB approved elective that emphasize process and integration of content across content areas. The IBO's Diploma Programme is a high school program offered to students in the final two years of school. Course work is divergent – asking why more than what. The program maintains rigorous world-wide assessment criteria standards.

- Advanced Placement (AP) Program:

The AP program provides leadership and services for academically talented students with more emphasis on the academic rather than the philosophical. It is a cafeteria style program in which students have an opportunity to take college-level courses and exams while still in high school. Students may pick and choose content-driven courses. Southside currently offers 14 AP courses, including courses such as AP Calculus, AP Physics, AP Computer Science, and AP Psychology.

- Freshman Academy Program:

The 9<sup>th</sup> Grade Freshman Academy is a comprehensive program that strives to provide each 9<sup>th</sup> grade student with a challenging and nurturing learning environment that ensures a smooth transition from middle to high school. It seeks to ensure the academic success

of its students by increasing the promotion rate for all freshmen, improving the quality of parental involvement, decreasing the number of discipline referrals, and increasing the attendance rate and passage rate for the End of Course Examinations. We enthusiastically promote good citizenship through consistent discipline and positive behavioral encouragement programs.

- Character Education Program:

Southside High School Freshman Academy in collaboration with the YMCA Teen Achievers Program incorporated a developed curriculum focused on structuring and nurturing the professional development of teens in grade 9-12. The program works hand-in-hand with community professionals, who help guide and mentor teens to make sensible decisions concerning their future. It not only benefits the student participants, but the community as well.

- High Schools That Work Program:

*High Schools That Work* is the nation's largest school improvement initiative for high school leaders and teachers. *HSTW* uses research-proven strategies to help states transform their public high schools into places where all students learn at high levels.

The program is based on the belief that most students can master complex academic and technical concepts if schools create an environment that encourages students to make the effort to succeed. Member schools implement 10 Key Practices for changing what is expected of students, what they are taught and how they are taught:

High expectations: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.

Program of study: Require each student to complete an upgraded academic core and a concentration.

Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.

Career/technical studies: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.

Work-based learning: Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.

Teachers working together: Provide cross-disciplinary teams of teachers time and support to work together to help students succeed in challenging academic and career/technical studies.

Students actively engaged: Engage students in academic and career/technical

classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration.

Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

Culture of continuous improvement: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.

- Credit Recovery:

Credit Recovery, initiated by Greenville County School District, allows a student who has received a 61 or higher in a course to take the APEX course on-line and recover the credit. The APEX curriculum is closely aligned with SC standards. Additionally, students have access to the APEX programs from home and can work at their own pace in school or at home. Students are required to be on campus to complete the assessments for the APEX programs. The highest grade a student can earn through the APEX recovery program is an 80.

- Seat-Time Recovery:

Seat-Time Recovery allows students who are currently passing a course and have more than the maximum number of absences the opportunity to recover class hours by attending Seat-Time Recovery. Seat-Time Recovery will enable participants to make up the hours required to receive credit for a course.

- Program Features

- Academic tutoring and coaching
- Nationally ranked forensics team
- Nationally ranked AFJROTC program
- International festivals
- Fine Arts: Band, Chorus, Art, Drama, Guitar, Piano
- Athletic programs
- Academic Team
- Drama Club
- Environmental Club
- InvenTeam
- Mu Alpha Theta Math Club
- National Honor Society
- Student Council
- Tiger Ambassadors
- Yearbook
- Youth in Government

## Mission, Vision, and Beliefs

- Mission

Southside High School's mission is to promote lifelong learning and to promote an understanding of community and curriculum standards by providing opportunities for students to apply acquired skills and by modeling desired behavior and attitudes. We will know students are learning and becoming productive, involved, caring citizens by maintaining data that charts their progress so we can provide various levels of intervention to guide students toward success.

- Vision

Our vision is "Creating a Common School Culture of Excellence."

## Data Analysis and Needs Assessment

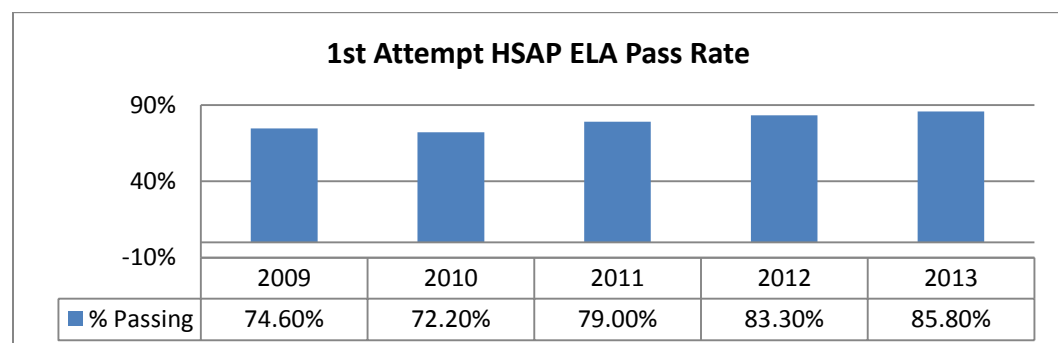
- Student Achievement

HSAP ELA (High School Assessment Program English Language Arts) 1<sup>st</sup> Attempt Passage Rate

The First Attempt HSAP ELA Passage rate steadily improves. The percentage of all students passing the ELA section of the HSAP exam has increased 11.2 percentage points since 2009.

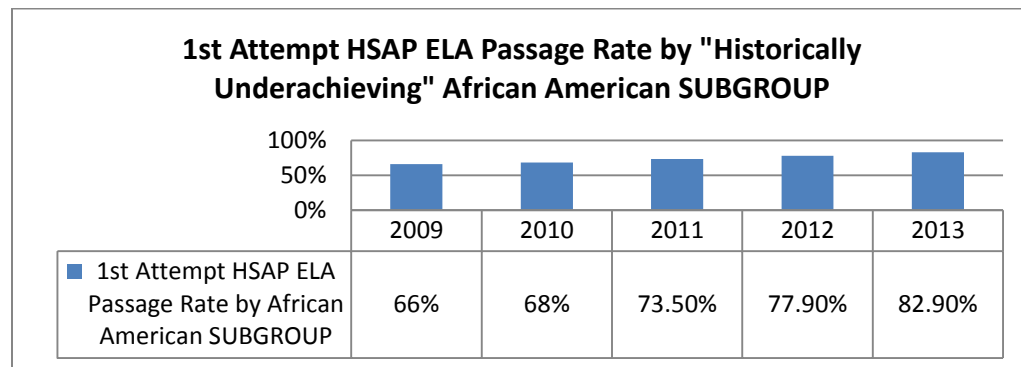
	% Passing	% Advanced	% Proficient	% Basic
<b>2009</b>	74.6%	22.2%	20.6%	31.7%
<b>2010</b>	72.2%	22.6%	17.7%	31.9%
<b>2011</b>	79.0%	29.7%	24.2%	25.1%
<b>2012</b>	83.3%	23.6%	19.0%	40.7%
<b>2013</b>	85.8%	30.6%	19.2%	36.1%

