

## **School Data Portfolio**

# Eastside High School

1300 Brushy Creek Road  
Taylors, South Carolina 29687

864-355-2800

Mrs. Tina Bishop, Principal  
Dr. W. Burke Royster, Superintendent

Greenville County Schools

### **Plan Scope**

**2018-2019 through 2022-2023**

**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME: Eastside High School**  
**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)**  
**SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021 (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 |  |             |
| <b>PRINTED NAME</b>  | <b>SIGNATURE</b>   | <b>DATE</b> |

**PRINCIPAL**

|                     |                  |             |
|---------------------|------------------|-------------|
|                     |                  |             |
| <b>PRINTED NAME</b> | <b>SIGNATURE</b> | <b>DATE</b> |

**CHAIRPERSON, BOARD OF TRUSTEES**

|                           |  |             |
|---------------------------|--|-------------|
| Mrs. Lynda Leventis-Wells |  |             |
| <b>PRINTED NAME</b>       | <b>SIGNATURE</b>   | <b>DATE</b> |

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

|                     |                  |             |
|---------------------|------------------|-------------|
|                     |                  |             |
| <b>PRINTED NAME</b> | <b>SIGNATURE</b> | <b>DATE</b> |

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

|                     |                  |             |
|---------------------|------------------|-------------|
|                     |                  |             |
| <b>PRINTED NAME</b> | <b>SIGNATURE</b> | <b>DATE</b> |

SCHOOL ADDRESS: 1300 Brushy Creek Rd., Taylors SC 29687  
 SCHOOL TELEPHONE: (864) 355-2800  
 PRINCIPAL E-MAIL ADDRESS: tbishop@greenville.k12.sc.us

## Stakeholder Involvement for School Renewal

| Position  | Name             |
|---|------------------|
| 1. Principal  | Tina Bishop      |
| 2. Teacher  | Stacy Galli      |
| 3. Parent/Guardian  | Ann Hartsell     |
| 4. Community Member                                       | Cameron McDowell |
| 5. Paraprofessional                                       | Robin Hinton     |
| 6. School Improvement Council Member                      | Andrea Hargette  |
| 7. Read to Succeed Reading Coach                          | N/A              |
| 8. School Read To Succeed Literacy Leadership Team Lead   | Kathryn Brooks   |
| 9. School Read To Succeed Literacy Leadership Team Member | Jonathan Dorn    |

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

## ASSURANCES FOR SCHOOL PLAN

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

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

## Table of Contents

|  |            |
|--|------------|
| <b>1. Introduction</b>                       | -----p. 7  |
| <b>2. Executive Summary</b>                  | -----p. 8  |
| <b>3. School Profile</b>                     | -----p. 11 |
| <b>4. Mission, Vision, and Beliefs</b>       | -----p. 16 |
| <b>5. Data Analysis and Needs Assessment</b> | -----p. 17 |
| <b>6. Action Plan</b>                        | -----p. 22 |
| <b>7. Appendix</b>                           | -----p. 76 |

# 1. Introduction

This report was developed to document the changes and progress our school has made while working to advance teaching and learning. The self-study process and resulting report provides our staff with an ongoing means for self-assessment, communication, continuous improvement and accountability.

Our mission, vision, and action plan comprise a living document that describes Eastside High School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress and achievements within the context of our student demographics and our school needs. This report also describes how we build and utilize our overall school plan for the purpose of increasing student learning – our ultimate outcome.

Teams of stakeholders serve as the steering committee for this work based on input from our entire faculty. In spring of 2019, we reviewed the areas of need as defined in our last strategic plan. Stakeholder groups including teachers, administrators, students, and parents were asked to review the list of needs and to provide evidence that we had or had not progressed toward meeting them. These same stakeholder groups reviewed our vision and goals and provided input for a new vision and goals. As we moved in our process from a review to a plan for the future our academic departments also set goals. Our action plan is a result of this input. It was reviewed and approved by our faculty, our Student Government, our PTSA, our Leadership Team, and our School Improvement Council.

We have overcome many obstacles and we continue to face many challenges. We have many programs that are sources of great pride for our school. We are pleased that we have set and maintained a standard of excellence in the face of potential barriers. In fact for the 2019-2020 school year we adopted a theme of “Consistently Excellent” with excellence in academics,

athletics and arts. We are proud of our school and look forward to sharing it with you. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve our school.

## **2. Executive Summary**

### **Student Achievement Summary**

Because of the increasingly diverse nature of our student body, student learning needs are constantly evaluated. Our ESOL population continues to grow; therefore, our teachers actively strive to incorporate a variety of instructional strategies into their daily lesson plans. At Eastside we are focused on improvement for our entire student body, not just those students who comprise the lower quartile. This requires our teachers at every level to push students to perform at their maximum potential. Often, we find that our Honors/AP Level students, because they are naturally gifted, will exert the minimum effort required to make B's and C's when A's are well within their realm of possibility. We are also dedicated to increasing enrollment in our AP and Honors level classes while maintaining the necessary rigor. We have recently been approved as an AP Capstone school and have a long-range plan to increase the number of AP classes offered. We are focusing on providing our students the necessary tools for success in their future whether college bound or career bound. We also have a long-range plan to increase the number of career readiness classes offered. These long-range plans will help our students be more prepared for their next step and increase the school Graduation Plus initiative. Our Professional Development focus over the past two years has been incorporating disciplinary literacy and technology into lessons as well as using diverse instructional strategies so that all types of learners are reached.



### **Teacher/Admin Summary**

All teachers are classified as Highly Qualified and we have no state accreditation deficiencies. Teachers are working towards obtaining their literacy endorsement on their state teaching certificates. Courses are being offered at the district and state level to ensure that all teachers have the opportunity to gain this newly required endorsement by the time their next certificate renewal occurs.

### **School Climate Summary**

Student attendance rate will maintain at a rate of 95% or higher and suspension/expulsion rate will maintain at a rate below 1.0% of the student population. Teachers, students, and parents who are satisfied with the school learning environment and safety will continue to increase each year. School safety continues to be at the forefront of each school and district decision. School wide committees are in place to research programs which will address each of these areas for us. These committees are comprised of teachers, administrators, students and parents.

### **Significant Challenges From the Past 3 Years**

Eastside's challenges stem from our changing population of students which we serve. As noted in our profile, the demographics have shifted mainly in our ESOL population. In the past several years, our ESOL teacher allocation has increased from a half time position to a full-time position. This shift, along with a cultural shift in our society, presents us with a continuing challenge of revising instructional strategies to meet the changing needs of our students.

### **Accomplishments/Results During the Past 3 Years**

A significant, ongoing accomplishment involves our school's progressive approach to innovative programs. Programs that especially stand out are the following: Mathia math support, after school tutoring, mastery connect and community outreach events. We have also recently implemented virtual credit recovery during the school day in a computer lab for our struggling students, a math strategies class for identified freshmen, a Read 180/System 44 and Language Live program to support our low-level readers.

The district has just completed the process of providing personalized learning devices for each student (chrome books). Our school is in the last cycle to receive the devices and we have been actively preparing for this implementation with our teacher and students over the past two years. This year we are a personalized learning school. We have implemented the use of Google Apps for Education throughout Professional Learning for teachers and in classrooms for students. Many teachers use Google Classroom as a tool in the class as well as a tool for flipped professional development. Several teachers periodically implement flipped lessons and a few teachers implement flipped lessons the majority of the time.

The Counseling Department not only strives to meet individual student needs during the school day, it also holds morning and evening meetings where parents gain information and can ask questions. This is very valuable since many parents work and are unable to speak or meet with counselors during the work day. Each counselor also meets individually with each student during the year to set goals and discuss class choices. Counselors stay with the student during all four years in order to build relationships with students and their families.

Our SIC has started two new programs: Hispanic Outreach Program for our ESOL families and Community Connections for our students and families who are bused in from

further away neighborhoods. The Hispanic Outreach Program partners with our Spanish Honor Society to hold information nights each year. Parents are given the opportunity to learn about the school and also to interact with the committee members regarding helpful strategies for their children. The most recent outreach program included guests from the local Hispanic Alliance who were very well received by the parents and the students. The new Community Connections program hosts an annual evening event with dessert and a guest speaker. During the 2019-2020 school year, this event was held on a Saturday afternoon with games. This is held at a local community center and centers around building relationships with families in the community who are not able to easily attend events at Eastside High School.

### **3. School Profile**

#### **School Profile Summary**

Eastside High School's enrollment has risen over the last several years from 1,176 students in 1999-2000 to 1,507 students in 2018-2019. The configuration by grade level is as follows: 9<sup>th</sup> 413 students, 10<sup>th</sup> 381 students, 11<sup>th</sup> 362 students, and 12<sup>th</sup> 351 students. Our enrollment includes about 394 students who do not reside in our attendance area but attend through the special permission choice program. The ethnicity of our students is as follows: 84%, are white, 8% are African American, 3.6% are Hispanic, 0.7% are Asian, 3.8% are multiracial and other. Our white population has decreased over the past five years, while our minority groups have all increased in that time frame. Our free and reduced lunch numbers have increased from 7.7 % in 1999-2000 to 34% in 2018-2019. This group has increased over 400% in the past decade. In 2017-2018 our ESOL students comprised 9% of our population. Our student attendance rate is steady at 96% - 97%. Eastside High School has one-hundred and ten faculty

members. We continue to recruit Highly Qualified (HQ) teachers in all subject areas. All teachers are deemed HQ according to federal guidelines.

"STRENGTH THROUGH HUMAN UNDERSTANDING," our school motto, has served as the school focus since 1970. Our school first opened its doors in August of 1970 to 650 students from four neighboring schools. During its first year, the school established school colors of royal blue and gold, chose the eagle as its mascot, decided upon its motto, printed its first school newspaper, and began its first yearbook. The school also formed its chapter of the National Honor Society and began its marching band.

By 1973, the student body had doubled in size and the building had also been enlarged to accommodate this growth. The 1980's saw the student population increase to over 1,400. In the same year, math teacher Dr. Alexia Latimer established the first computer lab in the school district here at Eastside. Natural Helpers, a national peer counseling organization, was established at our school as the first in the school district as well as in South Carolina. The 1990's witnessed the construction of a new football stadium and also ushered in the concept of Site-Based Management. As the twenty-first century unfolds, all schools face the impact of accountability legislation. Our demographic composition is changing rapidly as we work to meet the new legislative regulations.

Thirteen principals have led our school in its fifty year history. The longest tenure has been ten years. Our current principal is in her first year at Eastside. The balance of the administrative team is comprised of four assistant principals and one instructional coach.

We have changed over the years from a predominately upper-middle class white student body to an increasingly diverse ethnic and socio-economic population. The white population declined for the first time in 2003, while the Hispanic population has quadrupled in the same

time. In addition, the number of students who qualify for free and reduced lunches has stayed the same over the last several years.

While some of our parents are difficult to reach we have very high parent involvement overall. Our parents volunteer thousands of hours to the school each year. While most of our students attend college in South Carolina, namely at Clemson and USC-Columbia, we have graduates at the University of Georgia, Francis Marion University, Gardner Webb College, University of Alabama, College of Korea, Columbia International College, Georgia Southern University and the Performing Arts Center of Los Angeles. Greenville Tech and Tri-County Tech are also popular schools for our graduates. Averaging over 2,000 conferences each year, our school counselors play a crucial role in helping our students to plan for their futures.

Our school is the fulfillment of a vision, inspired by her leaders -- students, teachers, administrators, parents, and all the supportive citizens of the community -- a team effort that gives special meaning to "Eastside High School: Engaging Minds. Embracing Community." which is our current tagline.

### **School Personnel Data**

Eastside High School's teaching staff is eighty-one in number with twenty-nine support staff. The gender, ethnicity, and education levels of our teachers are detailed below.

|                  |              |                        |              |
|------------------|--------------|------------------------|--------------|
| <b>Gender</b>    |              | <b>Ethnicity</b>       |              |
| Male:            | <b>28</b>    | White:                 | <b>84%</b>   |
| Female:          | <b>53</b>    | African American:      | <b>8%</b>    |
|                  |              | Asian                  | <b>0.7%</b>  |
|                  |              | Hispanic               | <b>3.6%</b>  |
|                  |              | Other                  | <b>3.8%</b>  |
| <b>Education</b> |              | <b>Attendance Rate</b> | <b>92.6%</b> |
| BA:              | <b>28.4%</b> |                        |              |
| MA:              | <b>71.6%</b> |                        |              |

## **Student Population Data**

### **A. Enrollment by grade**

|                  |            |
|------------------|------------|
| 9 <sup>th</sup>  | <b>413</b> |
| 10 <sup>th</sup> | <b>381</b> |
| 11 <sup>th</sup> | <b>362</b> |
| 12 <sup>th</sup> | <b>351</b> |

### **B. Ethnicity of school (percentages)**

|                  |              |
|------------------|--------------|
| Asian            | <b>3.2%</b>  |
| African American | <b>13.7%</b> |
| White            | <b>66.6%</b> |
| Hispanic         | <b>12.8%</b> |
| Multi-Racial     | <b>3.8%</b>  |
| Other            | <b>0.3%</b>  |

### **C. Free/Reduced Lunch**

**34.09%**

### **D. Attendance rate**

**96.5%**

### **E. Dropout rate**

**1.7%**

### **F. Gifted & Talented Enrollment**

**34.6%**

## **School Programs/Initiatives:**

Our school programs include literacy across the curriculum to support test scores and state standards specifically Read 180, System 44 and Language Live. Our math department uses Carnegie Learning strategies in Algebra courses and has implemented those textbooks into their curriculum. Carnegie Learning's web-based program, MATHia, is also being used by our math department. We use Project-based strategies in our classrooms extensively and all teachers use learning targets. In recent years, we have implemented programs for our ESOL population and special education students in high school credit classes. Our At-Risk population, repeat 9<sup>th</sup> grade population, and seniors who are at risk of not graduating on time are discussed at On Track

meetings held twice a month. At the On Track meetings interventions and strategies are planned to help these students succeed. During the 2019-2020, we have implemented several more initiatives. An after school tutoring program three days a week with transportation provided has been a great success. Eastside has added a behavior interventionist and a mental health therapist to the staff which have both proven to be invaluable resources. Our Assistant Principals are now paired with counselors for student assignments so that better relationships can be built. Monthly, the principal facilitates a Principals Cabinet which is comprised of students of varying backgrounds and a Third Thursday morning group with teachers.

### **Honor Societies/Clubs/Athletics:**

Eastside High School offers an array of extracurricular activities further engaging our students in high school life. Each organization is facilitated by at least one teacher sponsor. Academic clubs and honor societies include Academic Team; Beta Club; Math Team; Mu Alpha Theta (Mathematics Honor Society); National Art Honor Society; National English Honor Society; National Honor Society; Rho Kappa (Social Studies Honor Society); Science Honor Society; Sociedad Honoraria Hispánica, Las Aguilas (Spanish Honor Society); and Societe Honoraire de Francais et les amis (French Honor Society). Eastside's Beta Club is proud to be the largest in the state for the past several years. Additional interest-specific clubs include Art Club, Astronomy Club, Book Club, Climbing Club, DECA, Eagles for Equality: GSA, Environmental Club, FCA, First Priority, Fishing Club, Fusion Club, Gaming Club, Glee Club, HOSA, Natural Helpers, Speech and Debate, Ukulele Club, and Youth in Government. Eastside Athletics boasts plentiful and successful sports teams for boys and girls to include football, volleyball, cross country, tennis, swimming, golf, basketball, wrestling, baseball, softball, soccer, lacrosse, and track and field.

## **Fine Arts**

Eastside's Fine Arts department offers superior guidance and instruction for a well-balanced curriculum. Students may develop creative talents to their fullest potential under the tutelage of the fine arts faculty. Award-winning symphony band, marching band, guitar, chorus, orchestra, theatre, and art studies afford students a broad range of experiences in performance and education. We also offer AP Art and AP Music Theory for those students who want to learn at the next level.

## **EHS Spirit Week**

Each year during football season, the Eastside High School student government hosts numerous daily spirit week activities for seven days for the purpose of raising money for a charitable cause. The charitable cause is generally chosen through its association with an Eastside High School student. In 2019, spirit week generated over \$100,000 for the Synnex Corporation.

## **4. Mission, Vision, and Beliefs**

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we should operate. Staff was asked to brainstorm independently before we, as a group, agreed upon our core beliefs about what instruction, curriculum and assessment strategies will increase our students' learning. Our core beliefs are as follows:

- All students can learn.
- Students must be active participants in their own learning.
- Education is a shared responsibility of the home, the school, and the community.
- The academic program is the primary focus of the school.
- Extra-curricular activities are a valuable component of the total school program.



- Students learn best in a safe, disciplined environment nurtured by teachers, principals, support staff and community.
- Character development and mutual respect are essential for a positive learning environment.
- Educational experiences should encourage and enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Learning is a lifelong process.

Eastside High School's mission is to provide an educational program in a positive atmosphere that will ensure both quality and equity. Academic courses and extra-curricular programs will provide lifelong learning experiences for our community; furthermore, our vision is to be recognized as a school of excellence through our achievements in academics, athletics, and the arts.

## **5. Data Analysis and Needs Assessment**

### **Student Achievement & Needs Assessment**

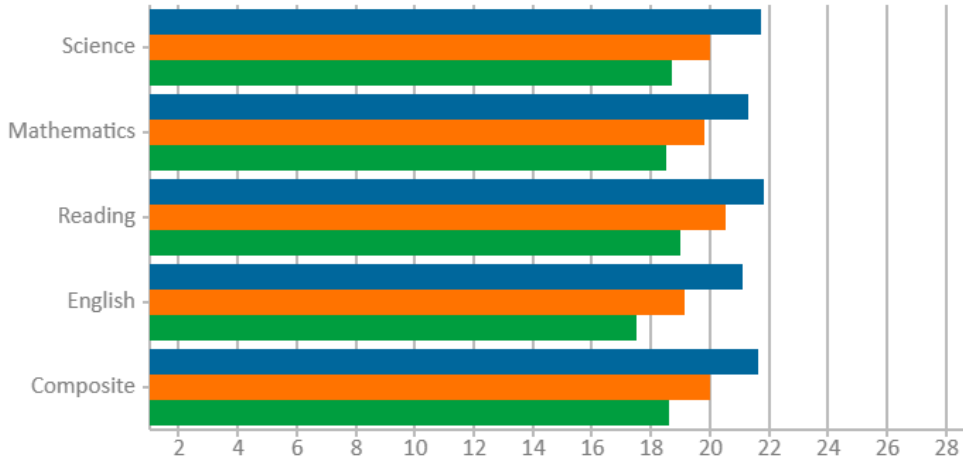
Since the needs of our students are as diverse as the students themselves a constant review of academic data provides our teachers and school leaders with a more accurate assessment of student progress. In the last ten years the free/reduced lunch population at Eastside High has increased 400%. Additionally, the Hispanic student population now makes up over 10% of the student body. Standardized test scores tend to mirror the socioeconomic composition of the family; therefore, we continually seek new ways to reach all our students.

Some additional data was analyzed to help us find growth areas. Discipline referrals have decreased over the past few years. The more time students spend in class the better they perform overall so we are consistent with enforcing our tardy policy. Our graduation rate is slowly rising (93% in 2017) and guidance and administration work on our drop-out problem in a collaborative effort in increase this rate and help our students stay in school. Our student attendance rate

continues to remain high, and all our teachers are deemed Highly Qualified by the federal NCLB standards.

**ACT (2018-2019) - State Testing: Average Score**

**Average ACT Score Achieved by Students During the 2018-2019 School Year**



**ACT (2018-2019) - State Testing: Percent of Students Meeting ACT College-Ready Benchmark**

| English Benchmark Score: 18 | Math Benchmark Score: 22 | Reading Benchmark Score: 22 | Science Benchmark Score: 23 | All 4 Subjects |
|-----------------------------|--------------------------|-----------------------------|-----------------------------|----------------|
| 67.40                       | 48.60                    | 44.50                       | 41.30                       | 29.80          |

ACT<sup>®</sup> benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The ACT is a registered trademark of ACT, Inc.

**EOC Pass Rate:**

|      | Algebra 1 | English 1 | Biology | US History |
|------|-----------|-----------|---------|------------|
| 2019 | 50.6      | 81.4      | 75.2    | 87.3       |
| 2018 | 69.5      | 84.1      | 76.6    | 87.1       |
| 2017 | 85.0      | 84.2      | 86.0    | 80.8       |

## Four Year Graduation Rate:

|          | 2016 | 2017 | 2018 | 2019 |
|----------|------|------|------|------|
| School   | 93.0 | 93.4 | 88.7 | 87.6 |
| District | 86.8 | 87.3 | 83.6 | 85.1 |
| State    | 82.6 | 84.6 | 81.0 | 81.1 |

## SAT Senior Report 2019:

|              | Percent of Students Tested | Average Evidence-Based Reading and Writing Score | Average Math Score | Average Composite Score |
|--------------|----------------------------|--|--------------------|-------------------------|
| Our School   | 82.1                       | 535  | 526                | 1061                    |
| Our District | 71.6                       | 523  | 508                | 1031                    |
| Statewide    | 57.2                       | 521  | 500                | 1021                    |

*The highest composite score on the SAT is 1600. For each of the two sections of the test, the highest score is 800.*

*Note: The new SAT data (as of 2017) cannot be compared to that of previous years because the redesigned SAT is a different assessment using a different scale.*

## Teacher and Administrator Quality Professional Development Calendar 2019-2020

### Recurring Sessions

| Date                             | Time        | Title                       | Facilitator                     | Location                     |
|----------------------------------|-------------|-----------------------------|---------------------------------|------------------------------|
| <b>1<sup>st</sup> Wednesdays</b> | 3:45 – 4:45 | Faculty Meetings            | T. Bishop                       | Media Center                 |
| <b>2<sup>nd</sup> Mondays</b>    | 3:45 – 4:45 | Department Meetings         | Department Chairs               | Various                      |
| <b>3<sup>rd</sup> Wednesdays</b> | 3:45 – 4:45 | Committee Meetings          | Committee Chairs                | Various                      |
| <b>4<sup>th</sup> Wednesdays</b> | 3:45 – 5:45 | Leadership Meetings         | T. Bishop and Department Chairs | Media Center Conference Room |
| <b>Mondays</b>                   | 9:30 AM     | Administration Team Meeting | T. Bishop                       | Media Center Conference Room |

**PAS-T Sessions**

| <b>Date</b> | <b>Time</b>           |                         | <b>Facilitator</b> | <b>Location</b>                   | <b>Technology Points</b> |
|-------------|-----------------------|-------------------------|--------------------|-----------------------------------|--------------------------|
| 9/13        | Planning              | Set-up and Goal Setting | K. Brooks          | Media Center Professional Library | Yes                      |
| 10/11       | Planning              | Standards 1, 2, 3, 4    | K. Brooks          | Media Center Professional Library | Yes                      |
| 12/6        | 7:45-8:45<br>Planning | Standards 5, 6, 7, 8    | K. Brooks          | Media Center Professional Library | Yes                      |

| <b>Date</b> | <b>Time</b>      | <b>Title</b>                             | <b>Facilitator</b>                      | <b>Location</b>  | <b>Technology Points</b> |
|-------------|------------------|--|---|------------------|--------------------------|
| 8/13        | 10– 10:30AM      | Safety Briefing                          | M. Drango                               | 101              | No                       |
|             | 10:30 - 11AM     | Keeping Up with Logistics                | S. Calloway                             | 103              | No                       |
|             | 11-11:30AM       | Chrome Books/Teacher Duty                | K. Brooks/L. Greene/A. Patrick/E. Molin | 105              | No                       |
|             | 11:30AM-Noon     | Substitutes                              | J. Sharpless                            | 104              | No                       |
|             | Noon-12:30PM     | Opening a New Year                       | T. Bishop                               | 102              | No                       |
| 8/20        | Planning Periods | Chrome Book Tools                        | L. Curry                                | Media Center     | Yes                      |
| 9/24        | Planning Periods | Student Learning Objectives              | K. Brooks                               | Google Classroom | Yes                      |
| 10/22       | Planning Periods | Analyzing Student Work & Data            | K. Brooks                               | Google Classroom | Yes                      |
| 11/20       | Planning Periods | Windows 10                               | L. Curry                                | Media Center     | Yes                      |
| 2/28        | Planning Periods | Explore Discovery Ed                     | K. Brooks                               | Google Classroom | Yes                      |
| 3/31        | Planning Periods | ESOL Deeper Dive into Strategies         | J. Valenti/A. Ziemer                    | Media Center     | No                       |
| 4/21        | Planning Periods | Test Taking Strategies and Close Reading | K. Brooks                               | Media Center     | No                       |

*Interest PLC Sessions*

| <b>Title</b>                                   | <b>Facilitator</b>         | <b>Technology Points</b> |
|--|----------------------------|--------------------------|
| <b>Google Apps for Education Certification</b> | <b>K. Brooks</b>           | <b>Yes</b>               |
| <b>Basic Google Apps</b>                       | <b>SB White/B. Mathews</b> | <b>Yes</b>               |
| <b>Mental Wellness Book Study</b>              | <b>Carroll</b>             | <b>No</b>                |
| <b>Chromebook Tools</b>                        | <b>Molin</b>               | <b>Yes</b>               |
| <b>Cultural Engagement</b>                     | <b>Furr</b>                | <b>No</b>                |

**School Climate**

2019

|  | <u>Teachers</u> | <u>Students*</u> | <u>Parents*</u> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 40              | 229              | 16              |
| Percent satisfied with learning environment            | 72.5%           | 73.8%            | 87.6%           |
| Percent satisfied with social and physical environment | 82.5%           | 81.3%            | 62.5%           |
| Percent satisfied with school-home relations           | 87.5%           | 90.7%            | 66.7%           |

\*Only students at the highest school grade and their parents were included

**2019 Eastside High School State Report Card**

**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 students scoring A, B, and C on the English I EOCEP will increase from 62.4% in 2016-17 to 76% 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 students scoring A, B, and C on the English I EOCEP will increase by 2.72% annually.

| DATA SOURCE(s):   | AVERAGE BASELINE         | 2017-2018                        | 2018-19     | 2019-20     | 2020-21     | 2021-22     | 2022-23   |
|---|--------------------------|----------------------------------|-------------|-------------|-------------|-------------|-----------|
| ESSA Federal Accountability and SC SDE School Report Card | (2016-17)<br><b>62.4</b> | <b>School Projected<br/>63.5</b> | <b>65.1</b> | <b>67.8</b> | <b>70.6</b> | <b>73.3</b> | <b>76</b> |
|   |                          | <b>School Actual<br/>71.3</b>    | <b>64.3</b> |             |             |             |           |

|  |                 |                                   |           |           |           |           |           |
|--|-----------------|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
|  | (2016-17)<br>49 | <b>District<br/>Projected</b>     | <b>60</b> | <b>61</b> | <b>62</b> | <b>63</b> | <b>64</b> |
|  |                 | <b>District<br/>Actual<br/>58</b> | <b>65</b> |           |           |           |           |

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

| <b>ACTION PLAN FOR STRATEGY #1:</b> |  |                           |                       |                       | <b>EVALUATION</b>                   |
|-------------------------------------|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                     | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| planning.                           |  |                           |                       |                       |                                     |



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

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

**PERFORMANCE GOAL: 2** The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase from 49.4% in 2016-17 to 66% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by 3.32% annually.

| DATA SOURCE(s):   | AVERAGE BASELINE  | 2017-2018                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|-------------------|--------------------------|---------|---------|---------|---------|---------|
| ESSA Federal Accountability and SC SDE School Report Card | (2016-17)<br>49.4 | School Projected<br>51.5 | 52.7    | 56      | 59.4    | 62.7    | 66      |
|   |                   | School Actual<br>36.9    | 27.0    |         |         |         |         |
|   | (2016-17)<br>36   | District Projected       | 39      | 42      | 45      | 48      | 51      |

|  |  |                                   |           |  |  |  |  |
|--|--|-----------------------------------|-----------|--|--|--|--|
|  |  | <b>District<br/>Actual<br/>33</b> | <b>46</b> |  |  |  |  |
|--|--|-----------------------------------|-----------|--|--|--|--|

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

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

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

**PERFORMANCE GOAL: 3** The percentage of students scoring A, B, and C on the Biology EOCEP will increase from 71.7% in 2016-17 to 79% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring A, B, and C on the Biology EOCEP will increase by 1.46% annually.

| DATA SOURCE(s):   | AVERAGE BASELINE  | 2017-2018                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|-------------------|--------------------------|---------|---------|---------|---------|---------|
| ESSA Federal Accountability and SC SDE School Report Card | (2016-17)<br>71.7 | School Projected<br>72.5 | 73.2    | 74.7    | 76      | 77.6    | 79      |
|   |                   | School Actual<br>53.7    | 54.9    |         |         |         |         |
|   | (2016-17)<br>64   | District Projected       | 67      | 70      | 73      | 76      | 79      |

|  |  |                                   |           |  |  |  |  |
|--|--|-----------------------------------|-----------|--|--|--|--|
|  |  | <b>District<br/>Actual<br/>53</b> | <b>50</b> |  |  |  |  |
|--|--|-----------------------------------|-----------|--|--|--|--|

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

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

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

**PERFORMANCE GOAL: 4** The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 66.3% in 2016-17 to 73% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase by 1.34% annually.

| DATA SOURCE(s):   | AVERAGE BASELINE         | 2017-2018                              | 2018-19     | 2019-20   | 2020-21     | 2021-22     | 2022-23   |
|---|--------------------------|--|-------------|-----------|-------------|-------------|-----------|
| ESSA Federal Accountability and SC SDE School Report Card | (2016-17)<br><b>66.3</b> | <b>School Projected</b><br><b>67.1</b> | <b>67.6</b> | <b>69</b> | <b>70.3</b> | <b>71.7</b> | <b>73</b> |
|   |                          | <b>School Actual</b><br><b>73.4</b>    | <b>73.2</b> |           |             |             |           |
|   | (2016-17)<br><b>58</b>   | <b>District Projected</b>              | <b>61</b>   | <b>64</b> | <b>67</b>   | <b>70</b>   | <b>73</b> |

|  |  |                                   |           |  |  |  |  |
|--|--|-----------------------------------|-----------|--|--|--|--|
|  |  | <b>District<br/>Actual<br/>60</b> | <b>58</b> |  |  |  |  |
|--|--|-----------------------------------|-----------|--|--|--|--|

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

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

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

**PERFORMANCE GOAL: 5 Increase** the average ACT Composite Score for the graduating class from 21.3 in 2016-17 to 22.8 in 2022-23.

**PERFORMANCE GOAL: 6 Increase** the average SAT Composite Score for the graduating class from 1133 in 2016-17 to 1134 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  | 2017-2018                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|-------------------|--------------------------|---------|---------|---------|---------|---------|
| ESSA Federal Accountability and SC SDE School Report Card | (2016-17)<br>21.3 | School Projected<br>21.4 | 21.6    | 21.9    | 22.2    | 22.5    | 22.8    |
|   |                   | School Actual<br>20.0    | 21.6    |         |         |         |         |

|  |                          |                                     |             |             |             |             |             |
|--|--------------------------|-------------------------------------|-------------|-------------|-------------|-------------|-------------|
|  | (2016-17)<br><b>19.4</b> | <b>District<br/>Projected</b>       | <b>21.0</b> | <b>22.0</b> | <b>22.2</b> | <b>22.4</b> | <b>22.8</b> |
|  |                          | <b>District<br/>Actual<br/>18.7</b> | <b>20.0</b> |             |             |             |             |

SAT Graduating Class Data

| <b>DATA<br/>SOURCE(s):</b>  | <b>AVERAGE<br/>BASELINE</b> | <b>2017-2018</b>                     | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> |
|---|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| ESSA Federal<br>Accountability<br>and SC SDE<br>School Report<br>Card | (2016-17)<br><b>1133</b>    | <b>School<br/>Projected<br/>1133</b> | <b>1133</b>    | <b>1133</b>    | <b>1134</b>    | <b>1134</b>    | <b>1134</b>    |
|   |                             | <b>School<br/>Actual<br/>1130</b>    | <b>1061</b>    |                |                |                |                |
|   | (2016-17)<br><b>1089</b>    | <b>District<br/>Projected</b>        | <b>1098</b>    | <b>1107</b>    | <b>1116</b>    | <b>1125</b>    | <b>1134</b>    |



|  |  |                                     |             |  |  |  |  |
|--|--|-------------------------------------|-------------|--|--|--|--|
|  |  | <b>District<br/>Actual<br/>1089</b> | <b>1031</b> |  |  |  |  |
|--|--|-------------------------------------|-------------|--|--|--|--|

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |   |                               |                           |                           | <b>EVALUATION</b>  |
|---|---|-------------------------------|---------------------------|---------------------------|--|
| <b>ACTIVITY</b>   | <b>TIMELINE<br/>(Start and End<br/>Dates)</b> | <b>PERSON<br/>RESPONSIBLE</b> | <b>ESTIMATED<br/>COST</b> | <b>FUNDING<br/>SOURCE</b> | <b>INDICATORS OF<br/>IMPLEMENTATION</b>                          |
| 1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals. | Continuous                                    | School Counselors             | 0                         | N/A                       | Logs of meetings and student sign-ups for college entrance tests |
| 2. Test Prep class taught by English and math teachers for college entrance tests.  | Continuous                                    | English and Math teacher      | 0                         | N/A                       | Master schedule  |

**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 | <b>School Projected</b>       | <b>96.0</b> | <b>96.5</b> | <b>97.0</b> | <b>97.5</b> | <b>98.0</b> |
|                 |  | <b>School Actual<br/>95.5</b> | <b>95.6</b> |             |             |             |             |
| SC SDE Website  | % of students that scored Level 3 or higher on Applied Mathematics | <b>District Projected</b>     | <b>94.0</b> | <b>95.0</b> | <b>96.0</b> | <b>97.0</b> | <b>98.0</b> |

|                |   |                                 |             |             |             |             |             |
|----------------|---|---------------------------------|-------------|-------------|-------------|-------------|-------------|
|                |   | <b>District Actual<br/>93.7</b> | <b>94.0</b> |             |             |             |             |
| SC SDE Website | % of students that scored Level 3 or higher on Applied Locating Information | <b>School Projected</b>         | <b>96.0</b> | <b>96.5</b> | <b>97.0</b> | <b>97.5</b> | <b>98.0</b> |
|                |   | <b>School Actual<br/>95.5</b>   | <b>96.3</b> |             |             |             |             |
| SC SDE Website | % of students that scored Level 3 or higher on Locating Information         | <b>District Projected</b>       | <b>95.0</b> | <b>96.0</b> | <b>97.0</b> | <b>98.0</b> | <b>99.0</b> |
|                |   | <b>District Actual<br/>94.7</b> | <b>93.8</b> |             |             |             |             |
| SC SDE Website | % of students that scored Level 3 or higher on Reading for Information      | <b>School Projected</b>         | <b>92.2</b> | <b>93.2</b> | <b>94.2</b> | <b>95.2</b> | <b>96.2</b> |
|                |   | <b>School Actual<br/>91.2</b>   | <b>92.9</b> |             |             |             |             |

|                |  |                             |             |             |             |             |             |
|----------------|--|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| SC SDE Website | % of students that scored Level 3 or higher on Reading for Information       | <b>District Projected</b>   | <b>90.0</b> | <b>91.0</b> | <b>92.0</b> | <b>93.0</b> | <b>94.0</b> |
|                |  | <b>District Actual 89.3</b> | <b>88.1</b> |             |             |             |             |
| SC SDE Website | % of students that earned Silver, Gold, or Platinum Ready to Work Credential | <b>School Projected</b>     | <b>74.0</b> | <b>75.0</b> | <b>76.0</b> | <b>77.0</b> | <b>78.0</b> |
|                |  | <b>School Actual 73.7</b>   | <b>89.2</b> |             |             |             |             |
| SC SDE Website | % of students that earned Silver, Gold, or Platinum Ready to Work Credential | <b>District Projected</b>   | <b>68.0</b> | <b>69.0</b> | <b>70.0</b> | <b>71.0</b> | <b>72.0</b> |
|                |  | <b>District Actual 67.1</b> | <b>68</b>   |             |             |             |             |

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |  |                           |                       |                       | <b>EVALUATION</b>  |
|---|--|---------------------------|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                              |
| 1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals. | Continuous                               | School Counselors         | 0                     | N/A                   | Logs of meetings and student sign-ups for college entrance tests |
| 2. Job Fair Exposition and Job Shadowing.   | Continuous                               | School Counselors/CDF     | 0                     | N/A                   | Attendance logs  |
| 3. Students will take Naviance career readiness assessment.   | Continuous                               | School Counselors         | 0                     | N/A                   | Assessment results   |

**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 | 51.3% A, B, C (2016-17) | School Projected Hispanic      | 60.0    | 61.0    | 62.0    | 63.0    | 64.0    |
| EOCEP English 1 SC SDE Website |                         | School Actual Hispanic<br>59.6 | 52.7    |         |         |         |         |
| EOCEP English 1 SC SDE Website | 45% A, B, C (2016-17)   | District Projected Hispanic    | 48      | 51      | 54      | 57      | 60      |
| EOCEP English 1 SC SDE Website |                         | District Actual Hispanic<br>53 | 51      |         |         |         |         |

|                                      |                            |                                       |             |             |             |             |             |
|--------------------------------------|----------------------------|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| EOCEP<br>English 1 SC<br>SDE Website | 35.5% A, B, C<br>(2016-17) | <b>School<br/>Projected AA</b>        | <b>50.0</b> | <b>51.0</b> | <b>52.0</b> | <b>53.0</b> | <b>54.0</b> |
| EOCEP<br>English 1 SC<br>SDE Website |                            | <b>School Actual<br/>AA<br/>49.1</b>  | <b>35.5</b> |             |             |             |             |
| EOCEP<br>English 1 SC<br>SDE Website | 38% A, B, C<br>(2016-17)   | <b>District<br/>Projected AA</b>      | <b>41</b>   | <b>44</b>   | <b>47</b>   | <b>50</b>   | <b>53</b>   |
| EOCEP<br>English 1 SC<br>SDE Website |                            | <b>District<br/>Actual AA<br/>50</b>  | <b>40</b>   |             |             |             |             |
| EOCEP<br>English 1 SC<br>SDE Website | 26.3% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>SWD</b>   | <b>17</b>   | <b>20</b>   | <b>23</b>   | <b>26</b>   | <b>29</b>   |
| EOCEP<br>English 1 SC<br>SDE Website |                            | <b>School Actual<br/>SWD<br/>16.7</b> | <b>20.6</b> |             |             |             |             |
| EOCEP<br>English 1 SC<br>SDE Website | 14% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>SWD</b> | <b>17</b>   | <b>20</b>   | <b>23</b>   | <b>26</b>   | <b>29</b>   |
| EOCEP<br>English 1 SC<br>SDE Website |                            | <b>District<br/>Actual SWD<br/>20</b> | <b>18</b>   |             |             |             |             |
| EOCEP<br>English 1 SC<br>SDE Website | 45.5% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>LEP</b>   | <b>60</b>   | <b>62</b>   | <b>64</b>   | <b>66</b>   | <b>68</b>   |

|                                      |                            |  |             |           |           |           |           |
|--------------------------------------|----------------------------|--|-------------|-----------|-----------|-----------|-----------|
| EOCEP<br>English 1 SC<br>SDE Website |                            | <b>School Actual<br/>LEP<br/>57.1</b>      | <b>34.6</b> |           |           |           |           |
| EOCEP<br>English 1 SC<br>SDE Website | 37% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>LEP</b>      | <b>40</b>   | <b>43</b> | <b>46</b> | <b>49</b> | <b>52</b> |
| EOCEP<br>English 1 SC<br>SDE Website |                            | <b>District<br/>Actual LEP<br/>48</b>      | <b>34</b>   |           |           |           |           |
| EOCEP<br>English 1 SC<br>SDE Website | 53.0% A, B, C<br>(2016-17) | <b>School<br/>Projected SIP</b>            | <b>58</b>   | <b>60</b> | <b>62</b> | <b>64</b> | <b>66</b> |
| EOCEP<br>English 1 SC<br>SDE Website |                            | <b>School Actual<br/>SIP<br/>56.8</b>      | <b>54.4</b> |           |           |           |           |
| EOCEP<br>English 1 SC<br>SDE Website | 45% A, B, C<br>(2016-17)   | <b>District<br/>Projected SIP</b>          | <b>48</b>   | <b>51</b> | <b>54</b> | <b>57</b> | <b>60</b> |
| EOCEP<br>English 1 SC<br>SDE Website |                            | <b>District<br/>Actual SIP<br/>56</b>      | <b>50</b>   |           |           |           |           |
| EOCEP<br>Algebra 1 SC<br>SDE Website | 33.3% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>Hispanic</b>   | <b>40</b>   | <b>43</b> | <b>46</b> | <b>49</b> | <b>52</b> |
| EOCEP<br>Algebra 1 SC<br>SDE Website |                            | <b>School Actual<br/>Hispanic<br/>38.1</b> | <b>24.5</b> |           |           |           |           |



|                                      |                            |  |            |           |           |           |           |
|--------------------------------------|----------------------------|--|------------|-----------|-----------|-----------|-----------|
| EOCEP<br>Algebra 1 SC<br>SDE Website | 37% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>Hispanic</b>     | <b>40</b>  | <b>43</b> | <b>46</b> | <b>49</b> | <b>52</b> |
| EOCEP<br>Algebra 1 SC<br>SDE Website |                            | <b>District<br/>Actual<br/>Hispanic<br/>33</b> | <b>35</b>  |           |           |           |           |
| EOCEP<br>Algebra 1 SC<br>SDE Website | 35.0% A, B, C<br>(2016-17) | <b>School<br/>Projected AA</b>                 | <b>20</b>  | <b>23</b> | <b>26</b> | <b>29</b> | <b>32</b> |
| EOCEP<br>Algebra 1 SC<br>SDE Website |                            | <b>School Actual<br/>AA<br/>14.0</b>           | <b>9.8</b> |           |           |           |           |
| EOCEP<br>Algebra 1 SC<br>SDE Website | 27% A, B, C<br>(2016-17)   | <b>District<br/>Projected AA</b>               | <b>30</b>  | <b>33</b> | <b>36</b> | <b>39</b> | <b>42</b> |
| EOCEP<br>Algebra 1 SC<br>SDE Website |                            | <b>District<br/>Actual AA<br/>24</b>           | <b>21</b>  |           |           |           |           |
| EOCEP<br>Algebra 1 SC<br>SDE Website | 18.9% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>SWD</b>            | <b>10</b>  | <b>13</b> | <b>16</b> | <b>19</b> | <b>22</b> |
| EOCEP<br>Algebra 1 SC<br>SDE Website |                            | <b>School Actual<br/>SWD<br/>6.1</b>           | <b>6.1</b> |           |           |           |           |
| EOCEP<br>Algebra 1 SC<br>SDE Website | 10% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>SWD</b>          | <b>13</b>  | <b>16</b> | <b>19</b> | <b>22</b> | <b>25</b> |

|                                      |                            |                                       |             |           |           |           |           |
|--------------------------------------|----------------------------|---------------------------------------|-------------|-----------|-----------|-----------|-----------|
| EOCEP<br>Algebra 1 SC<br>SDE Website |                            | <b>District<br/>Actual SWD<br/>6</b>  | <b>7</b>    |           |           |           |           |
| EOCEP<br>Algebra 1 SC<br>SDE Website | 45.5% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>LEP</b>   | <b>30</b>   | <b>33</b> | <b>36</b> | <b>39</b> | <b>42</b> |
| EOCEP<br>Algebra 1 SC<br>SDE Website |                            | <b>School Actual<br/>LEP<br/>27.3</b> | <b>13.5</b> |           |           |           |           |
| EOCEP<br>Algebra 1 SC<br>SDE Website | 36% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>LEP</b> | <b>39</b>   | <b>42</b> | <b>45</b> | <b>48</b> | <b>51</b> |
| EOCEP<br>Algebra 1 SC<br>SDE Website |                            | <b>District<br/>Actual LEP<br/>34</b> | <b>23</b>   |           |           |           |           |
| EOCEP<br>Algebra 1 SC<br>SDE Website | 42.5% A, B, C<br>(2016-17) | <b>School<br/>Projected SIP</b>       | <b>30</b>   | <b>33</b> | <b>36</b> | <b>39</b> | <b>42</b> |
| EOCEP<br>Algebra 1 SC<br>SDE Website |                            | <b>School Actual<br/>SIP<br/>26.4</b> | <b>21.4</b> |           |           |           |           |
| EOCEP<br>Algebra 1 SC<br>SDE Website | 31% A, B, C<br>(2016-17)   | <b>District<br/>Projected SIP</b>     | <b>34</b>   | <b>37</b> | <b>40</b> | <b>43</b> | <b>47</b> |
| EOCEP<br>Algebra 1 SC<br>SDE Website |                            | <b>District<br/>Actual SIP<br/>29</b> | <b>29</b>   |           |           |           |           |

|                                    |                            |  |             |           |           |           |           |
|------------------------------------|----------------------------|--|-------------|-----------|-----------|-----------|-----------|
| EOCEP<br>Biology SC<br>SDE Website | 52.7% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>Hispanic</b>       | <b>35</b>   | <b>38</b> | <b>41</b> | <b>44</b> | <b>47</b> |
| EOCEP<br>Biology SC<br>SDE Website |                            | <b>School Actual<br/>Hispanic<br/>32.7</b>     | <b>28.6</b> |           |           |           |           |
| EOCEP<br>Biology SC<br>SDE Website | 47% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>Hispanic</b>     | <b>50</b>   | <b>53</b> | <b>56</b> | <b>59</b> | <b>62</b> |
| EOCEP<br>Biology SC<br>SDE Website |                            | <b>District<br/>Actual<br/>Hispanic<br/>35</b> | <b>37</b>   |           |           |           |           |
| EOCEP<br>Biology SC<br>SDE Website | 50.5% A, B, C<br>(2016-17) | <b>School<br/>Projected AA</b>                 | <b>25</b>   | <b>28</b> | <b>31</b> | <b>34</b> | <b>37</b> |
| EOCEP<br>Biology SC<br>SDE Website |                            | <b>School Actual<br/>AA<br/>22.2</b>           | <b>21.4</b> |           |           |           |           |
| EOCEP<br>Biology SC<br>SDE Website | 40% A, B, C<br>(2016-17)   | <b>District<br/>Projected AA</b>               | <b>43</b>   | <b>46</b> | <b>49</b> | <b>52</b> | <b>55</b> |
| EOCEP<br>Biology SC<br>SDE Website |                            | <b>District<br/>Actual AA<br/>27</b>           | <b>24</b>   |           |           |           |           |
| EOCEP<br>Biology SC<br>SDE Website | 30.7% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>SWD</b>            | <b>10</b>   | <b>15</b> | <b>20</b> | <b>25</b> | <b>30</b> |

|                                    |                            |                                       |             |           |           |           |           |
|------------------------------------|----------------------------|---------------------------------------|-------------|-----------|-----------|-----------|-----------|
| EOCEP<br>Biology SC<br>SDE Website |                            | <b>School Actual<br/>SWD<br/>3.8</b>  | <b>12.5</b> |           |           |           |           |
| EOCEP<br>Biology SC<br>SDE Website | 18% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>SWD</b> | <b>21</b>   | <b>24</b> | <b>27</b> | <b>30</b> | <b>33</b> |
| EOCEP<br>Biology SC<br>SDE Website |                            | <b>District<br/>Actual SWD<br/>11</b> | <b>11</b>   |           |           |           |           |
| EOCEP<br>Biology SC<br>SDE Website | 50.8% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>LEP</b>   | <b>33</b>   | <b>36</b> | <b>39</b> | <b>42</b> | <b>45</b> |
| EOCEP<br>Biology SC<br>SDE Website |                            | <b>School Actual<br/>LEP<br/>30.</b>  | <b>24.3</b> |           |           |           |           |
| EOCEP<br>Biology SC<br>SDE Website | 40% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>LEP</b> | <b>43</b>   | <b>46</b> | <b>49</b> | <b>52</b> | <b>55</b> |
| EOCEP<br>Biology SC<br>SDE Website |                            | <b>District<br/>Actual LEP<br/>31</b> | <b>25</b>   |           |           |           |           |
| EOCEP<br>Biology SC<br>SDE Website | 57.3% A, B, C<br>(2016-17) | <b>School<br/>Projected SIP</b>       | <b>35</b>   | <b>38</b> | <b>42</b> | <b>45</b> | <b>48</b> |
| EOCEP<br>Biology SC<br>SDE Website |                            | <b>School Actual<br/>SIP<br/>32.1</b> | <b>29.0</b> |           |           |           |           |

|   |                            |  |             |           |           |           |           |
|---|----------------------------|--|-------------|-----------|-----------|-----------|-----------|
| EOCEP<br>Biology SC<br>SDE Website                            | 48% A, B, C<br>(2016-17)   | <b>District<br/>Projected SIP</b>              | <b>51</b>   | <b>54</b> | <b>57</b> | <b>60</b> | <b>63</b> |
| EOCEP<br>Biology SC<br>SDE Website                            |                            | <b>District<br/>Actual SIP<br/>35</b>          | <b>34</b>   |           |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 43.6% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>Hispanic</b>       | <b>50</b>   | <b>53</b> | <b>56</b> | <b>59</b> | <b>62</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>School Actual<br/>Hispanic<br/>48.6</b>     | <b>40.4</b> |           |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 42% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>Hispanic</b>     | <b>45</b>   | <b>48</b> | <b>51</b> | <b>54</b> | <b>57</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>District<br/>Actual<br/>Hispanic<br/>43</b> | <b>38</b>   |           |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 39.0% A, B, C<br>(2016-17) | <b>School<br/>Projected AA</b>                 | <b>66</b>   | <b>68</b> | <b>70</b> | <b>72</b> | <b>74</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>School Actual<br/>AA<br/>64</b>             | <b>45.9</b> |           |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 34% A, B, C<br>(2016-17)   | <b>District<br/>Projected AA</b>               | <b>37</b>   | <b>40</b> | <b>43</b> | <b>46</b> | <b>49</b> |

|   |                            |                                       |             |           |           |           |           |
|---|----------------------------|---------------------------------------|-------------|-----------|-----------|-----------|-----------|
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>District<br/>Actual AA<br/>36</b>  | <b>33</b>   |           |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 39.4% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>SWD</b>   | <b>50</b>   | <b>53</b> | <b>56</b> | <b>59</b> | <b>62</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>School Actual<br/>SWD<br/>45.5</b> | <b>37.2</b> |           |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 24% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>SWD</b> | <b>27</b>   | <b>30</b> | <b>33</b> | <b>36</b> | <b>39</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>District<br/>Actual SWD<br/>25</b> | <b>19</b>   |           |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 34.5% A, B, C<br>(2016-17) | <b>School<br/>Projected<br/>LEP</b>   | <b>55</b>   | <b>57</b> | <b>59</b> | <b>61</b> | <b>63</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>School Actual<br/>LEP<br/>51.4</b> | <b>35.1</b> |           |           |           |           |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website | 34% A, B, C<br>(2016-17)   | <b>District<br/>Projected<br/>LEP</b> | <b>37</b>   | <b>40</b> | <b>43</b> | <b>46</b> | <b>49</b> |
| EOCEP US<br>History and the<br>Constitution SC<br>SDE Website |                            | <b>District<br/>Actual LEP<br/>37</b> | <b>35</b>   |           |           |           |           |

|  |                          |                                      |             |             |             |             |             |
|--|--------------------------|--------------------------------------|-------------|-------------|-------------|-------------|-------------|
| EOCEP US History and the Constitution SC SDE Website | 45.4% A, B, C (2016-17)  | <b>School Projected SIP</b>          | <b>55</b>   | <b>57</b>   | <b>59</b>   | <b>61</b>   | <b>63</b>   |
| EOCEP US History and the Constitution SC SDE Website |                          | <b>School Actual SIP 53.4</b>        | <b>56.1</b> |             |             |             |             |
| EOCEP US History and the Constitution SC SDE Website | 42% A, B, C (2016-17)    | <b>District Projected SIP</b>        | <b>45</b>   | <b>48</b>   | <b>51</b>   | <b>54</b>   | <b>57</b>   |
| EOCEP US History and the Constitution SC SDE Website |                          | <b>District Actual SIP 44</b>        | <b>40</b>   |             |             |             |             |
| ACT Graduating Class                                 | Composite 17.8 (2016-17) | <b>School Projected Hispanic</b>     | <b>18</b>   | <b>19</b>   | <b>20</b>   | <b>21</b>   | <b>22</b>   |
| ACT Graduating Class                                 |                          | <b>School Actual Hispanic 16.9</b>   | <b>18.7</b> |             |             |             |             |
| ACT Graduating Class                                 | Composite 17.6 (2016-17) | <b>District Projected Hispanic</b>   | <b>18.0</b> | <b>19.0</b> | <b>20.0</b> | <b>21.0</b> | <b>22.0</b> |
| ACT Graduating Class                                 |                          | <b>District Actual Hispanic 17.3</b> | <b>17.8</b> |             |             |             |             |
| ACT Graduating Class                                 | Composite 16.4 (2016-17) | <b>School Projected AA</b>           | <b>17</b>   | <b>18</b>   | <b>19</b>   | <b>20</b>   | <b>21</b>   |

|                            |                                |  |               |             |             |             |             |
|----------------------------|--------------------------------|--|---------------|-------------|-------------|-------------|-------------|
| ACT<br>Graduating<br>Class |                                | <b>School Actual<br/>AA<br/>20.2</b>   | <b>21.6</b>   |             |             |             |             |
| ACT<br>Graduating<br>Class | Composite<br>16.0<br>(2016-17) | <b>District<br/>Projected AA</b>       | <b>4517.0</b> | <b>18.0</b> | <b>19.0</b> | <b>20.0</b> | <b>21.0</b> |
| ACT<br>Graduating<br>Class |                                | <b>District<br/>Actual AA<br/>15.7</b> | <b>16.2</b>   |             |             |             |             |



| <b>ACTION PLAN FOR STRATEGY #1:</b>   |  |                           |                       |                       | <b>EVALUATION</b>  |
|---|--|---------------------------|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                              |
| 1. Tutoring sessions year-long for all students.  | Continuous                               | All EOC teachers          | 0                     | N/A                   | Attendance logs of sessions                                      |
| 2. EOC district benchmark and data analysis by EOC teachers.  | Quarterly                                | All EOC teachers          | 0                     | N/A                   | Benchmark data and PLC notes                                     |
| 3. All common subject teachers participate in a PLC that meets bi-monthly for data driven instructional planning.                               | Bi-monthly                               | All teachers              | 0                     | N/A                   | PLC agendas and minutes  |
| 4. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post-secondary goals. | Continuous                               | School Counselors         | 0                     | N/A                   | Logs of meetings and student sign-ups for college entrance tests |
| 5. Test Prep class taught by English and math teachers for college entrance tests.  | Continuous                               | English and Math teacher  | 0                     | N/A                   | Master schedule  |
| 6. Specialized classes for low readers (READ 180, Language Live), EL learners, special education students, and credit recovery.                 | Continuous                               | Teachers                  | 0                     | N/A                   | Benchmark data and pass rates                                    |

**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.

| <b>DATA SOURCE(s):</b> | <b>AVERAGE BASELINE</b>  | <b>2017-2018</b>                 | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> |
|------------------------|--------------------------|----------------------------------|----------------|----------------|----------------|----------------|----------------|
| Graduation Rate        | (2016-17)<br><b>93.4</b> | <b>School Projected<br/>93.4</b> | <b>93.5</b>    | <b>93.6</b>    | <b>93.7</b>    | <b>93.8</b>    | <b>93.9</b>    |
|                        |                          | <b>School Actual<br/>88.7</b>    | <b>87.6</b>    |                |                |                |                |

|  |  |                                     |            |            |            |            |           |
|--|--|-------------------------------------|------------|------------|------------|------------|-----------|
| Graduation Rate                        | (2016-17)<br>87                        | <b>District<br/>Projected</b>       | <b>86</b>  | <b>87</b>  | <b>88</b>  | <b>89</b>  | <b>90</b> |
|  |  | <b>District<br/>Actual<br/>84</b>   | <b>85</b>  |            |            |            |           |
| Employability<br>Credentialing<br>Rate | Data will be<br>reported in<br>2020-21 | <b>School<br/>Projected<br/>TBD</b> | <b>TBD</b> | <b>TBD</b> | <b>TBD</b> | <b>TBD</b> | <b>90</b> |
|  |  | <b>School Actual</b>                |            |            |            |            |           |
| Employability<br>Credentialing<br>Rate | Data will be<br>reported in<br>2020-21 | <b>District<br/>Projected</b>       | <b>TBD</b> | <b>TBD</b> | <b>TBD</b> | <b>TBD</b> | <b>90</b> |
|  |  | <b>District<br/>Actual</b>          |            |            |            |            |           |

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |  |                           |                       |                       | <b>EVALUATION</b>   |
|--|--|---------------------------|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| 1. Tutoring sessions year-long for all students.   | Continuous                               | All teachers              | 0                     | N/A                   | Attendance logs of sessions   |
| 2. Identification of students at risk to fail tests or not graduate through PowerTeacher and GCSource and developing intervention plans with students and parents. | Continuous                               | School Counselors         | 0                     | N/A                   | Documentation within GCSource and counselors' notes                         |
| 3. Mentoring at-risk students.   | Continuous                               | All faculty               | 0                     | N/A                   | Documentation of mentoring sessions   |
| 4. Assign school counselors by alphabet to better track students and assist towards a 4 year graduation.   | Continuous                               | School Counselors         | 0                     | N/A                   | School Counselor student assignments  |
| 5. Annual IGP meetings with students and parents.  | Yearly                                   | School Counselors         | 0                     | N/A                   | Documentation of IGP meetings   |
| 6. Utilize online credit recovery and virtual school classes for students both during the school day and at home to remain on track.                               | Continuous                               | School Counselors         | 0                     | N/A                   | Credit recovery and virtual class signups and completion<br>Master schedule |

| <b>ACTION PLAN FOR STRATEGY #1:</b> |  |                                      |                       |                       | <b>EVALUATION</b>                   |
|-------------------------------------|--|--------------------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                     | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>            | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 7. Seat Time Recovery (STR).        | Continuous                               | STR Coordinator and Attendance Clerk | 0                     | N/A                   | STR documentation                   |

**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 (TBD).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):              | AVERAGE BASELINE   | 2017-2018                       | 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 | <b>School Projected<br/>TBD</b> | <b>TBD</b>  | <b>61</b>  | <b>71</b>  | <b>81</b>  | <b>90%</b> |
|                              |  | <b>School Actual</b>            | <b>51.9</b> |            |            |            |            |
| PowerSchool, College Reports | Baseline will be established at the end of the 2018-19 school year | <b>District Projected</b>       | <b>TBD</b>  | <b>56%</b> | <b>68%</b> | <b>79%</b> | <b>90%</b> |

|  |  |                        |            |  |  |  |  |
|--|--|------------------------|------------|--|--|--|--|
|  |  | <b>District Actual</b> | <b>45%</b> |  |  |  |  |
|--|--|------------------------|------------|--|--|--|--|

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |   |                                |                       |                       |                                     | <b>EVALUATION</b> |
|--|---|--------------------------------|-----------------------|-----------------------|-------------------------------------|-------------------|
| <b>ACTIVITY</b>  | <b>TIMELINE<br/>(Start and End Dates)</b> | <b>PERSON RESPONSIBLE</b>      | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |                   |
| 5. Annual IGP meetings with students and parents to address G+ options.  | Yearly                                    | School Counselors              | 0                     | N/A                   | Documentation of IGP meetings       |                   |
| 2. Dual enrollment partnership with Greenville Technical College's Early College program.                      | Yearly                                    | School Counselors              | 0                     | N/A                   | Attendance records                  |                   |
| 3. Increase enrollment in advanced placement courses, CATE courses, and health science courses for completers. | Yearly                                    | Teachers and school counselors | 0                     | N/A                   | Power School records                |                   |

**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 9<sup>th</sup> 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 9<sup>th</sup>-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 | 2017-2018                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|------------------|--------------------------|---------|---------|---------|---------|---------|
| PowerSchool     | 66               | School Projected<br>70.0 | 70.8    | 75.6    | 80.4    | 85.2    | 90      |
|                 |                  | School Actual<br>95.5    | 88.0    |         |         |         |         |
| PowerSchool     | (2016-17)<br>74  | District Projected       | 77      | 81      | 84      | 87      | 90      |



|  |  |                                   |           |  |  |  |  |
|--|--|-----------------------------------|-----------|--|--|--|--|
|  |  | <b>District<br/>Actual<br/>80</b> | <b>82</b> |  |  |  |  |
|--|--|-----------------------------------|-----------|--|--|--|--|

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |   |                                    |                           |                           | <b>EVALUATION</b>                                   |
|--|---|------------------------------------|---------------------------|---------------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE<br/>(Start and End<br/>Dates)</b> | <b>PERSON<br/>RESPONSIBLE</b>      | <b>ESTIMATED<br/>COST</b> | <b>FUNDING<br/>SOURCE</b> | <b>INDICATORS OF<br/>IMPLEMENTATION</b>             |
| 1. Tutoring sessions year-long for all students.   | Continuous                                    | All 9 <sup>th</sup> grade teachers | 0                         | N/A                       | Attendance logs of sessions                         |
| 2. All 9 <sup>th</sup> grade common subject teachers participate in a PLC that meets bi-monthly for data driven instructional planning.                            | Bi-monthly                                    | All 9 <sup>th</sup> grade teachers | 0                         | N/A                       | PLC agendas and minutes                             |
| 3. Identification of students at risk to fail tests or not graduate through PowerTeacher and GCSource and developing intervention plans with students and parents. | Continuous                                    | School Counselors                  | 0                         | N/A                       | Documentation within GCSource and counselors' notes |
| 4. Mentoring at-risk students.   | Continuous                                    | All faculty                        | 0                         | N/A                       | Documentation of mentoring sessions                 |
| 5. Assign school counselors by alphabet to better track students and   | Continuous                                    | School Counselors                  | 0                         | N/A                       | School Counselor student assignments                |

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |  |                                      |                       |                       | <b>EVALUATION</b>   |
|--|--|--------------------------------------|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>            | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| assist towards a 4 year graduation.  |  |                                      |                       |                       |   |
| 6. Annual IGP meetings with students and parents.  | Yearly                                   | School Counselors                    | 0                     | N/A                   | Documentation of IGP meetings   |
| 7. Utilize online credit recovery and virtual school classes for students both during the school day and at home to remain on track. | Continuous                               | School Counselors                    | 0                     | N/A                   | Credit recovery and virtual class signups and completion<br>Master schedule |
| 8. Seat Time Recovery (STR).   | Continuous                               | STR Coordinator and Attendance Clerk | 0                     | N/A                   | STR documentation   |

**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       | 2017-2018                        | 2018-19     | 2019-20   | 2020-21   | 2021-22   | 2022-23   |
|-----------------|------------------------|----------------------------------|-------------|-----------|-----------|-----------|-----------|
| PowerSchool     | (2016-17)<br>61.4      | <b>School Projected<br/>61.8</b> | <b>62</b>   | <b>63</b> | <b>64</b> | <b>65</b> | <b>65</b> |
|                 |                        | <b>School Actual<br/>58.1</b>    | <b>57.0</b> |           |           |           |           |
| PowerSchool     | (2016-17)<br><b>52</b> | <b>District Projected</b>        | <b>52</b>   | <b>55</b> | <b>58</b> | <b>61</b> | <b>65</b> |

|  |  |                                   |           |  |  |  |  |
|--|--|-----------------------------------|-----------|--|--|--|--|
|  |  | <b>District<br/>Actual<br/>51</b> | <b>51</b> |  |  |  |  |
|--|--|-----------------------------------|-----------|--|--|--|--|

| <b>ACTION PLAN FOR STRATEGY #1:</b>                                 |   |                                    |                           |                           | <b>EVALUATION</b>                       |
|---|---|------------------------------------|---------------------------|---------------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE<br/>(Start and End<br/>Dates)</b> | <b>PERSON<br/>RESPONSIBLE</b>      | <b>ESTIMATED<br/>COST</b> | <b>FUNDING<br/>SOURCE</b> | <b>INDICATORS OF<br/>IMPLEMENTATION</b> |
| 1. Increase AP enrollment and preparation through vertical teaming. | Continuous                                    | All teachers and school counselors | 0                         | N/A                       | Master schedule and AP enrollment       |
| 2. Annual IGP meetings with students and parents.                   | Yearly  | School Counselors                  | 0                         | N/A                       | Documentation of IGP 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: 1** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):                |                                   | 2017-2018                 | 2018-19  | 2019-20  | 2020-21  | 2021-22  | 2022-23  |
|--------------------------------|-----------------------------------|---------------------------|--|--|--|--|--|
| Employment report              |                                   | <b>School Projected</b>   |  |  | Gender Diversity = Increase or Maintain<br>Ethnic Diversity = Increase or Maintain | Gender Diversity = Increase or Maintain<br>Ethnic Diversity = Increase or Maintain | Gender Diversity = Increase or Maintain<br>Ethnic Diversity = Increase or Maintain |
| GCS Human Resources Department | Baseline established in 2019-2020 | <b>School Actual</b>      |  | Gender Diversity = yes<br>Ethnic Diversity = yes |  |  |  |
| Employment report              |                                   | <b>District Projected</b> | Gender Diversity = 92%<br>Ethnic Diversity = 92% | Gender Diversity = 94%<br>Ethnic Diversity = 94% | Gender Diversity = 96%<br>Ethnic Diversity = 96%                                   | Gender Diversity = 98%<br>Ethnic Diversity = 98%                                   | Gender Diversity = 100%<br>Ethnic Diversity = 100%                                 |

|                                |                                   |  |  |  |  |  |  |
|--------------------------------|-----------------------------------|--|--|--|--|--|--|
| GCS Human Resources Department | Baseline established in 2017-2018 | <b>District Actual</b><br>Gender Diversity = 99%<br>Ethnic Diversity = 90% | Gender Diversity = 96%<br>Ethnic Diversity = 91% | Gender Diversity = 99%<br>Ethnic Diversity = 96% |  |  |  |
|--------------------------------|-----------------------------------|--|--|--|--|--|--|

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |  |  |                       |                       | <b>EVALUATION</b>                   |
|---|--|--|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>              | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| 1. Review certification status and courses assigned before the school year begins to ensure all teachers are Highly Qualified (HQ). | July/August                              | Administration and Instructional Coach | 0                     | N/A                   | HQ compliance report                |
| 2. Attend and recruit teachers from career fairs such as Shining Stars.   | Spring                                   | Administration                         | 0                     | N/A                   | New hires                           |

**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 | 2017-2018                      | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|------------------|--------------------------------|---------|---------|---------|---------|---------|
| SC SDE School Report Card Survey | 91.1             | School Projected Students ≥ 90 | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    |
|                                  |                  | School Actual Students 86.3    | 90.4    |         |         |         |         |
| SC SDE School Report Card Survey | 100              | School Projected Teachers ≥ 90 | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    |

|  |             |  |             |             |             |             |             |
|--|-------------|--|-------------|-------------|-------------|-------------|-------------|
|  |             | <b>School<br/>Actual<br/>Teachers<br/>98.8</b>   | <b>100</b>  |             |             |             |             |
| SC SDE School<br>Report Card<br>Survey | <b>97.9</b> | <b>School<br/>Projected<br/>Parents<br/>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|  |             | <b>School<br/>Actual<br/>Parents<br/>89.3</b>    | <b>68.8</b> |             |             |             |             |
| SC SDE School<br>Report Card<br>Survey | <b>92</b>   | <b>District<br/>Projected<br/>Students</b>       | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|  |             | <b>District<br/>Actual<br/>Students<br/>84</b>   | <b>93</b>   |             |             |             |             |
| SC SDE School<br>Report Card<br>Survey | <b>98</b>   | <b>District<br/>Projected<br/>Teachers</b>       | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|  |             | <b>District<br/>Actual<br/>Teachers<br/>97</b>   | <b>97</b>   |             |             |             |             |



|                                  |    |                            |      |      |      |      |      |
|----------------------------------|----|----------------------------|------|------|------|------|------|
| SC SDE School Report Card Survey | 91 | District Projected Parents | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
|                                  |    | District Actual Parents 88 | 89   |      |      |      |      |

| ACTION PLAN FOR STRATEGY #1:   |                                   |                                  |                |                | EVALUATION   |
|--|-----------------------------------|----------------------------------|----------------|----------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE               | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION                                     |
| 1. Use school website, school messenger, social media, and email to inform students and parents about safety measures.         | Continuous                        | Administrators                   | 0              | N/A            | Documentation from posts, emails, and phone calls                |
| 2. Administrators, faculty, and SRO will supervise students in all locations and report safety concerns/incidents immediately. | Continuous                        | Administrators, Faculty, and SRO | 0              | N/A            | Duty schedules and documentation of investigations               |
| 3. All students and staff are monitored for displaying school IDs.   | Continuous                        | All staff                        | 0              | N/A            | ID machine documentation of IDs made and security camera footage |

| <b>ACTION PLAN FOR STRATEGY #1:</b>                          |  |                           |                       |                       | <b>EVALUATION</b>  |
|--|--|---------------------------|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                        |
| 4. Safety training for all staff by school district and SRO. | Continuous                               | Administrators and SRO    | 0                     | N/A                   | Safe Schools training completion documentation and SRO log |

**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 | 2017-2018                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|------------------|--------------------------|---------|---------|---------|---------|---------|
| ESSA Federal Accountability and SDE School Report Card | (2016-17)        | School Projected<br>≤1.0 | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    |
|  |                  | School Actual<br>0.5     | 1.3     |         |         |         |         |

|  |                         |                                      |            |            |            |            |            |
|--|-------------------------|--------------------------------------|------------|------------|------------|------------|------------|
| ESSA Federal Accountability and SDE School Report Card | (2016-17)<br><b>0.7</b> | <b>District Projected</b>            | $\leq 1.0$ | $\leq 1.0$ | $\leq 1.0$ | $\leq 1.0$ | $\leq 1.0$ |
|  |                         | <b>District Actual</b><br><b>0.8</b> | <b>.10</b> |            |            |            |            |

Annual Expulsion Rate

| <b>DATA SOURCE(s):</b>                                 | <b>AVERAGE BASELINE</b> |                                       | <b>2018–19</b> | <b>2019–20</b> | <b>2020–21</b> | <b>2021–22</b> | <b>2022–23</b> |
|--|-------------------------|---------------------------------------|----------------|----------------|----------------|----------------|----------------|
| ESSA Federal Accountability and SDE School Report Card | (2016-17)               | <b>School Projected</b><br>$\leq 0.7$ | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     |
|  |                         | <b>School Actual</b><br><b>0.0</b>    | 0.0            |                |                |                |                |
| ESSA Federal Accountability and SDE School Report Card | (2016-17)<br><b>0.4</b> | <b>District Projected</b>             | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     |

|  |  |                                 |            |  |  |  |  |
|--|--|---------------------------------|------------|--|--|--|--|
|  |  | <b>District Actual<br/>0.04</b> | <b>1.5</b> |  |  |  |  |
|--|--|---------------------------------|------------|--|--|--|--|

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |   |                                  |                       |                       | <b>EVALUATION</b>  |
|--|---|----------------------------------|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>  | <b>TIMELINE<br/>(Start and End Dates)</b> | <b>PERSON RESPONSIBLE</b>        | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                        |
| 1. Use school website, school messenger, social media, and email to inform students and parents about safety measures.         | Continuous                                | Administrators                   | 0                     | N/A                   | Documentation from posts, emails, and phone calls          |
| 2. Administrators, faculty, and SRO will supervise students in all locations and report safety concerns/incidents immediately. | Continuous                                | Administrators, Faculty, and SRO | 0                     | N/A                   | Duty schedules and documentation of investigations         |
| 3. Safety training for all staff by school district and SRO.   | Continuous                                | Administrators and SRO           | 0                     | N/A                   | Safe Schools training completion documentation and SRO log |

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):                  | AVERAGE BASELINE | 2017-2018                    | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|------------------|------------------------------|---------|---------|---------|---------|---------|
| Cognia Culture & Climate Surveys | 45               | School Projected<br>47       | 50      | 55      | 60      | 65      | 70      |
|                                  |                  | School Actual<br>45          | 45      |         |         |         |         |
| Cognia Culture & Climate Surveys | 52               | District Projected Secondary | 54      | 58      | 62      | 66      | 70      |

|  |  |   |           |  |  |  |  |
|--|--|---|-----------|--|--|--|--|
|  |  | <b>District<br/>Actual<br/>Secondary<br/>50</b> | <b>52</b> |  |  |  |  |
|--|--|---|-----------|--|--|--|--|

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |   |                               |                           |                           | <b>EVALUATION</b>                       |
|--|---|-------------------------------|---------------------------|---------------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE<br/>(Start and End<br/>Dates)</b> | <b>PERSON<br/>RESPONSIBLE</b> | <b>ESTIMATED<br/>COST</b> | <b>FUNDING<br/>SOURCE</b> | <b>INDICATORS OF<br/>IMPLEMENTATION</b> |
| 1. School Wellness and Character committee will provide school wide activities to increase rapport between faculty and students. | August – May                                  | Committee members             | 0                         | N/A                       | Survey results.                         |
| 2. Increase faculty involvement in extra-curricular activities.  | August – May                                  | Faculty                       | 0                         | N/A                       | Survey results.                         |
| 3. Increase faculty and student involvement in spirit week events.   | September                                     | Student government            | 0                         | N/A                       | Survey results.                         |

**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.

| <b>DATA SOURCE(s):</b>                                 | <b>AVERAGE BASELINE</b> | <b>2017-2018</b>                 | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> |
|--|-------------------------|----------------------------------|----------------|----------------|----------------|----------------|----------------|
| ESSA Federal Accountability and SDE School Report Card | (2016-17)<br><b>98</b>  | <b>School Projected<br/>≥ 98</b> | <b>95</b>      | <b>95</b>      | <b>95</b>      | <b>95</b>      | <b>95</b>      |
|  |                         | <b>School Actual<br/>97.3</b>    | <b>96.5</b>    |                |                |                |                |
| ESSA Federal Accountability and SDE School Report Card | (2016-17)<br><b>95</b>  | <b>District Projected</b>        | <b>95</b>      | <b>95</b>      | <b>95</b>      | <b>95</b>      | <b>95</b>      |



|  |  |                               |           |  |  |  |  |
|--|--|-------------------------------|-----------|--|--|--|--|
|  |  | <b>District Actual<br/>95</b> | <b>95</b> |  |  |  |  |
|--|--|-------------------------------|-----------|--|--|--|--|

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |   |  |                       |                       | <b>EVALUATION</b>   |
|---|---|--|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE<br/>(Start and End Dates)</b> | <b>PERSON RESPONSIBLE</b>                  | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| 1. Report truancy and conduct truancy prevention meetings with students and parents.  | Continuous                                | Attendance clerk                           | 0                     | N/A                   | Truancy records   |
| 2. Communication with students and parents about attendance expectations and policy in student handbook, on website, teachers' syllabi, Open House, and freshman orientation. | Continuous                                | Attendance clerk, teachers, administrators | 0                     | N/A                   | Student handbook, school website, teachers' syllabi, open house agenda, and freshman orientation agenda |
| 3. Encourage students and parents to use portal and backpack programs to monitor attendance.  | Continuous                                | All faculty                                | 0                     | N/A                   | Parent portal usage   |
| 4. Daily, automated phone calls to parents for each absence.  | Continuous                                | Attendance clerk                           | 0                     | N/A                   | PowerSchool   |

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

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

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

**PERFORMANCE GOAL: 6** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of high school students who, on the Cognia Climate 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   | 2017-2018   | 2018-19  | 2019-20  | 2020-21  | 2021-22  | 2022-23  |
|----------------------------------|--|---|--|--|--|--|--|
| Cognia Culture & Climate Surveys | <b>Afraid <u>8%</u><br/>Lonely <u>14%</u><br/>Angry <u>15%</u></b> | School Projected<br>Afraid ≤ 7<br>Lonely ≤ 13<br>Angry ≤ 14 | <b>Afraid ≤ 7<br/>Lonely ≤ 13<br/>Angry ≤ 14</b> | <b>Afraid ≤ 7<br/>Lonely ≤ 13<br/>Angry ≤ 14</b> | <b>Afraid ≤ 6<br/>Lonely ≤ 12<br/>Angry ≤ 13</b> | <b>Afraid ≤ 6<br/>Lonely ≤ 12<br/>Angry ≤ 13</b> | <b>Afraid ≤ 5<br/>Lonely ≤ 11<br/>Angry ≤ 12</b> |
|                                  |  | School Actual<br>Afraid 8<br>Lonely 14<br>Angry 15          | <b>Afraid ≤ 7<br/>Lonely ≤ 16<br/>Angry ≤ 13</b> | <b>Afraid ≤<br/>Lonely ≤<br/>Angry ≤</b>         | <b>Afraid ≤<br/>Lonely ≤<br/>Angry ≤</b>         | <b>Afraid ≤<br/>Lonely ≤<br/>Angry ≤</b>         | <b>Afraid ≤<br/>Lonely ≤<br/>Angry ≤</b>         |
| Cognia Culture & Climate Surveys | <b>Afraid – 7%<br/>Lonely – 14%<br/>Angry 15%</b>                  | <b>District Projected Secondary</b>                         | <b>Afraid ≤ 7<br/>Lonely ≤ 13<br/>Angry ≤ 14</b> | <b>Afraid ≤ 7<br/>Lonely ≤ 13<br/>Angry ≤ 14</b> | <b>Afraid ≤ 6<br/>Lonely ≤ 12<br/>Angry ≤ 13</b> | <b>Afraid ≤ 6<br/>Lonely ≤ 12<br/>Angry ≤ 13</b> | <b>Afraid ≤ 5<br/>Lonely ≤ 11<br/>Angry ≤ 12</b> |

|  |  |   |   |   |  |  |  |
|--|--|---|---|---|--|--|--|
|  |  | <b>District<br/>Actual<br/>Secondary<br/>Afraid – 7%<br/>Lonely – 14%<br/>Angry – 14%</b> | <b>Afraid ≤ 7%<br/>Lonely ≤<br/>16%<br/>Angry ≤<br/>14%</b> | <b>Afraid ≤ 7%<br/>Lonely ≤<br/>16%<br/>Angry ≤<br/>15%</b> | <b>Afraid ≤<br/>Lonely ≤<br/>Angry ≤</b> | <b>Afraid ≤<br/>Lonely ≤<br/>Angry ≤</b> | <b>Afraid ≤<br/>Lonely ≤<br/>Angry ≤</b> |
|--|--|---|---|---|--|--|--|

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |   |                               |                           |                           | <b>EVALUATION</b>                       |
|--|---|-------------------------------|---------------------------|---------------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE<br/>(Start and End<br/>Dates)</b> | <b>PERSON<br/>RESPONSIBLE</b> | <b>ESTIMATED<br/>COST</b> | <b>FUNDING<br/>SOURCE</b> | <b>INDICATORS OF<br/>IMPLEMENTATION</b> |
| 1. School Wellness and Character committee will provide school wide activities to increase rapport between faculty and students. | August – May                                  | Committee members             | 0                         | N/A                       | Survey results.                         |
| 2. Increase faculty involvement in extra-curricular activities.  | August – May                                  | Faculty                       | 0                         | N/A                       | Survey results.                         |
| 3. Increase faculty and student involvement in spirit week events.   | September                                     | Student government            | 0                         | N/A                       | Survey results.                         |



**South Carolina Department of Education**  
**Office of Early Learning and Literacy**  
**Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool 2020-2021--REVISED**  
**School Name: Eastside High School**

**A. This school documents and monitors the reading and writing assessment and instruction planned for all sixth through twelfth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.**

**Lenses of Assessment**

A Comprehensive System of Assessment

- Summative Assessment
- SC Ready, End of Course
- Formative Assessment
  - Fountas and Pinnell, DRA, Dominie
  - Star Reading
  - MAP
- Data Teams
  - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

|  | <b>Rarely</b>            | <b>Sometimes</b>         | <b>Routinely</b>                    | <b>Possible Sources of Evidence:</b>  |
|--|--------------------------|--------------------------|-------------------------------------|---|
| <b>A1.</b> Teachers use a comprehensive formative assessment system.   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations |
| <b>A2.</b> Teachers make instructional decisions for students based on data.   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |   |
| <b>A3.</b> Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |   |
| <b>A4.</b> Teachers collect and analyze data to determine targeted, effective in-class   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |   |

|   |  |  |  |  |
|---|--|--|--|--|
| <b>A. This school documents and monitors the reading and writing assessment and instruction planned for all sixth through twelfth grade students and the interventions provided to all struggling readers who are not able to comprehend grade-level texts.</b> |  |  |  |  |
| intervention.   |  |  |  |  |

|  |                          |                                     |                                     |   |
|--|--------------------------|-------------------------------------|-------------------------------------|---|
| <b>B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.</b> |                          |                                     |                                     |   |
| <b>Lenses of Assessment</b>  |                          |                                     |                                     |   |
| Assessing for Supplemental Instruction   |                          |                                     |                                     |   |
| <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Small Group and Individual</li> </ul>  |                          |                                     |                                     |   |
|  | <b>Rarely</b>            | <b>Sometimes</b>                    | <b>Routinely</b>                    | <b>Possible Sources of Evidence:</b>  |
| <b>B1.</b> Teachers notice, teach, and prompt for use of strategic reading behaviors.  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Anecdotal Notes from small group instruction and individual conferences, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors |
| <b>B2.</b> Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |   |
| <b>B3.</b> Teachers provide targeted, effective in-class intervention which<br><br>-must provide individual and small-group instruction; and<br><br>-must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.                | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |   |

| <b>C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.</b>                                |                                     |                          |                          |   |
|---|-------------------------------------|--------------------------|--------------------------|---|
| <b>Lenses of Assessment</b>   |                                     |                          |                          |   |
| Assessing for Family Support of Literacy Development  |                                     |                          |                          |   |
|   | <b>Rarely</b>                       | <b>Sometimes</b>         | <b>Routinely</b>         | <b>Possible Sources of Evidence:</b>  |
| <b>C1.</b> Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls |

| <b>D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.</b>   |                          |                                     |                          |   |
|--|--------------------------|-------------------------------------|--------------------------|---|
| <b>Lenses of Assessment</b>  |                          |                                     |                          |   |
| Assessing for Research-Based Instructional Practices:  |                          |                                     |                          |   |
| <ul style="list-style-type: none"> <li>• Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data</li> <li>• Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data</li> <li>• Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data</li> <li>• Integration of Disciplinary Literacy</li> <li>• Standards: South Carolina College and Career Ready Standards</li> </ul> |                          |                                     |                          |   |
|  | <b>Rarely</b>            | <b>Sometimes</b>                    | <b>Routinely</b>         | <b>Possible Sources of Evidence:</b>          |
| <b>D1.</b> Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Teacher Observations, Schedules, Lesson Plans |
| <b>D2.</b> Teachers monitor student engagement in reading and  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |   |

| <b>D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.</b>   |                          |                                     |                                     |   |
|--|--------------------------|-------------------------------------|-------------------------------------|---|
| writing and use this data to confer with students.   |                          |                                     |                                     |   |
| <b>D3.</b> Teachers use Shared Reading Experiences (literary texts and informational texts) and Shared Writing to scaffold student success and build fluency.  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |   |
| <b>D4.</b> Teachers use shared writing experiences to scaffold student success and build fluency.  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |   |
| <b>D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)</b>   |                          |                                     |                                     |   |
| <b>Lenses of Assessment</b>  |                          |                                     |                                     |   |
| Assessing for Research-Based Instructional Practices:  |                          |                                     |                                     |   |
| <ul style="list-style-type: none"> <li>• Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data</li> <li>• Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data</li> <li>• Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data</li> <li>• Integration of Disciplinary Literacy</li> <li>• Standards: South Carolina College and Career Ready Standards</li> </ul> |                          |                                     |                                     |   |
|  | <b>Rarely</b>            | <b>Sometimes</b>                    | <b>Routinely</b>                    | <b>Possible Sources of Evidence:</b>          |
| <b>D5.</b> Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Teacher Observations, Schedules, Lesson Plans |
| <b>D6.</b> Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |   |

|   |                          |                                     |                          |  |
|---|--------------------------|-------------------------------------|--------------------------|--|
| by reading, writing, listening, speaking, and inquiring.  |                          |                                     |                          |  |
| <b>D7.</b> Teachers provide opportunities for students to develop deep conceptual knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |  |

**D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)**

|  |                          |                          |                                     |   |
|--|--------------------------|--------------------------|-------------------------------------|---|
| <b>Lenses of Assessment</b>  |                          |                          |                                     |   |
| Assessing for Research-Based Instructional Practices:  |                          |                          |                                     |   |
| <ul style="list-style-type: none"> <li>• Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data</li> <li>• Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data</li> <li>• Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data</li> <li>• Integration of Disciplinary Literacy</li> <li>• Standards: South Carolina College and Career Ready Standards</li> </ul> |                          |                          |                                     |   |
|  | <b>Rarely</b>            | <b>Sometimes</b>         | <b>Routinely</b>                    | <b>Possible Sources of Evidence:</b>          |
| <b>D8.</b> Teachers use the South Carolina College and Career Ready Standards when planning instruction.   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Teacher Observations, Schedules, Lesson Plans |



**E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.**

**Lenses of Assessment**

Assessing for Reading Engagement:

- Student Choice
- Large blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre

|  | Rarely                   | Sometimes                           | Routinely                           | Possible Sources of Evidence:   |
|--|--------------------------|-------------------------------------|-------------------------------------|---|
| <b>E1.</b> Teachers provide students choice in what they read, write, and research.  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries |
| <b>E2.</b> The teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume. | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |   |
| <b>E3.</b> Teachers reflect on and eliminate activities that interfere with text reading and writing.  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |   |
| <b>E4.</b> