BLUE RIDGE HIGH SCHOOL

PRINCIPAL: REENA WATSON
DISTRICT: GREENVILLE COUNTY SCHOOLS
SUPERINTENDENT: BURKE ROYSTER

2018- 2023

<p style="text-align:center">SCHOOL RENEWAL PLAN COVER PAGE</p>

SCHOOL NAME: Blue Ridge High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 *(one year)*

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

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

SUPERINTENDENT

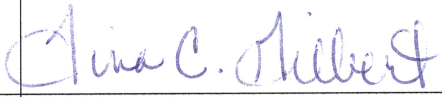| Dr. W. Burke Royster	*W Burke Royster*	4/23/19
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Reena Watson	*Reena Watson*	03/29/2019
PRINTED NAME	SIGNATURE	DATE
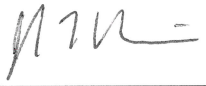
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*Charles J. Saylors*	4/23/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tina Gilbert	*Tina C. Gilbert*	3/29/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Joel T. Perkin	*(signature)*	3/29/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2151 Fews Chapel Rd. Greer, SC 29651

SCHOOL TELEPHONE: (864) 355-1800

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

POSITION	**NAME**
1. Principal	Reena Watson
2. Teacher	Allison Skinner
3. Parent/Guardian	Tina Gilbert
4. Community Member	Amy Lynn
5. Paraprofessional	Richard Stevens
6. School Improvement Council Member	Austin Abercrombie
7. Read to Succeed Reading Coach	Catie Lynch-Miner
8. School Read to Succeed Literacy Leadership Team Lead	Joel T. Perkin
9. School Read to Succeed Literacy Leadership Team Member	Elizabeth Roberts

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

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

POSITION	**NAME**
Assistant Principal/ Reading Coach	Catie Lynch-Miner
Read to Succeed Literacy Leadership Team	Chrystal Winzenried
Read to Succeed Literacy Leadership Team	Elizabeth Roberts
Read to Succeed Literacy Leadership Team	Brianna Kellett
Read to Succeed Literacy Leadership Team	Danial Vanaman
Read to Succeed Literacy Leadership Team	Marcie Case
Read to Succeed Literacy Leadership Team	Steven Coy
Read to Succeed Literacy Leadership Team	Frances Stephenson

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

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.

N/A Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

_____ Recruitment
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation,

poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X__ Collaboration
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3
The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__X__ Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

to the Blue Ridge High School Portfolio

The Blue Ridge High School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff, students, parents, and community with an ongoing means of self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Blue Ridge High School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of improving student achievement – our ultimate outcome. It is in this portfolio that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout our school during this time. It also shows how all of the parts fit together to make our school a positive place for our students.

A team of teachers were involved in developing the narrative for our portfolio based on input from the staff, along with students, parents, and members of the community. Much of the narrative content came from staff discussions in the process of evaluating our work. These discussions and assessments asked staff to contribute "evidence" of our progress.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the present and future world!

EXECUTIVE SUMMARY

Welcome to Blue Ridge High School!

Located at the foothills of the Blue Ridge Mountains, Blue Ridge High School serves over 1,000 students, most of whom live in a rural community. Exhibiting southern hospitality at its best, our community prides itself on its open and welcoming atmosphere. As the school's population has continued to grow, so has our cultural and ethnic diversity, thus illustrating our commitment to educate students from all backgrounds.

We have created our mission statement based on a shared vision which coordinates our goals, our school plan and our professional development. We have a clearer understanding of state and national learning standards. We are making instructional decisions based on student achievement data and our stakeholders are better informed about school processes. The EOC scores of our students continue to increase and Blue Ridge High School is preparing its students for life after graduation whether that involves continuing education, the military, or entering the work force. In spite of these gains, our school earned an "Average" ranking last year. In order to better serve the needs of our students, we have continued to analyze data from the school report card and align our portfolio and teachers' student achievement goals with this information.

Blue Ridge High School offers quality electives to enrich the lives of our students. Our Fine Arts program has been the recipient of numerous awards in Marching Band, Concert Band, Choir, and Orchestra. Students in our Future Farmers of American and Future Business Leaders of America programs have also brought home awards and represented "The Ridge" with pride.

Although every student has been issued a Personalized Learning Device (Dell Chromebook) efforts still need to be made to improve the quality of lessons in regards to appropriate usage of technology. In order to meet the needs of our students, we must continue to raise student test scores each year. In addition, we will continue our efforts towards improved parent communication.

The administration collaborates as a unit along with the faculty to ensure our students are learning in an orderly, safe, and pleasant environment.

Student Achievement Results

In accordance with South Carolina Curriculum Standards, Blue Ridge High School (BRHS) gathers and analyzes data on student academic achievement through standardized test results and other student performance sources. Examples of these standardized tests include the American College Test (ACT), Scholastic Aptitude Test (SAT), and the WIN (Worldwide Interactive Network Ready to Work assessment) as the main indicators of measuring student achievement. It is mandatory that all students in their third year of high school take the WIN. The ACT and SAT are taken voluntarily by any junior or senior. In addition, students who are enrolled in Algebra I, English I, Biology, and US History are assessed using End-of-Course Exams. A summary of BRHS students' scores follows. Finally, BRHS teachers use formative and summative assessments to regularly monitor student progress and modify instruction as needed. These assessments provide a variety of evidence that achievement goals have

been met. Throughout each semester, teachers communicate and collaborate with colleagues in order to improve student performance.

For the purpose of this report, Blue Ridge High School's student achievement results have been divided into six categories:

- ACT

- SAT

- WIN

- End of Course Exams

- Advanced Placement Exams

- Graduation Rate

The ACT and SAT are intended to help evaluate the College Preparatory programs specifically. The WIN and EOC Exams are intended as an evaluation of the minimum program. The AP, in turn, is intended to help evaluate the honors and AP program.

ACT

The ACT is currently designated as one South Carolina's optional college readiness assessments that were added to accountability measures in 2015.

The composite score for ACT in 2017 was 17.2; in 2018 the composite score was 18.4, which is a 1.2 point increase.

SAT

Over the past three years Blue Ridge's average composite SAT score has remained about the same. In 2018 our average composite score was 1068. The district's average composite score was 1089 and the state's was 1064.

WIN

The WIN (Ready2Work) career assessment is currently designated as South Carolina's career readiness assessment that was added as an accountability measure in 2018

In 2018, 66% of our students earned a rank of "silver" or higher and are considered "Career Ready" on the Ready to Work assessment. However, 16% did not even earn the Bronze certificate. Three students (1.2%) earned the highest certificate, meaning they scored at a Level 6 or Level 7 on all three assessments.

End of Course Exams

The percentage of students passing the Algebra I EOC has decreased in the past three years. In 2016 the passage rate was 81.8%, decreased to 73.2% in 2017, and decreased to 65.4% in 2018.

The percentage of students passing the English I EOC has increased within the past year. In 2016 the passage rate was 68.6%, decreased to 66.7% in 2017, and increased to 79.4% in 2018.

The percentage of students passing the Biology I EOC has decreased in the past three years. In 2016 the passage rate was 83.2%, decreased to 77%% in 2016, and decreased to 59.3% in 2018.

The percentage of students passing the US History EOC has steadily climbed in the past three years. In 2016 the passage rate was 84%%, moved up to 84.3% in 2017, and 84.6% in 2018.

Advanced Placement Exams

Blue Ridge has been fortunate in the last few years to be able to teach a variety of advanced placement courses. Not all classes are taught each year, but the subjects include:

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP English Literature
- AP English Language
- AP European History
- AP US History
- AP European History
- AP Human Geography
- AP US Government
- AP Macroeconomics
- AP Spanish
- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science
- AP Computer Science

The number of AP classes offered decreased from 18 to 17 courses in 2017. The overall passage rate (Score 3-5) is 49% for 2018, which is up from 43% in 2017.

High School Graduation Rate

The on-time graduation rate has decreased over the past three years. In 2016 the graduation rate was 89.1%, in 2017 the graduation rate was 85.3%, and then decreased to 83.4% in 2018.

Teacher and Administrator Quality

In 2018-2019 school year the faculty was comprised of 42% males and 58% females.

In 2018, there were 83% Caucasian, 14% African American, and 3% Latin American faculty members (teachers, guidance counselors, media specialist, IC, TIS, and administrators) on staff.

63% of the BRHS faculty have advanced degrees. 5% of the faculty is not certified due to ROTC or PACE positions. All certified personnel are required to attend at least 24 hours of professional development each year. The certified faculty averages over 14 years of experience in education.

The principal has been in education for twenty-seven years with thirteen of them as principal of the school. The three assistant principals have a combined total of 18 years' experience as administrators. All administrators are certified as secondary administrators.

Significant Challenges

BRHS draws from a geographically large and diverse community. Some students who attend BRHS are reared in low socioeconomic environments such as subsidized housing and foster homes. Other students live within a high socio-economic bracket; however, families with blue-collar jobs are more prevalent. Many families live on large plots of land and work in a family business. In many cases the skills needed to work in the family business have been taught and passed down thus making not making education a necessity to continue the business. An emphasis on education is most likely to be seen in families that have moved into the area due to a job relocation or upper middle class and above families, which are not the majority of the student population.

One attitude of the community is a number of parents view vocational skills as being more important than academic skills. A large number of BRHS parents have an education level at or below a High School Diploma. As a result, parents may not set high educational expectations for their own children. For instance, this includes lack of encouragement for them to earn a High School Diploma or to pursue a higher education beyond high school. To offset this socio-economic gap in achievement, BRHS staff and teachers must strive to instill the value of education through positive role modeling, guest speakers and special events for parents and students.

Significant Awards, Results, and Accomplishments

2018

Ms. Emily Thompson was awarded the "Frameworks Grant" in the amount of $250.00 for the second year in a row.

Mrs. Leslie Susie was awarded $784.00 from the Greater Greer Foundation Grant for a math and reading center in her classroom.

Congratulations to Coach Austin Weathers for being selected to coach in the 2019 SCWCA Best Western North South All Star classic.

Mr. Travis Farnham was awarded the Golden Apple Teacher of the Week in December of 2018.

Three BRHS students make the top 5 in the J. Harley Bonds Career Center "Amazing Shake" challenge - and the overall winner is a Blue Ridge Tiger.

One of our students won a $20,000 AFJROTC Chief of Staff Flight Academy Private Pilot Scholarship. She will attend a nine-week flight training program with 120 other high school students across the United States who will earn their private pilot's license and up to 12 college credits.

At the 2019 FBLA Districts we had seven students place first in an event, one student place second, two students place third, and three students place fifth. The first through fourth place winners will be traveling to San Antonio, Texas this summer to compete at the 2019 National Conference.

Our Orchestra program had three students make the Region Honors Orchestra and one student was an alternate. Two students made the All-County Honors Orchestra.

Eighteen students made the South Carolina Allstate Chorus – the most students from one school in Greenville County.

2017

Emily Thompson was awarded "Frameworks Grant" in the amount of $250.00

Congratulations to Ms. Hernandez-Ross for being awarded $500 from the Taylors Walmart in response to her Community Grant application

Mr. Farnham received a $1,000.00 grant from the Greater Greer Foundation is for his plan for a comprehensive broadcast journalism program
The Spanish Club raised $1,285 from their Pulsera project sales. These funds will have a profound impact on countless lives in Nicaragua and Guatemala.

The BRHS Corp of Cadets finished FIRST in class at the James F. Byrnes competition ♦ Finished FIRST in class at the Blythewood competition ♦ Finished third overall at the Upper State competition, and FIRST in Visual Performance ♦ Finished sixth out of 33 bands at the State Competition.

26 students made Allstate Chorus this year, one the highest years for us here at BRHS and the 5th largest from any school in the state

A student received a Presidential Fellows Scholarship from Anderson University. This is a full tuition with room and board for four years at Anderson University.

All FLBA students who competed in the 2018 FBLA District Conference placed!

All FBLA student who competed in the 2018 FBLA State Conference placed with many winning 1st place!!

BRHS Corp of Cadets finished FIRST in class at the James F. Byrnes competition, FIRST in class at the Blythewood competition, third overall at Upper State, and FIRST in Visual Performance. The Corp of Cadets finished 6th out of 33rd band at the State Competition.

The BRHS orchestra competed in the Fiesta-Val at the Clayton Performing Arts Center in Atlanta, GA. They were awarded 1st Place with a Superior Rating in Division IV String Orchestra. This is the highest rating you can receive from the judges. Great job orchestra students!

26 students made Allstate Chorus this year, one the highest years for us here at BRHS and the 5th largest from any school in the state.

AFJROTC established the first CyberPatriot Team in the GSC school district; participated in the Gold category at state level competitions.

Sherry Thornton was selected as one of ten outstanding GCS employees to receive the Spring 2018 Employee Spotlight Award presented by Horace Mann.

2016

AFJROTC continues to provide support to the school and community through extensive training, volunteerism, community service, and fundraising.

Science Teacher Emily Annas earned funding at DonorsChoose.org for a classroom project called "Let's Get Cooking with a GO Sun Solar Stove!".

A student received a laptop scholarship at the 25th Spirit Fest 2016 at Furman University.

A student represented Blue Ridge High School and the State of South Carolina at the Congress for Future Medical Leader in Boston, Massachusetts, in June and received the Award of Excellence.

Two students were selected by the National Academy of Future Scientist and Technologists Award of Excellence for outstanding academic achievement, leadership potential, and determination to serve humanity in the field of science and technology.

An English teacher received a grant to purchase standing desks for her classroom.

Special Education teachers received a grant to receive iPods and Virtual Reality Head Sets for student to take virtual field trips and gain access to a whole new world of experiences and a grant from the Greater Greer Foundation for $1,200 for "Cooking in the Classroom" to assist with buying food so that her students can learn to cook n and easy recipes.

JV and Varsity cheerleaders brought home first place at the Carolina Classic.

Varsity cheerleaders won the region championship. This was the third region championship in a row for the Tigers.

Varsity Cheerleader qualified for the State playoffs.

The boys and girls cross country team placed 8th and 3rd, respectively, at the state meet. Three students placed high enough to be considered All-State!

The varsity volleyball team qualified for the State playoffs.

Girl's golf qualified for Upper State.

The Corp of Cadets won it class at the James F Byrnes Tournament of Bands. The band also took 1st place in class in musical performance, overall effect, and guard. Overall, the Corps of Cadets finished in a tie for 3rd place out of 24 bands who performed and was 2nd on the day in visual effects.

The Corp of Cadets finished 3rd out of 20 bands for the Honors concert Choir to perform for the Choral division at the 2017 conference of the South Carolina Music Educators Association.

BRHS orchestra program was awarded a $500 grant through the Music Club of Greenville.

Seven student competed in the Palmetto Dramatic Association in February.

Over the course of the first semester our cadets accumulated over 860 hours of community service. We purchased sabres and established our first ever Sabre Team. Our cadets led the North Greenville University Homecoming Parade and provided a sabre team for their Homecoming ceremony.

SCHOOL PROFILE

School Community

Blue Ridge High School is located in a rural community situated in the northern portion of Greenville County, South Carolina. It is nestled in the foothills of the Blue Ridge Mountains near the North Carolina border, between the cities of Greer and Travelers Rest. Though the school is not located in a designated town, it is within a close-knit community. Blue Ridge High School is one of 14 traditional high schools in Greenville County.

Blue Ridge High School was first established in 1955. The original building was located on Tyger Bridge Road. The current building was constructed in 1986 and the renovation/expansion project was completed in January 2006. When Blue Ridge High School first opened its doors, there were 339 grade eight through twelve students enrolled. Upon completion of the renovation project, the building capacity is now 1,300 students, grades nine through twelve. There are currently approximately 1,024 students and 72 certified personnel.

The Blue Ridge High School attendance area is one of the largest geographical areas in the Greenville County School District. It covers approximately 186 square miles and makes up approximately 23 percent of the entire county. Most families living in the community of Blue Ridge have a long ancestral history, dating back for several generations.   However, there is a steady influx of new families with many new subdivisions being built in the area.

The economic status of the region runs the gamut from low to upper income brackets. Due to the rural setting of the school, many workers travel to other locales to work in businesses and industries. This relationship allows Blue Ridge High to foster many contacts within the surrounding business community.

The Blue Ridge area is served by a variety of higher education facilities. North Greenville University, Furman University, and the Greer campus of Greenville Technical College are located in close proximity to Blue Ridge High School. Additional educational opportunities are available in the Greenville area through the University Center of Greenville and various other organizations. The convenience of the higher learning facilities allows easy access and familiarity to the students.

School Personnel

In addition to the 72 certified faculty members; which include teachers, guidance counselors, athletic director, assistant athletic director, administrators, and media specialists, the following classified employees serve in support roles for the school:

- Guidance clerk
- Attendance clerk
- Instructional Coach
- Technology Integration Specialist
- School Resource Officer
- Licensed nurse
- Receptionist
- Bookkeeper
- Secretary
- Certified athletic trainer
- In-School Suspension (ISS) facilitator

Student Population

Over time, the student population has decreased steadily as shown below.

Student Enrollment

Student Ethnicity

86% Caucasian, 5% Hispanic, 5% African American, 4% Other
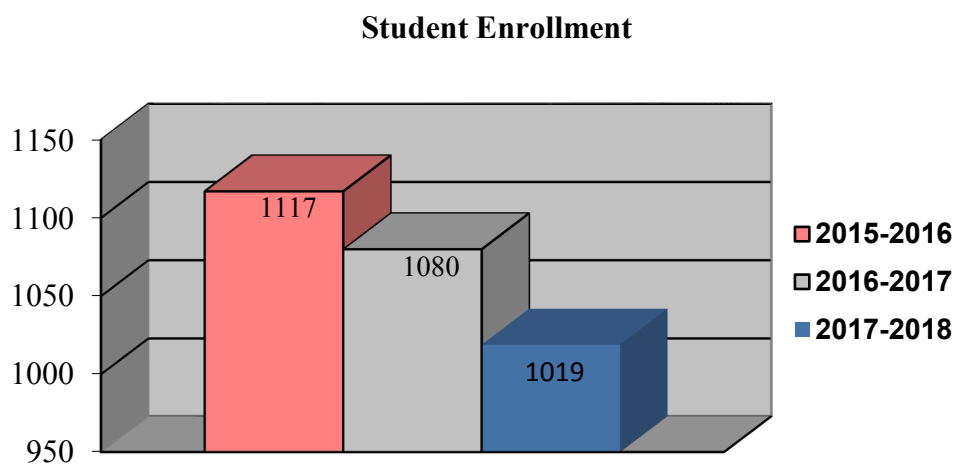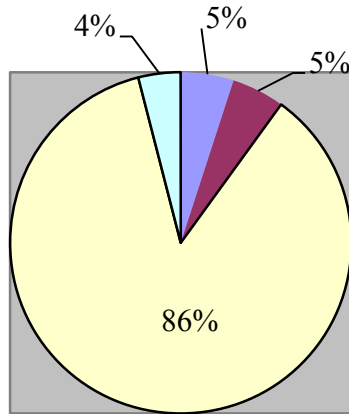
Hispanic   African American   Caucasian   Other

Approximately 30 percent of Blue Ridge High School students qualify for free and reduced priced meals, and almost 239 students use the school bus system to get to school and/or home each day.

In addition, approximately 15 percent of BRHS students qualify for special education services. We offer special needs students support through resource classes as well as through self-contained classes. Students qualifying for the self-contained classes work towards an occupational diploma. 34 students have a 504 and receive accommodations. 49 students are limited English Proficient and are provided assistance through an ESOL teacher and receive accommodations. Over the past five years our special needs population has grown at approximately the same rate as our school enrollment.

Number of Students Receiving Special Services

LEP

504

Self-Contained

Resource
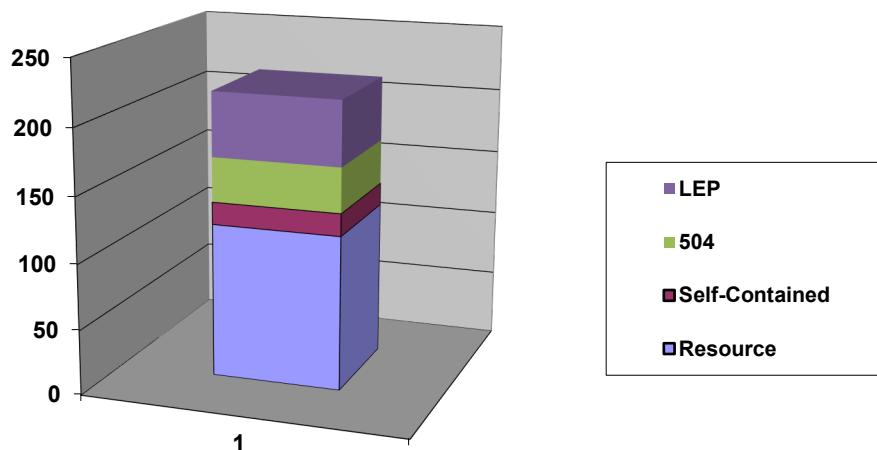
Academic and Behavioral Features/Programs/Initiatives

Blue Ridge High School promotes student involvement in extra-curricular activities and programs. A wide array of offerings is available to students: Beta Club, Student Council, National Honor Society, AFJROTC, Health Occupations Students of America, Future Farmers of America, Key Club, and Fellowship of Christian Athletes. Currently, almost 50 percent of our student body is actively involved in our athletic programs, the Blue Ridge High School Corps of Cadets, and our Chorus and Orchestra. In addition, we offer Credit Recovery through VirtualSC for students needing to make up academic credits.

Blue Ridge High School currently uses the 4X4 Block with embedded A/B Scheduling model. Using this model provides teachers with larger blocks of time for instruction that can be more student-centered. With this model, teachers can also better incorporate project-based learning and inquiry learning experiences into the curriculum. The 4X4 Block model also affords teachers better opportunity to address differences in learning styles and intelligence modes. This model encourages students and teachers to work cooperatively as a community of learners who encourage and support each other.

At Blue Ridge High School, we have been very successful in our overall approach to educating children. Our daily operations have been established by the administration with input from the faculty and staff. The BRHS administration and faculty is afforded discriminatory privileges with funding and allocations in order to make spending decisions that best suit the needs of the students and overall educational program.

In addition, BRHS has established an academic learning climate in which there is a focus on instructional goals. The decision-making process is collaborative and provides opportunities for meaningful involvement of school stakeholders. Progress in improving student achievement and instructional effectiveness is monitored frequently and is adjusted as necessary. Instruction at Blue Ridge High School is based on a standards and data driven curriculum. Teachers make adjustments to the instructional process based on student learning styles and assessments of student learning. Instruction at BRHS has become more uniform and consistent by focusing on learning standards and implementing strategies for the EOC, ACT, and SAT. Curriculum at Blue Ridge High School is firmly centered on both state and district learning standards. The curriculum focuses on the diverse needs of all student learners and provides opportunities for acceleration and remediation in language arts, mathematics, science, and social studies. Blue Ridge High School continues to embrace the Personalized Learning Initiative, in which every student was issued a district-provided device for the use in and out of the classroom.

MISSION, VISION, AND BELIEFS

We, the faculty and staff of Blue Ridge High, believe our purpose is to serve the community by preparing the successful adults of tomorrow. This purpose is very important for creating the mission, vision, and beliefs of Blue Ridge High.

During this self-study for SACS, our mission, vision, and beliefs were revisited to determine if any changes were necessary. Blue Ridge High School's vision portrays what the school will be like when the mission is achieved. In our SACS study committee we discussed the beliefs to determine their continuing relevance to us. After minor revisions, the mission, vision, and beliefs were reviewed and agreed upon by the faculty and staff.

Our mission is…

…to offer each student interdisciplinary experiences that develop intellectual, social, physical, creative, and technological potential in a safe environment.

Our vision at Blue Ridge High School is to create a school where:

- Each student will feel that the curriculum has prepared him or her for college and/or the workforce.

- The curriculum will be relevant, challenging and interesting.

- The curriculum will be always expanding, never stagnant, and changing to meet the needs of the student.

- Instruction will value student input.

- Instruction will be enhanced with technology when applicable.

- Instruction will be accurate, well-planned, professional, and effective.

- Each student will be assessed proportionately on content and skills taught in the instructional process.

- Each student will be aware of the expectations that will be assessed.

- A variety of assessment techniques will be used.

- Assessment will be fair, accurate, and will require critical thinking.

- Students, teachers, and administration will feel pride and ownership in Blue Ridge High School.

- Blue Ridge High School will be safe, clean, comfortable, and provide an environment that is conducive to learning.

- Blue Ridge High's environment will reflect student accomplishments.

- Blue Ridge High School will set the standard for all other schools in the Southeast.

We believe that…

- The student is the center of the educational process.

- Every student is a unique individual and that the curriculum should be designed to address a variety of learning styles, assessment techniques, and a broad range of interests.

- Students should expect professionalism and support from all faculty, staff, and support personnel.

- Students should be nurtured and challenged to fully realize their gifts and skills.

- As an essential element of the educational process, each student must accept responsibility to be an active learner and supporter of the learning environment.

- We must offer the students interdisciplinary experiences which will prepare them as cooperative problem solvers and responsible decision-makers in the workplace.

- The academic program should adequately prepare students to meet or exceed established state standards.

- We have an obligation to help each student learn to deal with a technologically advanced 21st century in positive and creative ways.

- We must foster in all students an attitude of understanding and appreciation for cultural, physical, and other differences among people.

- Blue Ridge High School, as a partner with the home and community, should strive to exemplify characteristics of citizenship, self-sufficiency, and strong moral character.

- Blue Ridge High School, as a partner with the home and community, must teach individual responsibility for one's actions and acceptance of consequences appropriate to one's behavior.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Outcomes and Needs Assessment

Evidence of Strengths

- Instruction is aligned with state learning standards, as well as with national, state, and district goals and expectations of student learning.

- Students are actively involved in the learning.

- Science teachers used hands-on laboratory experiences to emphasize standards.

- Various types of grouping strategies are used in the classroom to help students understand instruction and to encourage active participation.

- Advanced Placement courses are offered in English, Math, Science, Social Studies, Foreign Language and Computer Science.

- Learner expectations are clearly stated in district curriculum guides and South Carolina frameworks.

- Technology is used to enhance the learning process (internet research, Power Point presentations, video streaming, Microsoft Word, Inter-write Pads, etc.).

- Advance Placement (AP), Honors, Advanced, and Applied College Prep levels of courses are offered.

- Career and Technology courses are offered, which include Family and Consumer Sciences, Business Education and Agriculture Education.

- We have built a comprehensive foreign language program, offering four languages: French, German, Latin, and Spanish. In addition, we offer four levels of each language.

- Blue Ridge High has a strong arts program. Our choral students, band members, and visual art students have received numerous honors and awards.

- Special education classes are provided (resource and self-contained).

- Appropriate methods of unbiased assessment are chosen, based on class, district, and state goals.

- Expectations for assignments are conveyed before assessments are taken. Thus, students have a clear understanding of the expectations before beginning an assignment.

Evidence of Need

- Additional preparation and assistance is needed for students taking SAT and ACT.

- Even though progress has been made in the use of different types of assessments, more variety would be beneficial.

- Continue using USA Test Prep online software to enhance student preparation for HSAP and EOC.

- Continue using USA Test Prep as a means of creating common assessments to give teachers the opportunity to collaborate with fellow colleagues and identify best practices to help effectively teach content standards.

- Continue working with at-risk students.

Teacher and Administrator Outcomes and Needs Assessment

Evidence of Strengths

- The school collaboratively develops a school wide plan for improvement.

- Teachers analyze student achievement on classroom assessments, common unit assessments, benchmark assessments and standardized tests in order to determine how to best help students succeed.

- The use of POWERTEACHER has aided teachers in keeping accurate records of student attendance.

- The use of POWERTEACHER(grade book software) has aided teachers in keeping accurate records of student progress. The use of this program has also increased parent communication by enabling teachers to send electronic progress reports to parents via email.

- POWERTEACHER training is available as needed.

- District committees and school staff are working to better align instruction with those specific goals and objectives.

- Departmental meetings allow opportunities for sharing ideas and support.

- Teachers use the following types of data to make instructional decisions: school report card, classroom assessments, Individual Education Plans (IEP's), and observations.

- Teachers have access to internet resources, materials in the media center, ETV streamline video, distance learning, content department and instructional leaders and on-site workshops to help improve instruction.

- Teachers work cooperatively on creating common syllabi for courses. Teachers provide syllabi to students and parents. The syllabi are aligned to the state curriculum standards and include classroom expectations, grading policies, and an outline of course content.

- Teachers provide syllabi and outlines of courses on their websites.

- Teachers meet at school, district, and state levels to receive and share knowledge in updating the curriculum.

- Departmental meetings are held bi-monthly to address curriculum related issues and to share ideas.

- Faculty in-services focus on improving student achievement.

- Common unit assessments are used by all teachers teaching a course with other teachers and data analysis meetings are held to review data and instructional strategies.

- Teachers use a variety of assessments: standardized tests, objective tests, essays, daily work, homework, portfolios, projects, rubrics, grading scales, and performance assessments.

Evidence of Need

- Opportunities for peer observations are needed.

- Vertical Team meetings are needed to allow opportunities for sharing ideas and support.

- Additional departmental planning opportunities are needed in order to continue our focus on refining curriculum foundations.

School Climate Outcomes and Needs Assessment

Evidence of Strengths

- SIC meetings are held monthly to discuss how community and parent representatives can contribute to the school improvement process.

- Parent meetings for rising 9th students identified as at risk from the feeder middle school.

- Over 80% of teachers and students responded they were satisfied with the learning environment on the latest school report card survey.

- Over 80% of parents and students responded they were satisfied with the social and physical environment on the latest school report card survey.

- Over 80% of teachers and students responded they were satisfied with the school-home relations on the latest school report card survey.

Evidence of Need

- Establish a committee to formulate more comprehensive plans to decrease learning gaps in student achievement.

- Under 80% of parents responded they were satisfied with the learning environment on the latest school report card survey.

- Under 80% of parents responded they were satisfied with the social and physical environment on the latest school report card survey.

- Under 80% of parents responded they were satisfied with the school-home relations on the latest school report card survey.

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

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

PERFORMANCE GOAL: 1 The percentage of HS students scoring A, B, and C on the English I EOCEP will increase from 37.6% in 2016-17 to 52.6% in 2022-23.

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
English 1 EOCEP SC SDE Website	**37.6%** of HS students scoring A, B, and C on English I EOCEP (2016-17)	**School Projected**	**40.6**	**43.6**	**46.6**	**49.6**	**52.6**
		School Actual 59.2					
English 1 EOCEP SC SDE Website	**49%** of HS students scoring A, B, and C on English I EOCEP (2016-17)	**District Projected**	**52**	**55**	**58**	**61**	**64**
		District Actual 58					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mastery Connect	9/2018-6/2023	IC, teachers	$0	n/a	Increasing predicted EOC score
2. Personalized Learning	9/2018-6/2023	TIS, IC, teachers	$0	n/a	Observations
3. Common Planning	8/2018-6/2023	Principal, teachers	$0	n/a	Agendas/notes from meetings

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

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

PERFORMANCE GOAL: 2 The percentage of HS students scoring A, B, and C on the Algebra I EOCEP will increase from 38.8% in 2016-17 to 53.8% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Algebra I EOCEP SC SDE Website	38.8% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	**School Projected**	41.8	44.8	47.8	50.8	53.8
		School Actual 64.2					
	36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	**District Projected**	39	42	45	48	51
		District Actual 33					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mastery Connect	9/2018-6/2023	IC, teachers	$0	n/a	Increasing predicted EOC score
2. Math Strategies course for lowest performing students on alternating (A-B) schedule with Algebra 1 for the full year	8/2018-6/2023	Principal, teachers	$0	n/a	EOC scores
3. Common planning	8/2018-6/2023	Principal, teachers	$0	n/a	Agendas/notes from meetings

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

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

PERFORMANCE GOAL: 3 The percentage of HS students scoring A, B, and C on the Biology EOCEP will increase from 58.3% in 2016-17 to 73.3% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Biology EOCEP SC SDE Website	58.3% of HS students scoring A, B, and C on Biology EOCEP (2016-17)	**School Projected**	**61.3**	**64.3**	**67.3**	**70.3**	**73.3**
		School Actual 69.9					
Biology EOCEP SC SDE Website	64% of HS students scoring A, B, and C on Biology EOCEP (2016-17)	**District Projected**	**67**	**70**	**73**	**76**	**79**
		District Actual 53					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mastery Connect	9/2018-6/2023	IC, teachers	$0	n/a	Increasing predicted EOC score
2. Seeking assistance from district academic specialist	8/2018-6/2023	Principal, IC, academic specialist, teacher	$0	n/a	EOC scores
3. Common planning	8/2018-6/2023	Principal, teachers	$0	n/a	Agendas/notes from meetings

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

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

PERFORMANCE GOAL: 4 The percentage of HS students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 67.5% in 2016-17 to 82.5% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
US History and the Constitution EOCEP SC SDE Website	67.5% of HS students scoring A, B, and C on US History EOCEP (2016-17)	**School Projected**	70.5	73.5	76.5	79.5	82.5
		School Actual 70.1					
US History and the Constitution EOCEP SC SDE Website	58% of HS students scoring A, B, and C on US History EOCEP (2016-17)	**District Projected**	61	64	67	70	73
		District Actual 60					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mastery Connect	9/2018-6/2023	IC, teachers	$0	n/a	Increasing predicted EOC score
2. EOC supplemental workbooks	8/2018-6/2023	Teachers	Approximately $1300/yr	School and local	EOC scores
3. Common planning	8/2018-6/2023	Principal, teachers	$0	n/a	Agendas/notes from meetings

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

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

PERFORMANCE GOAL: 5 Increase the average ACT Composite Score for the graduating class from 18.2 in 2016-17 to 20.2 in 2022-23.

PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from 1061 in 2016-17 to 1086 in 2022-23.

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

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

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) **18.2**	**School Projected**	**18.6**	**19.0**	**19.4**	**19.8**	**20.2**
		School Actual 17.8					
SC SDE Website	(2016-17) **19.4**	**District Projected**	**21.0**	**22.0**	**22.2**	**22.4**	**22.8**
		District Actual 18.7					

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	(2016-17) **1061**	**School Projected**	1066	1071	1076	1081	1086
		School Actual 1068					
SC SDE Website	(2016-17) **1089**	**District Projected**	1098	1107	1116	1125	1134
		District Actual 1089					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Naviance practice	9/2018-6/2023	Guidance counselors	$0	n/a	Student logins, ACT/SAT composite scores
2. Teachers in English and Math courses use ACT and SAT vocabulary and math problems as bellringers	9/2018-6/2023	Teachers	$0	n/a	ACT/SAT composite scores, observations
3. After school strategy sessions	9/2018-6/2023	Teachers	$0	n/a	Schedules, agendas

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	**School Projected**	**93.0**	**94.0**	**95.0**	**96.0**	**97.0**
		School Actual 92.2					
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	**District Projected**	**94.0**	**95.0**	**96.0**	**97.0**	**98.0**
		District Actual 93.7					
SC SDE Website	% of students that scored Level 3 on Locating Information	**School Projected**	**96.0**	**97.0**	**98.0**	**99.0**	**99.0**
		School Actual 95.9					

SC SDE Website	% of students that scored Level 3 or higher on Locating Information	**District Projected**	**95.0**	**96.0**	**97.0**	**98.0**	**99.0**
		District Actual 94.7					
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**School Projected**	**89.0**	**90.0**	**91.0**	**92.0**	**93.0**
		School Actual 88.1					
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	**District Projected**	**90.0**	**91.0**	**92.0**	**93.0**	**94.0**
		District Actual 89.3					
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**School Projected**	**66.0**	**67.0**	**68.0**	**69.0**	**70.0**
		School Actual 65.1					
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	**District Projected**	**68.0**	**69.0**	**70.0**	**71.0**	**72.0**

District
Actual
67.1

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. YMCA program implemented in advisory classes	9/2018-6/2023	Ms. McCullough, advisory teachers	$0	Grant	Training agendas
2. Increased focus on literacy	9/2018-6/2023	Teachers	$0	n/a	Lesson plans
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1 SC SDE Website	0.0% A, B, C (2016-17)	**School Projected Hispanic**	**3.0**	**6.0**	**9.0**	**12.0**	**15.0**
EOCEP English 1 SC SDE Website		**School Actual Hispanic** **n/a**					
EOCEP English 1 SC SDE Website	45% ABC (2016-17)	**District Predicted Hispanic**	**48**	**51**	**54**	**57**	**60**
EOCEP English 1 SC SDE Website		**District Actual Hispanic** **53**					
EOCEP English 1 SC SDE Website	n/a % A, B, C (2016-17)	**School Projected AA**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
EOCEP English 1 SC SDE Website		**School Actual AA** **n/a**					
EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	**District Projected AA**	**41**	**44**	**47**	**50**	**53**
EOCEP English 1 SC SDE Website		**District Actual AA** **50**					

EOCEP English 1 SC SDE Website	12.9% A, B, C (2016-17)	**School Projected SWD**	**15.9**	**18.9**	**21.9**	**24.9**	**27.9**
EOCEP English 1 SC SDE Website		**School Actual SWD 18.4**					
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	**District Projected SWD**	**17**	**20**	**23**	**26**	**29**
EOCEP English 1 SC SDE Website		**District Actual SWD 20**					
EOCEP English 1 SC SDE Website	0.0% A, B, C (2016-17)	**School Projected LEP**	**3.0**	**6.0**	**9.0**	**12.0**	**15.0**
EOCEP English 1 SC SDE Website		**School Actual LEP n/a**					
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	**District Projected LEP**	**40**	**43**	**46**	**49**	**52**
EOCEP English 1 SC SDE Website		**District Actual LEP 48**					
EOCEP English 1 SC SDE Website	30.4% A, B, C (2016-17)	**School Projected SIP**	**33.4**	**36.4**	**39.4**	**42.4**	**45.4**
EOCEP English 1 SC SDE Website		**School Actual SIP 46.4**					
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	**District Projected SIP**	**48**	**51**	**54**	**57**	**60**
EOCEP English 1 SC SDE Website		**District Actual SIP 56**					
EOCEP Algebra 1 SC SDE Website	10.0% A, B, C (2016-17)	**School Projected Hispanic**	**13.0**	**16.0**	**19.0**	**22.0**	**25.0**

EOCEP Algebra 1 SC SDE Website		**School Actual Hispanic 40.9**					
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	**District Projected Hispanic**	**40**	**43**	**46**	**49**	**52**
EOCEP Algebra 1 SC SDE Website		**District Actual Hispanic 33**					
EOCEP Algebra 1 SC SDE Website	n/a% A, B, C (2016-17)	**School Projected AA**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
EOCEP Algebra 1 SC SDE Website		**School Actual AA n/a**					
EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	**District Projected AA**	**30**	**33**	**36**	**39**	**42**
EOCEP Algebra 1 SC SDE Website		**District Actual AA 24**					
EOCEP Algebra 1 SC SDE Website	2.8% A, B, C (2016-17)	**School Projected SWD**	**5.8**	**8.8**	**11.8**	**14.8**	**17.8**
EOCEP Algebra 1 SC SDE Website		**School Actual SWD 4.2**					
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	**District Projected SWD**	**13**	**16**	**19**	**22**	**25**
EOCEP Algebra 1 SC SDE Website		**District Actual SWD 6**					
EOCEP Algebra 1 SC SDE Website	n/a% A, B, C (2016-17)	**School Projected LEP**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
EOCEP Algebra 1 SC SDE Website		**School Actual LEP n/a**					

EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	**District Projected LEP**	**39**	**42**	**45**	**48**	**51**
EOCEP Algebra 1 SC SDE Website		**District Actual LEP 34**					
EOCEP Algebra 1 SC SDE Website	32.0% A, B, C (2016-17)	**School Projected SIP**	**35.0**	**38.0**	**41.0**	**44.0**	**47.0**
EOCEP Algebra 1 SC SDE Website		**School Actual SIP 24.3**					
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	**District Projected SIP**	**34**	**37**	**40**	**43**	**46**
EOCEP Algebra 1 SC SDE Website		**District Actual SIP 29**					
EOCEP Biology SC SDE Website	28.5% A, B, C (2016-17)	**School Projected Hispanic**	**31.5**	**34.5**	**37.5**	**40.5**	**43.5**
EOCEP Biology SC SDE Website		**School Actual Hispanic n/a**					
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	**District Projected Hispanic**	**50**	**53**	**56**	**59**	**62**
EOCEP Biology SC SDE Website		**District Actual Hispanic 35**					
EOCEP Biology SC SDE Website	45.5% A, B, C (2016-17)	**School Projected AA**	**48.5**	**51.5**	**54.5**	**57.5**	**60.5**
EOCEP Biology SC SDE Website		**School Actual AA n/a**					
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	**District Projected AA**	**43**	**46**	**49**	**52**	**55**

EOCEP Biology SC SDE Website		**District Actual AA 27**					
EOCEP Biology SC SDE Website	11.4% A, B, C (2016-17)	**School Projected SWD**	**14.4**	**17.4**	**20.4**	**23.4**	**26.4**
EOCEP Biology SC SDE Website		**School Actual SWD 6.2**					
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	**District Projected SWD**	**21**	**24**	**27**	**30**	**33**
EOCEP Biology SC SDE Website		**District Actual SWD 11**					
EOCEP Biology SC SDE Website	20.0% A, B, C (2016-17)	**School Projected LEP**	**23.0**	**26.0**	**29.0**	**32.0**	**35.0**
EOCEP Biology SC SDE Website		**School Actual LEP n/a**					
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	**District Projected LEP**	**43**	**46**	**49**	**52**	**55**
EOCEP Biology SC SDE Website		**District Actual LEP 31**					
EOCEP Biology SC SDE Website	45.4% A, B, C (2016-17)	**School Projected SIP**	**48.4**	**51.4**	**54.4**	**57.4**	**60.4**
EOCEP Biology SC SDE Website		**School Actual SIP 29.7**					
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	**District Projected SIP**	**51**	**54**	**57**	**60**	**63**
EOCEP Biology SC SDE Website		**District Actual SIP 35**					

EOCEP U.S. History and the Constitution SC SDE Website	n/a% A, B, C (2016-17)	**School Projected Hispanic**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
EOCEP U.S. History and the Constitution SC SDE Website		**School Actual Hispanic** **n/a**					
EOCEP U.S. History and the Constitution SC SDE Website	42% A, B, C (2016-17)	**District Projected Hispanic**	**45**	**48**	**51**	**54**	**57**
EOCEP U.S. History and the Constitution SC SDE Website		**District Actual Hispanic** **43**					
EOCEP U.S. History and the Constitution SC SDE Website	60.0% A, B, C (2016-17)	**School Projected AA**	**63.0**	**66.0**	**69.0**	**72.0**	**75.0**
EOCEP U.S. History and the Constitution SC SDE Website		**School Actual AA** **n/a**					
EOCEP U.S. History and the Constitution SC SDE Website	34% A, B, C (2016-17)	**District Projected AA**	**37**	**40**	**43**	**46**	**49**
EOCEP U.S. History and the Constitution SC SDE Website		**District Actual AA** **36**					
EOCEP U.S. History and the Constitution SC SDE Website	37.5% A, B, C (2016-17)	**School Projected SWD**	**40.5**	**43.5**	**46.5**	**49.5**	**52.5**
EOCEP U.S. History and the Constitution SC SDE Website		**School Actual SWD** **57.1**					
EOCEP U.S. History and the Constitution SC SDE Website	24% A, B, C (2016-17)	**District Projected SWD**	**27**	**30**	**33**	**36**	**39**
EOCEP U.S. History and the Constitution SC SDE Website		**District Actual SWD** **25**					
EOCEP U.S. History and the Constitution SC SDE Website	n/a% A, B, C (2016-17)	**School Projected LEP**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**

EOCEP U.S. History and the Constitution SC SDE Website		**School Actual LEP n/a**					
EOCEP U.S. History and the Constitution SC SDE Website	34% A, B, C (2016-17)	**District Projected LEP**	**37**	**40**	**43**	**46**	**49**
EOCEP U.S. History and the Constitution SC SDE Website		**District Actual LEP 37**					
EOCEP U.S. History and the Constitution SC SDE Website	56.0% A, B, C (2016-17)	**School Projected SIP**	**59.0**	**62.0**	**65.0**	**68.0**	**71.0**
EOCEP U.S. History and the Constitution SC SDE Website		**School Actual SIP 59.8**					
EOCEP U.S. History and the Constitution SC SDE Website	42% A, B, C (2016-17)	**District Projected SIP**	**45**	**48**	**51**	**54**	**57**
EOCEP U.S. History and the Constitution SC SDE Website		**District Actual SIP 42**					
ACT Graduating Class	Composite 17.3 (2016-17)	**School Projected Hispanic**	**17.0**	**18.0**	**29.0**	**20.0**	**21.0**
ACT Graduating Class		**School Actual Hispanic 16.6**					
ACT Graduating Class	Composite 17.6 (2016-17)	**District Projected Hispanic**	**18.0**	**19.0**	**20.0**	**21.0**	**22.0**
ACT Graduating Class		**District Actual Hispanic 17.3**					
ACT Graduating Class	Composite n/a (2016-17)	**School Projected AA**	**14.0**	**15.0**	**16.0**	**17.0**	**18.0**
ACT Graduating Class		**School Actual AA 13.0**					

ACT Graduating Class	Composite 16.0 (2016-17)	**District Projected AA**	**17.0**	**18.0**	**19.0**	**20.0**	**21.0**
ACT Graduating Class		**District Actual AA 15.7**					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mastery Connect	9/2018-6/2023	IC, teachers	$0	n/a	Increasing predicted EOC score
2. Personalized Learning	9/2018-6/2023	TIS, IC, teachers	$0	n/a	Observations
3. Common Planning	8/2018-6/2023	Principal, teachers	$0	n/a	Agendas/notes from meetings

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17) 86	**School Projected**	86	87	88	89	90
		School Actual 83					
Graduation Rate	(2016-17) 87	**District Projected**	86	87	88	89	90
		District Actual 84					
Employability Credentialing Rate	Data will be reported in 2020-21	**School Projected**			TBD	TBD	90
		School Actual					

Employability Credentialing Rate	Data will be reported in 2020-21	**District Projected**		TBD	TBD	90
		District Actual				

ACTION PLAN FOR STRATEGY #1:   EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Track students who leave BRHS	8/2018-6/2023	Guidance counselors	$0	n/a	Transfer paperwork
2. OnTrack intervention	8/2018-6/2023	OnTrack team	$00	n/a	Meeting notes
3.					

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

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

PERFORMANCE GOAL: 10 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements as indicated by:
90% earning at least one college credit course (dual/AP/IB), or earning two career specific units, or earning work-based unit credit(s), or achieving an industry certification

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool, College Reports	Baseline will be established at the end of the 2018-19 school year	**School Projected**			**TBD**	**TBD**	**TBD**	**90%**
		School Actual						
PowerSchool, College Reports	Baseline will be established at the end of the 2018-19 school year	**School Projected**			**TBD**	**TBD**	**TBD**	**90%**
		School Actual						

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increasing enrollment in G+ programs	4/2019-4/2023	Guidance counselors	$0	n/a	PowerSchool enrollment
2.					
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17) 76	**School Projected**	77	81	84	87	90
		School Actual 90					
PowerSchool	(2016-17) 74	**District Projected**	77	81	84	87	90
		District Actual 80					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. OnTrack interventions	9/2018-6/2023	OnTrack team	$0	n/a	Meeting notes
2.					
3.					

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17) 24.73	**School Projected**	27	29	31	33	35
		School Actual 51.4					
PowerSchool	(2016-17) 52	**District Projected**	52	55	58	61	65
		District Actual 51					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Encourage students to enroll in AP courses	1/2019-4/2023	IC, guidance counselors, teachers	$0	n/a	IGP
2. Use AP potential report to identify students for AP courses	1/2019-4/2023	IC, teachers	$0	n/a	AP potential report
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Recruitment	9/2018-6/2023	Principal	$0	n/a	Resumes
2.					
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	79	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 75.5					
SC SDE School Report Card Survey	83	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100					
SC SDE School Report Card Survey	68	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 66.7					

SC SDE School Report Card Survey	**92**	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 84					
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	**91**	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Anti-bullying programming	8/2018-6/2023	Guidance counselors, advisory teachers	$0	n/a	Meeting notes
2.					
3.					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **2.2**	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 2.1					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.09**	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0.09*					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.4**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual 0.04					

*This percentage represents 1 student out of 1084, meaning that the percent cannot reach the goal without being zero.

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. OnTrack interventions	9/2018-6/2023	OnTrack team	$0	n/a	Meeting notes

2.

3.

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

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

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of secondary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	51	**School Projected**	54	58	62	66	70
		School Actual 51					
AdvancED Culture & Climate Surveys	51	**District Projected Secondary**	54	58	62	66	70
		District Actual Secondary 50					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Student conferences in advisory	8/2018-6/2023	Advisory teachers	$0	n/a	Advisory records
2.					
3.					

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	(2016-17) 95	**School Projected**	95	95	95	95	95
		School Actual 95					
180th day Attendance Report	(2016-17) 95	**District Projected**	95	95	95	95	95
		District Actual 95					

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Student conferences in advisory	8/2018-6/2023	Advisory teachers	$0	n/a	Advisory records
2. OnTrack interventions	8/2018-6/2023	OnTrack team	$0	n/a	Meeting notes
3.					

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	**Afraid – 8% Lonely – 13% Angry 27%**	**School Projected**	**Afraid ≤8% Lonely ≤12% Angry ≤26%**	**Afraid ≤8% Lonely ≤12% Angry ≤26%**	**Afraid ≤7% Lonely ≤11% Angry ≤25%**	**Afraid ≤7% Lonely ≤11% Angry ≤25%**	**Afraid ≤6% Lonely ≤10% Angry ≤24%**
		School Actual Afraid 8% Lonely 13% Angry 27%	**Afraid % Lonely % Angry %**	**Afraid % Lonely % Angry %**	**Afraid % Lonely % Angry %**	**Afraid % Lonely % Angry %**	**Afraid % Lonely % Angry %**
AdvancED Culture & Climate Surveys	**Afraid – 7% Lonely – 14% Angry 15%**	**District Projected Secondary**	**Afraid ≤7% Lonely ≤13% Angry ≤14%**	**Afraid ≤7% Lonely ≤13% Angry ≤14%**	**Afraid ≤6% Lonely ≤12% Angry ≤13%**	**Afraid ≤6% Lonely ≤12% Angry ≤13%**	**Afraid ≤5% Lonely ≤11% Angry ≤12%**
		District Actual Secondary Afraid 7% Lonely 16% Angry 14%	**Afraid % Lonely % Angry %**	**Afraid % Lonely % Angry %**	**Afraid % Lonely % Angry %**	**Afraid % Lonely % Angry %**	**Afraid % Lonely % Angry %**

ACTION PLAN FOR STRATEGY #1:   **EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Student conferences in advisory	8/2018-6/2023	Advisory teachers	$0	n/a	Advisory records
2.					
3.					

2016-2017 School Report Card

See [Blue Ridge High School Report Card](#) online.

2017-2018 School Report Card

See [Blue Ridge High School Report Card](#) online.

Currently not available.