*Data Source = SDE School Report Card*



*Data Source = SDE School Report Card*

Our largest 1<sup>st</sup> Attempt HSAP ELA subgroup population by race has also been our “historically underachieving group”. With one hundred fifty two (152) out of two hundred fifty two (252) students or 60% of the 2009 group tested, the African American subgroup fell short of the SC State Performance Objective of 71.3% with a 1<sup>st</sup> Attempt HSAP ELA passage rate of 66%. Since 2009, there has been a steady, positive, yearly increase made by this subgroup as indicated in the chart below. As of 2013, the subgroup celebrates a total 16.9% passage rate gain, with 82.9% of the subgroup passing! Additionally, from 2012 to 2013, this subgroup eclipsed all other subgroups by race with a 1 year increased passage rate gain of 5%.



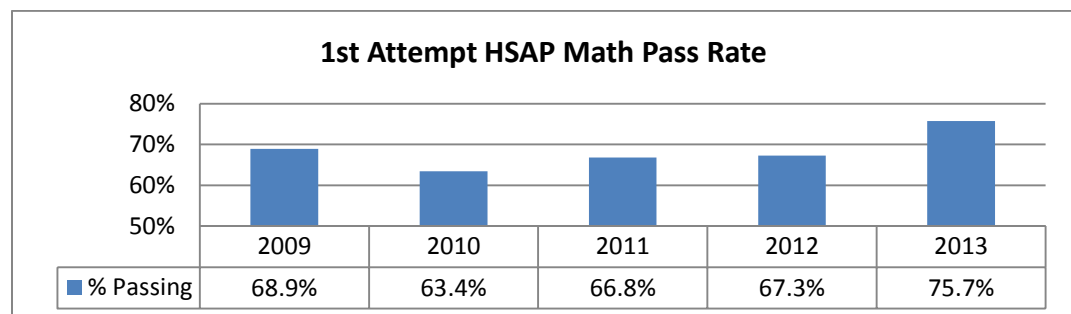
*Data Source = SDE School Report Card*

#### HSAP Mathematics (High School Assessment Program Mathematics) 1<sup>st</sup> Attempt Passage Rate

The First Attempt HSAP Math overall passage rate for 2013 rose to 75.7%, the highest passage rate in well over 5 years.

	% Passing	% Advanced	% Proficient	% Basic
<b>2009</b>	68.9%	27.1%	15.5%	26.3%
<b>2010</b>	63.4%	20.7%	14.5%	28.2%
<b>2011</b>	66.8%	25.9%	16.8%	24.1%
<b>2012</b>	67.3%	22.9%	16.4%	28.0%
<b>2013</b>	75.7%	24.8%	16.7%	34.2%

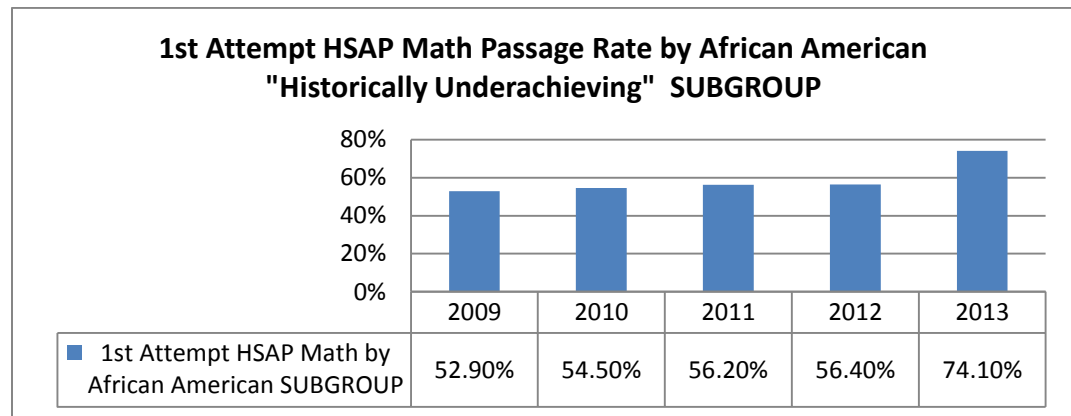
*Data Source = SDE School Report Card*





*Data Source = SDE School Report Card*

The African American subgroup, our largest subgroup by race and our “historically underachieving group”, scored below the SC state performance objective of 70.0% in 2009 with a 1<sup>st</sup> Attempt HSAP passage rate of 52.9% on the math portion. Until 2013, these scores have been inching up yearly ever so slowly. In 2013, the subgroup’s passage rate jumped to a high of 74.1% with a gain of 21.2 percentage points since 2009. Additionally, from 2012 to 2013, this subgroup eclipsed all other subgroups by race with a 1 year increased passage rate gain of 17.7%.



*Data Source = SDE School Report Card*

#### HSAP % Percent Tested (High School Assessment Program)

95% of all groups and subgroups are expected to be tested. In 2012 and 2013, all 1<sup>st</sup> Attempt HSAP ELA sub groups met expectation for percent tested.

HSAP ELA	2009	2010	2011	2012	2013
All	98.4%	98.0%	97.9%	98.6%	99.1%
Male	98.3%	98.4%	97.4%	98.2%	99.2%
Female	98.6%	97.6%	98.3%	99.1%	99.0%
White	100.0%	100.0%	95.2%	97.4%	97.6%
African American	97.4%	97.0%	97.9%	99.3%	99.2%
Asian/Pacific	100.0%	100.0%	100.0%	NA	NA
Hispanic	100.0%	100.0%	100.0%	NA	100.0%
Am Indian/Alaskan	NA	NA	NA	NA	NA
Disabled	100.0%	94.9%	94.3%	NA	NA
Limited English	100.0%	100.0%	100.0%	NA	NA
Subsidized Meals	97.7%	98.8%	97.9%	97.7%	100.0%

*Data Source = SDE School Report Card*

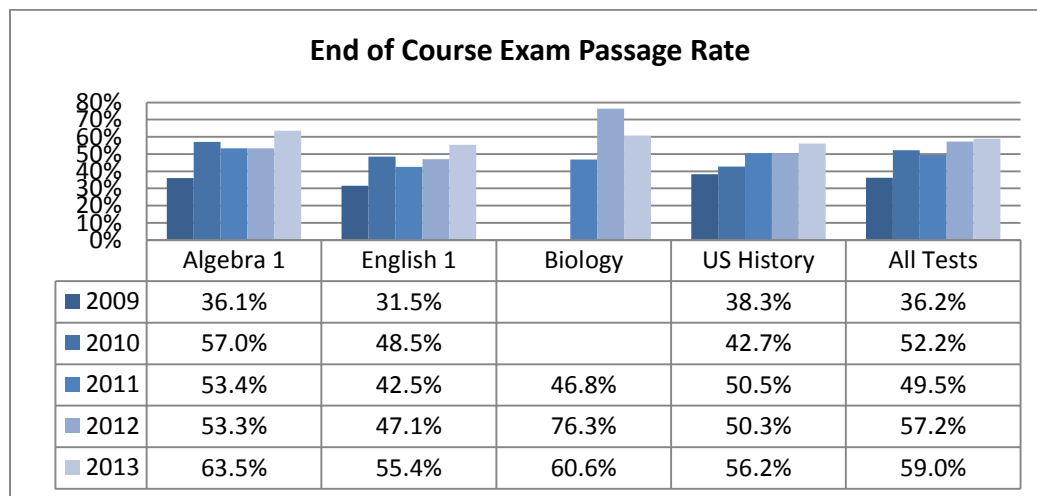
95% of all subgroups are expected to be tested. In 2012, we fell short of the expectation for one of the subgroups. In 2013, all 1<sup>st</sup> Attempt HSAP Math subgroups, once again, met expectations for percent tested.

HSAP Math	2009	2010	2011	2012	2013
<b>All</b>	98.8%	98.0%	97.9%	98.2%	99.6%
<b>Male</b>	98.3%	97.6%	99.1%	96.4%	99.2%
<b>Female</b>	99.3%	98.4%	96.7%	100.0%	100.0%
<b>White</b>	100.0%	100.0%	95.2%	92.1%	97.6%
<b>African American</b>	98.1%	97.0%	97.9%	100.0%	100.0%
<b>Asian/Pacific</b>	100.0%	100.0%	100.0%	NA	NA
<b>Hispanic</b>	100.0%	100.0%	100.0%	NA	NA
<b>Am Indian/Alaskan</b>	NA	NA	NA	NA	NA
<b>Disabled</b>	100.0%	94.9%	97.1%	NA	NA
<b>Limited English</b>	100.0%	100.0%	100.0%	NA	NA
<b>Subsidized Meals</b>	98.4%	98.1%	97.3%	97.0%	100.0

*Data Source = SDE School Report Card*

#### EOCEP (End of Course Examination Program) Passage Rate

The overall EOCEP passage rate has increased 22.8 percentage points from 36.2% in 2009 to 59.0% in 2013. During the same time frame, passage rates in Algebra rose +27.4%, in English rose +23.9%, and in US History rose +17.9%. The greatest 1-year gain from 2012 to 2013 was made in Algebra 1 with an increase of 10.2 percentage points.



*Data Source = SDE School Report Card*

#### Advanced Placement Tests (AP Tests) % Scoring a 3 or Above

The number of students enrolled in AP/IB courses and the number of AP exams taken has steadily increased since 2009. Four hundred eleven (411) AP exams were taken in 2013, up by 75 exams since the three hundred thirty six (336) AP exams that were taken in 2009. Although the percentage of AP exams scores 3 to 5 dipped in 2012, the percentages rebounded in 2013. The *number* of scores 3 to 5 are at a 6-year high with two hundred fifty nine (259) AP tests scored 3 to 5 in 2013 compared to one hundred sixty nine (169) AP tests scored 3 to 5 in 2008. The Class of 2013 had 17 AP Scholars.

% AP Scores 3 to 5	
<b>2009</b>	64%
<b>2010</b>	66%
<b>2011</b>	62%
<b>2012</b>	58%
<b>2013</b>	63%

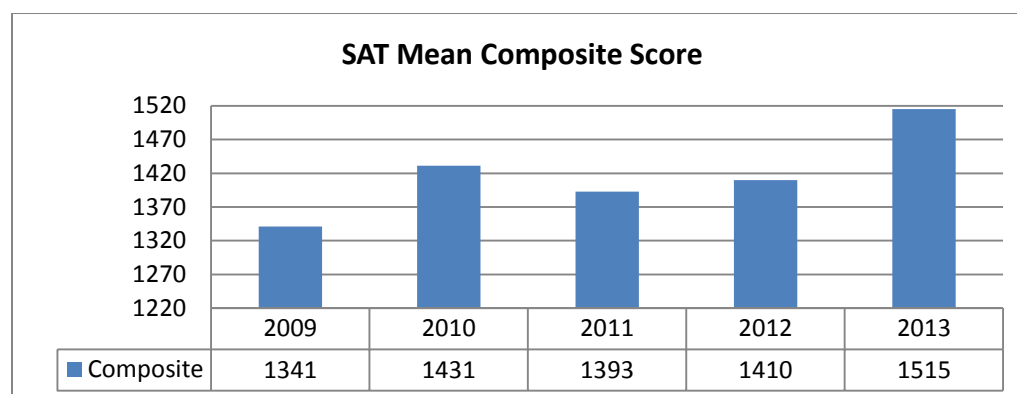
*Data Source = College Board AP Report*

#### SAT Mean Scores

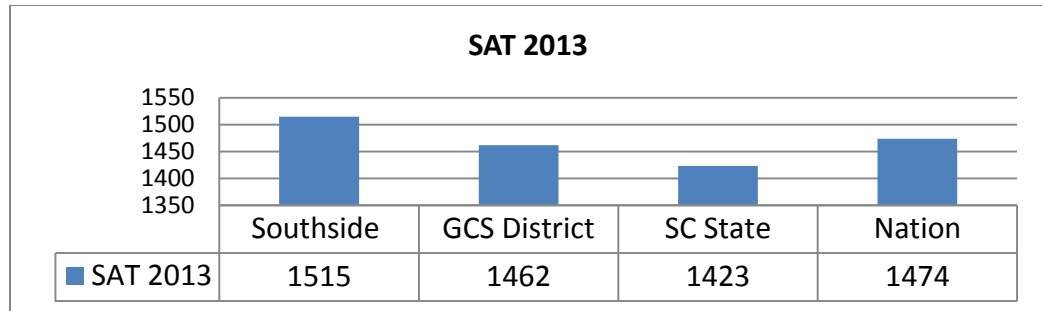
The SAT Mean Composite Score increased by 174 points over the last five years. The greatest increase over the five year period has been made in Critical Reading with a gain of 69 points, followed by Math with a gain of 59 points, and finally in Writing with a gain of 47 points. Southside's Mean Composite Score of 1515 in 2013 surpasses both the state (1436) and national (1498) scores. The Class of 2013 had 6 National Merit Finalists and 2 National Merit Winners. Three (3) Southside seniors scored a perfect score on the SAT math. Three (3) Southside seniors scored a perfect score on the SAT Critical Reading. Two (2) Southside seniors were Presidential Scholars Finalists.

SAT Mean Composite Scores					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Critical Reading</b>	447	483	467	471	516
<b>Mathematics</b>	455	491	472	481	514
<b>Writing</b>	438	475	454	458	485
<b>Composite</b>	1341	1431	1393	1410	1515

*Data Source = College Board SAT Report*



*Data Source = College Board SAT Report*



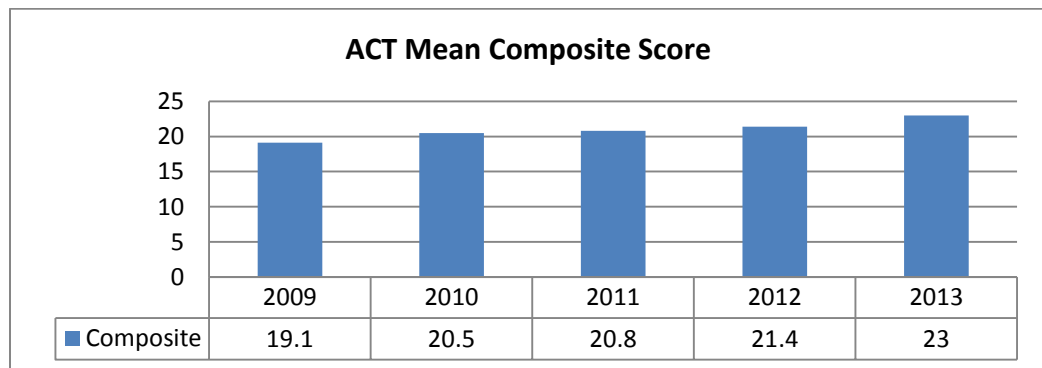
*Data Source = College Board SAT Reports*

#### ACT Mean Scores

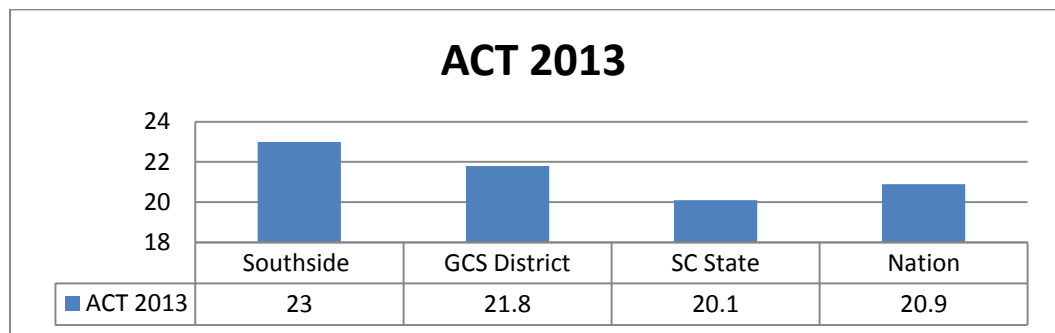
The ACT Mean Composite Scores continue to climb. In 2013 Southside High School students scored well above the SC State average of 20.4 and the National average of 20.9.

	2009	2010	2011	2012	2013
<b>English</b>	18.1	19.4	19.5	21.0	22.1
<b>Math</b>	19.9	21.5	21.3	21.5	23.3
<b>Reading</b>	19.4	19.6	20.9	21.9	23.3
<b>Science</b>	18.8	21.1	21.1	20.8	22.8
<b>Composite</b>	19.1	20.5	20.8	21.4	23

*Data Source = ACT Report*



*Data Source = ACT Report*



*Data Source = ACT Report*

## Graduation Rate

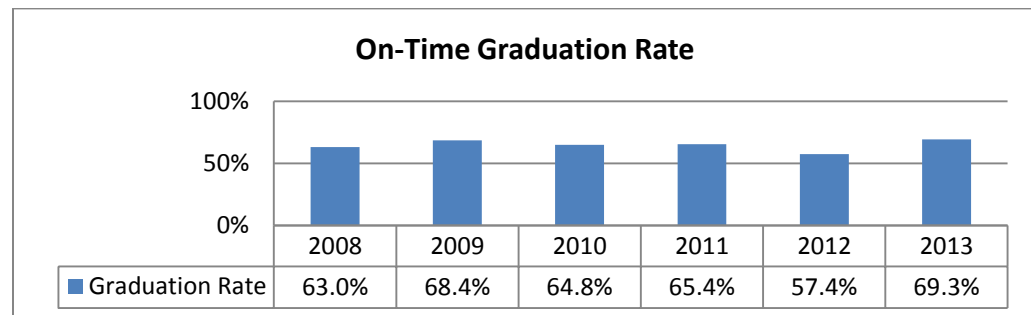
Positive advances in our End of Course (EOCEP) and HSAP passage rates have positively impacted our graduation rate. In 2013 we celebrated the highest on-time graduation rate in 9 years.

Graduation rate is based on the percentage of students who graduate on-time (within 4 years), pass both sections of the HSAP exit exam, and receive a SC State diploma. Factors that negatively impact graduation rate are:

- Special Education Occupational students do not receive a SC State diploma
- students who leave Southside High School, enroll elsewhere but fail to inform the school of their whereabouts are considered dropouts
- students who graduate late are not included in the on-time graduation rate

	On-Time Graduation Rate
<b>2008</b>	63.0%
<b>2009</b>	68.4%
<b>2010</b>	64.8%
<b>2011</b>	65.4%
<b>2012</b>	57.4%
<b>2013</b>	69.3%

*Data Source = SDE School Report Card*



*Data Source = SDE School Report Card*

- Teacher/Administrator Quality

## Professional Development Alignment

Professional development is very important in the school district of Greenville County and Southside High School. The school district provides summer training opportunities through its Summer Academy, as well as workshops and institutes sponsored by various departments throughout the year.

With changes to standards and curriculum this year, Southside High School teachers are expected to attend their department's monthly district-level professional development workshops.

Professional development conducted at Southside High School aligns very closely with our school and technology goals.

School Goals (SAP):

- Goal #1: Improve student achievement
- Goal #2: Improve school climate
- Goal #3: Ensure quality personnel in all positions

School Technology Plan (STP):

- Goal #1 Professional Development
- Goal #2 Curriculum and Instructional Integration
- Goal #3 Learners and their Environment

SC ADEPT Performance Standards for Teachers (PAS-T):

- Goal #1 Knowledge of Curriculum, Subject Content, and Development Needs
- Goal #2 Instructional Planning
- Goal #3 Instructional Delivery
- Goal #4 Assessment
- Goal #5 Learning Environment
- Goal #6 Communication
- Goal #7 Professionalism
- Goal #8 Student Achievement

Professional Development Focus 2013-14

Southside High School Focus

- Common Core Standards and Shifts
- Student Learning Maps – Curriculum and Assessment Alignment
- Critical Thinking Skills and Rigor
- Formative Assessment – Checking for Understanding
- Student Achievement – Benchmark Testing
- New Hire Orientation

Greenville County School District Focus

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
- PE/Health
  - Cross curricular connections
  - Technology for PE teachers and students
  - Promoting fitness
  - SPARK-CATCH training
- Visual and Performing Arts
  - CCSS implications for Visual and Performing Arts
  - Arts integration strategies
  - Arts education for the 21<sup>st</sup> Century
- ESOL/RTI/GT/SPED
  - Preparing all students for CCSS curriculum/instruction/assessment
  - Meeting the needs of the exceptional student
  - Strategies for collaboration between exceptional educators and regular educators

## Professional Development Focus 2014-15

### Southside High School Focus (Tentative)

- Common Core Standards and Shifts
- Instructional Planning: Curriculum and Assessment Alignment
- Argumentative and Informational Writing
- Student Accountability and the Role of Rubrics & Exemplars
- Engaging Students Daily in Thinking Critically
- Formative Assessment: Checking for Understanding with Fidelity
- Student Achievement: Using Benchmark Data for Instructional Planning
- New Hire Orientation

- School Climate

#### Student Attendance Rate

<b>Attendance Rate</b>	
<b>2009</b>	94.6%
<b>2010</b>	94.0%
<b>2011</b>	92.4%
<b>2012</b>	92.8%
<b>2013</b>	92.3%

Data Source = SDE School Report Card

#### Student Out of School Suspension or Expulsion Rate for Violent and/or Criminal Offenses

<b>OSS or Expulsion Rate</b>	
<b>2009</b>	0.1%
<b>2010</b>	0.1%
<b>2011</b>	0.0%
<b>2012</b>	0.0%
<b>2013</b>	2.2%

Data Source = SDE School Report Card

#### Opinion Surveys

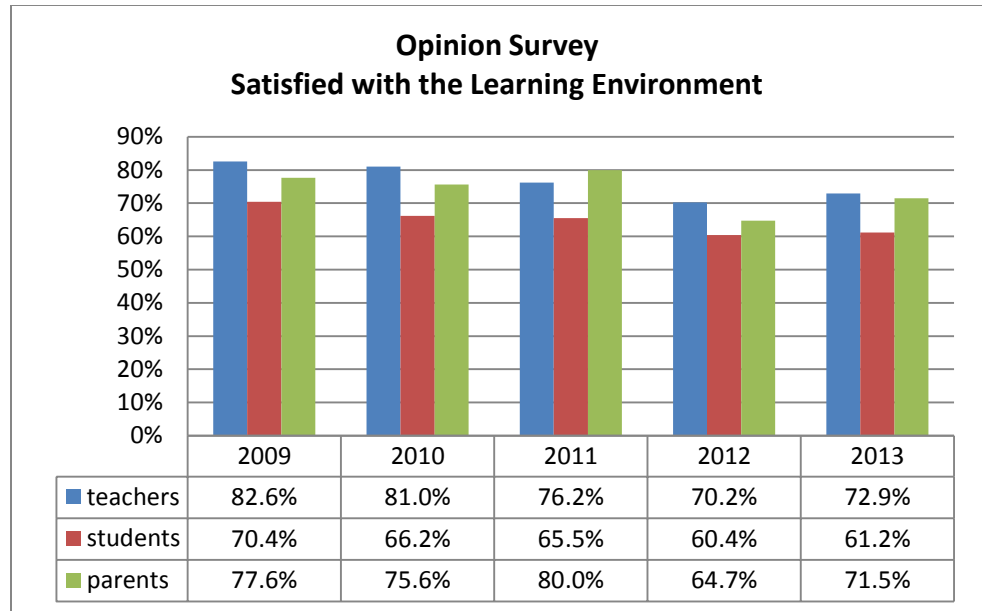
##### Percent Satisfied with the Learning Environment

Each year Southside High School teachers and only eleventh grade students and their parents are surveyed to determine the percent satisfied with the learning environment.

<b>Satisfied with Learning Environment</b>			
	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>2009</b>	82.6%	70.4%	77.6%
<b>2010</b>	81.0%	66.2%	75.6%
<b>2011</b>	76.2%	65.5%	80.0%
<b>2012</b>	70.2%	60.4%	64.7%
<b>2013</b>	72.9%	61.2%	71.5%

Data Source: SDE School Report Card





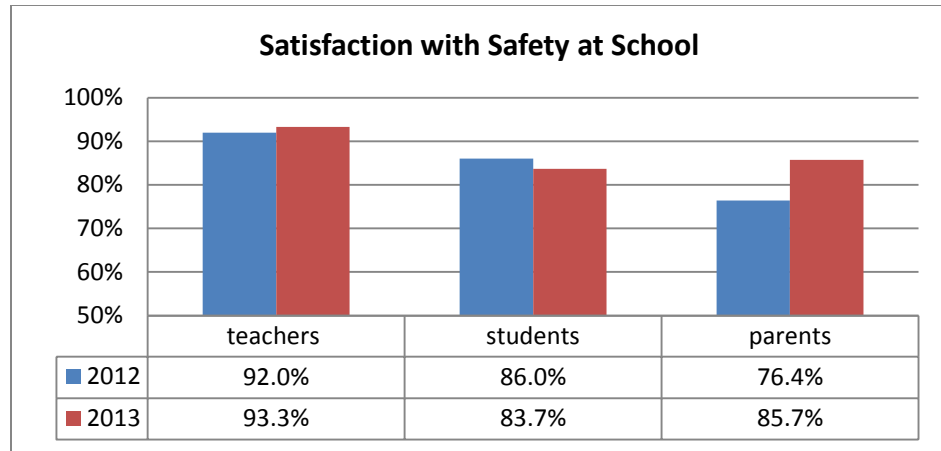
*Data Source: SDE School Report Card*

#### Percent Satisfied with School Safety

Each year Southside High School teachers and only eleventh grade students and their parents are surveyed to determine the percent satisfied with safety at school. Parents who responded to the opinion survey in 2013 indicated that 85.7% agreed or strongly agreed that their child feels safe at school, up almost 10% from the year before. 83.7% of students and 93.3% of teachers agreed or strongly agreed they feel safe at school.

Satisfaction with Safety at School			
	Teachers	Students	Parents
<b>2012</b>	92%	86%	76.4%
<b>2013</b>	93.3%	83.7%	85.7%

*Data Source: SDE School Report Card Survey*



*Data Source: SDE School Report Card Survey*

**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) 1<sup>st</sup> attempt from 83.3% in 2012 to 88.3% in 2018.

**ANNUAL OBJECTIVE:** Annually increase 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	84.3	85.3	86.3	87.3	88.3
School Actual	83.3	85.8					
District Projected	X	X	86.5	87.5	88.5	89.5	90.5
District Actual	85.5	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 47.1% in 2012 to 72.1% in 2018.

**ANNUAL OBJECTIVE:** Increase by 5 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	52.1	57.1	62.1	67.1	72.1
School Actual	47.1	55.4					
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					

\*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) 1<sup>st</sup> attempt from 67.3% in 2012 to 82.3% in 2018.

**ANNUAL OBJECTIVE:** Increase by 3 percentage points annually students meeting standard in mathematics on the High School Assessment Program (HSAP).

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	70.3	73.3	76.3	79.3	82.3
School Actual	67.3	75.7					
District Projected	X	X	82.4	83.4	84.4	85.4	86.4
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 53.3% in 2012 to 78.3% in 2018.

**ANNUAL OBJECTIVE:** Increase by 5 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	58.3	63.3	68.3	73.3	78.3
School Actual	53.3	63.5					
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					

\*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

<b>ELA – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	98.6	99.1					
Male	98.2	99.2					
Female	99.1	99.0					
White	97.4	97.6					
African-American	99.3	99.2					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	100.0					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	97.7	100.0					

<b>ELA – District - High School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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					

<b>Math – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	98.2	99.6					
Male	96.4	99.2					
Female	100.0	100.0					
White	92.1	97.6					
African-American	100.0	100.0					
Asian/Pacific Islander	NA	NA					
Hispanic	NA	100.0					
American Indian/Alaskan	NA	NA					
Disabled	NA	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	97.0	100.0					



<b>Math – District High School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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	99.0					
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 76.3% in 2012 to 81.3% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	77.3	78.3	79.3	80.3	81.3
School Actual	76.3	60.6					
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 50.3% in 2012 to 65.3% in 2018.

**ANNUAL OBJECTIVE:** Increase by 3 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	53.3	56.3	59.3	62.3	65.3
School Actual	50.3	56.2					
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.\*

☒ 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:** Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 62% in 2011 to 67% by 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

**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		63	64	65	66	67
School Actual	62	58	63					
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55					

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Annually increase by 2 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 6 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	473	475	477	479	481
Critical Reading Actual	471	516					
Math Projected	X	X	483	485	487	489	491
Math Actual	481	514					
Writing Projected	X	X	460	462	464	466	468
Writing Actual	458	485					
Composite Projected	X	X	1416	1422	1428	1434	1440
Composite Actual	1410	1515					

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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					

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Annually increase by 0.1 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 0.1 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	21.1	21.2	21.3	21.4	21.5
English Actual	21.0	22.1					
Math Projected	X	X	21.6	21.7	21.8	21.9	22.0
Math Actual	21.5	23.3					
Reading Projected	X	X	22.0	22.1	22.2	22.3	22.4
Reading Actual	21.9	23.3					
Science Projected	X	X	20.9	21.0	21.2	21.3	21.4
Science Actual	20.8	22.8					
Composite Projected	X	X	21.5	21.6	21.7	21.8	21.9
Composite Actual	21.4	23.0					

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



## 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 4 percentage points each year, from 57.4% in 2012 to 77.4% in 2018.

**ANNUAL OBJECTIVE:** Increase the on-time student graduation rate by 4 percentage points annually.

**DATA SOURCE(S):** SDE School Report Card2

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	61.4	65.4	69.4	73.4	77.4
School Actual	57.4	69.3					
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9					

# Strategic Education Plan 2013-2018

## ACTION PLAN: Goal 1

*Goal 1: Raise the academic challenge and performance of each child.*

Strategy 1 Implement and refine, as appropriate, a process for the continuous development and updating of 21<sup>st</sup> Century curriculum that is innovative and rigorous for all students.

Overall Leadership Principal

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
1.1.1 Implement a collaboratively designed standards-based curriculum for all students  a. Integrate Common Core State Standards b. Align curriculum with state and national standards c. Include 21 <sup>st</sup> Century skills across all content areas (such as collaborative problem solving, learning through digital means,	2013-2018	Department administrators  CRT  AP/IB Coordinator  Department Chairs			Syllabi aligned to appropriate standards submitted by course rather than teacher  Collaborative unit plans aligned to appropriate standards submitted by course rather than teacher  Weekly and daily lesson plans

simulations, etc.) d. Use innovative technology support for curriculum (e-learning, test prep software programs, etc.) e. Integrate literacy skills across content areas					
1.1.2 Use curriculum maps and curriculum alignment resources to provide for more effective articulation and pacing, to include strategies for rigor, critical thinking, differentiation, accommodations, and modifications to meet the needs of all students  a. Use district curriculum maps and resources on the portal b. Use IBO curriculum guides and resources provided by the IB/MYP programme c. Use AP curriculum guides and resources as provided by AP College Board d. Implement the Gifted and Talented curriculum to ensure alignment to	2013-2018	Department administrators  CRT  AP/IB Coordinator  Department Chairs			Common syllabi  Certified AP Syllabi  Common unit plans  Weekly and daily lesson plans

and extension of grade level curriculum and standards					
1.1.3 Make informational text and primary source text resources available to all teachers to support Common Core State Standards implementation  a. Survey teacher/department text needs b. Purchase texts	2013-2018	Principal  Media Specialist	\$\$		Purchase orders  Instructional Media Action Plan

Strategy 2    Implement innovative, research-based instructional delivery models that meet the needs of all students.

---

Overall Leadership    Principal

---

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
1.2.1 Implement rigorous, research-based instructional delivery models, such as Learning Focused, to support critical thinking required by the Common Core State Standards and to prepare	2013-2018	Department administrators  CRT  Department Chairs			Weekly lesson plans  Classroom observation forms  PAS-T portfolios

<p>students for the rigor of the Smarter Balanced Assessment System</p> <ul style="list-style-type: none"> <li>a. technology enhanced</li> <li>b. constructed response</li> <li>c. selected response</li> <li>d. performance tasks</li> </ul>					
<p>1.2.2 Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices including, but not limited to the following:</p> <ul style="list-style-type: none"> <li>a. Data-driven decision making</li> <li>b. 21<sup>st</sup> Century learning environments that are collaborative and student-centered</li> <li>c. Creative and targeted classroom accommodations and modifications for diverse learners</li> </ul>	2013-2018	<p>Department administrators</p> <p>CRT</p> <p>AP/IB Coordinator</p> <p>Department Chairs</p>	\$\$		<p>Common unit plans</p> <p>Weekly lesson plans</p> <p>Classroom observation forms</p> <p>Grade distribution reflection sheets</p> <p>Benchmark test data or pre/post tests</p>
<p>1.2.3 Challenge and accelerate student learning at all levels and through rigorous and innovative student-centered learning opportunities</p>	2013-2018	<p>Department administrators</p> <p>CRT</p> <p>AP/IB Coordinator</p>			<p>Weekly lesson plans</p> <p>Classroom observation forms</p> <p>PAS-T portfolios</p>

<ul style="list-style-type: none"> <li>a. Teachers will use the Bloom's taxonomy and 4 levels of rigor to drive and reflect on expectations for level of rigor in the classrooms</li> <li>b. Provide modeling, exemplars, and rubrics for student work</li> </ul>		Department Chairs			
<p>1.2.4 Implement and evaluate innovative, research-based, non-traditional delivery models to close achievement gaps, raise achievement, and increase the graduation rate, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>a. Virtual School</li> <li>b. APEX</li> <li>c. Twilight School</li> <li>d. Freshman Academy</li> <li>e. Seat-Time Recovery</li> <li>f. Test-Prep Classes (PassKey, USA Test Prep software, etc.)</li> <li>g. After-school Tutoring Program</li> <li>h. Career Centers</li> <li>i. Special Education Job Shadowing Program</li> </ul>	2013-2018	Principal  Administrative Team	\$\$		<p>Student schedules</p> <p>Student attendance records</p> <p>Software/materials purchase orders</p>

Strategy 3      Develop and implement formative and summative assessments across all grade levels and content areas that are aligned to Common Core and measure 21<sup>st</sup> Century critical thinking skills

Overall Leadership      Principal

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
<p>1.3.1 Develop and/or implement research-based formative and summative assessments school-wide in all grade levels and content areas to support student achievement of Common Core standards and support data-driven decision making in the classroom</p> <p>a. Use formative assessments strategies to check for understanding and progress of all students in the classroom</p> <p>b. Use exemplar assessments on the portal and/or the IBO CC (International Baccalaureate Online Curriculum Center)</p> <p>c. Attend district training</p>	2013-2018	<p>Department administrators</p> <p>CRT</p> <p>AP/IB Coordinator</p> <p>Department Chairs</p>			<p>Common-standards midterm and/or final exams</p> <p>Common-standards unit assessments</p> <p>Common-standards performance tasks</p> <p>Weekly lesson plans</p> <p>Portal professional development attendance records</p> <p>Observation forms</p>

<p>on multiple assessment models to include curriculum-based, performance-based and product-based</p> <p>d. Develop and implement common summative assessments (to include a variety of assessment types: i.e., constructed response, multiple choice, and performance tasks as we transition to Common Core)</p>					
1.3.2 Implement consistent use of Common Core-aligned rubrics to assess informational, argumentative, and narrative writing in all content areas.	2013-2018	<p>Department administrators</p> <p>CRT</p> <p>AP/IB Coordinator</p> <p>Department Chairs</p>			<p>Weekly lesson plans</p> <p>Observation forms</p> <p>PAS-T portfolios - writing examples and rubrics</p>
<p>1.3.3 Develop systems of student progress monitoring and benchmarking</p> <ul style="list-style-type: none"> <li>Benchmark testing program for all EOC and HSAP courses</li> </ul>	2013-2018	CRT			<p>Benchmark testing schedule</p> <p>Progress monitoring documentation</p>
1.3.4 Utilize data gathered during progress	2013-2018	Department administrators			Weekly lesson plans



monitoring and benchmarking to plan instructionally		CRT			<p>Quarterly Grade Distribution Reports</p> <p>Benchmark Test Data and Instructional Modification forms</p> <p>PAS-T portfolio – student achievement section</p>
<p>1.3.5 Develop, implement, and monitor school-wide systems for data gathering and analysis and communication with all stakeholders</p> <p>a. Tracking and testing 9GR groups</p> <p>b. Tracking student progress and develop appropriate intervention plans</p> <p>c. Monitoring school-wide benchmark testing, reporting, and instructional modification</p>	2013-2018	<p>Guidance department administrator</p> <p>Guidance Counselor/Test Coordinator</p> <p>Data Team</p>			<p>Tracking and testing documentation</p> <p>Student intervention plans</p> <p>Meeting agendas</p>

Strategy 4     Provide innovative, ongoing professional development to ensure 21<sup>st</sup> Century learning in every classroom.

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
1.4.1 Attend district and State training <ul style="list-style-type: none"> <li>a. For the integration of technology into curriculum, instruction, and assessment</li> <li>b. For the implementation of the Common Core State Standards</li> <li>c. For training on cognitive rigor and the implications for instruction and assessment (Smarter Balanced Assessment system)</li> <li>d. For training in disaggregating formative and summative assessment data to inform instructional decisions</li> <li>e. For content-related professional development</li> </ul>	2013-2018	Department administrators  CRT  Department Chairs			Portal professional development attendance reports  PAS-T portfolio – professionalism section
1.4.2 Provide ongoing support	2013-	CRT			Professional

<p>and training</p> <ul style="list-style-type: none"> <li>a. For the implementation of Common Core State Standards</li> <li>b. For the implementation of Learning Focused strategies and other researched-based instructional best practices to integrate literacy skills across content areas, to increase rigor, to support critical thinking in the classroom, and to implement rigorous assessment practices</li> <li>c. For the implementation of data gathering and analysis to inform instructional decision making</li> <li>d. For content-related professional development</li> </ul>	2018	Department Chairs			<p>development plan and agendas</p> <p>Professional development attendance reports</p>
---	------	-------------------	--	--	--

## PROFESSIONAL DEVELOPMENT

☐ Student Achievement    ☒ Teacher/Administrator Quality    ☐ School Climate    ☐ Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Meet state and district requirements by demonstrating 100% faculty and administrator participation in researched-based professional development opportunities.

**ANNUAL OBJECTIVE:** Demonstrate 100% faculty, administration, and staff participation in researched-based professional development opportunities.

**DATA SOURCE(S):** \_Portal attendance reports

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

**ACTION PLAN: Goal 2***Ensure quality personnel in all positions*Strategy 1 Attend innovative professional development to ensure 21<sup>st</sup> Century learning in every classroom.Overall Leadership Principal

<b><u>STRATEGY</u> <u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Sources</u></b>	<b><u>Indicators of</u> <u>Implementation</u></b>
2.1.1 All faculty new hires attend at least one research-based best practices training such as Learning Focused to help them implement best-practices in the classroom	Annually	CRT  Department Administrators			Portal Professional Development Reports  Training attendance sheets  Teacher PAS-T portfolio
2.1.2 All faculty and administration attend at least one 21 <sup>st</sup> Century technology-based training to help them integrate curriculum, instruction, and assessment	Annually	Department administrators  CRT			Portal Professional Development Reports  Teacher PAS-T portfolio
2.1.3 All faculty and administration attend at least one literacy skills based training for the implementation of the Common Core State Standards	Annually	Department administrators  CRT			Portal Professional Development Reports  Teacher PAS-T portfolio

2.1.4 All counselors and support staff to attend at least one training to increase the quality of services to families and/or students	Annually	Principal  Department Administrators			Portal Professional Development Reports
2.1.5 All faculty, administration, and staff complete district safety training	Annually	Department administrators			Safety Training Reports  Teacher PAS-T portfolio

## 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	92.8	92.3					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

## STUDENTSUSPENSIONS AND EXPULSIONS FOR VIOLENT/CRIMINAL REPORT

☐ Student Achievement  
 ☐ Teacher/Administrator Quality  
 ☒ School Climate  
 ☐ Other Priority

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

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%
School Actual	0.0	2.2%					
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%					



## 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 64.7% in 2012 to 67.2% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2012-13, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	65.2	65.7	66.2	66.7	67.2
School Actual	64.7	71.5					
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.\*

## 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 60.4% in 2012 to 62.9% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 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	60.9	61.4	61.9	62.4	62.9
School Actual	60.4	61.2					
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					

## 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 70.2% in 2012 to 72.7% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	70.7	71.2	71.7	72.2	72.7
School Actual	70.2	72.9					
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 76.4% in 2012 to 78.9% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	76.9	77.4	77.9	78.4	78.9
School Actual	76.4	85.7					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

\*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 86% in 2012 to 88.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	86.5	87.0	87.5	88.0	88.5
School Actual	86	83.7					
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 92% in 2012 to 94.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage points annually teachers who feel safe at school during the school day.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	92.5	93.0	93.5	94.0	94.5
School Actual	92	93.3					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

**ACTION PLAN: Goal 3**

*Provide a school environment supportive of learning*

Strategy 1      Improve school attendance related practices, policies, and procedures in order to increase student attendance across all grade levels.

---

Overall Leadership      Principal

---

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
3.1.1 Research and identify successful strategies to improve attendance, including decreasing student tardies, (such as attendance rewards, school attendance competitions, etc.) a. Pilot new strategies b. Implement successful pilot strategies (may include purchase of incentives)	2013-2018	Attendance-Drop out Committee Team Leader	\$\$		Committee meeting minutes  Attendance records  Faculty and/or student handbook policies and procedures
3.1.2 Improve early detection and intervention of potential drop outs to increase Southside's graduation rate a. Convene a committee of an administrator, faculty	2013-2018	Attendance-Drop out Committee Team Leader			End of Year and Summer Review  Committee meeting minutes

member, counselor, intervention specialist, and attendance clerk to determine improved identification methods b. Identify methods to intervene with students and families experiencing attendance problems					Faculty and/or student handbook policies and procedures  Attendance records  School Report Card graduation rate
---	--	--	--	--	---

Strategy 2    Improve school discipline related policies and procedures in order to decrease the student expulsion rate

Overall Leadership    Principal

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
3.2.1 Provide training to faculty new hires on the use of the Incident Management System (IMS) to insure accurate tracking of all discipline incidents	Annually	CRT  Attendance Clerk			Professional Development training agendas and/or attendance records  IMS reports
3.2.2 Continue to communicate school district behavior code to parents, students and school personnel through school website, parent newsletters and student and faculty	Annually	Principal			Website, newsletters  Student and/or faculty handbook



handbooks					
3.2.3 Provide counseling services for students who have been suspended and their parents	Annually	Principal			Probation Contracts

Strategy 3     Improve school practices, policies, and procedures in order to increase parent, student, and teacher satisfaction with the learning environment

Overall Leadership     Principal

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
3.3.1 Conduct a web-based survey of a sample of parents, students, and teachers to determine school strengths and weaknesses a. Create a web-based survey b. Evaluate survey results c. Research and identify strategies to improve school practices and/or policies d. Implement as determined	2013-14	SIC Committee Chairperson  PTSA President  Principal			Create Survey Monkey Phone messenger  Survey results  SIC Committee and/or PTSA agendas and/or minutes  Student and/or faculty handbooks
3.3.2 Increase public awareness of Southside programs	2013-14	SIC Committee Chairperson			SIC Committee and/or PTSA agendas and/or minutes

a. Review breadth and depth of current forms of communication b. Explore ways to improve two-way communication (between stakeholders and school) c. Explore additional outreach opportunities		PTSA President  Principal			
---	--	---------------------------------	--	--	--

Strategy 4     Improve school practices, policies, and procedures in order to increase parent, student, and teacher satisfaction with school safety

---

Overall Leadership     Principal

---

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
3.4.1 Monitor facilities, personnel, programs and equipment that provide for a safe and secure environment a. Document district personnel safety training compliance b. Evaluate existing facility security systems and improve as needed	Annually	Principal  Department Administrators			Fire and other emergency drill schedules  Safety training compliance records  Administration Team minutes
3.4.2 Conduct on-line to determine safety concerns a. Evaluate survey results	2013-14	SIC Committee Chairperson			Survey results  SIC Committee and/or

b. Research and identify strategies to improve school practices and/or policies c. Implement as determined		PTSA President Principal			PTSA agendas and/or minutes
---	--	-----------------------------	--	--	-----------------------------

[2011-12 School Report Card link](#)

[2011-12 ESEA \(Federal Accountability Rating System\) link](#)

[2012-13 School Report Card Link](#)

[2012-13 ESEA \(Federal Accountability Rating System\) link](#)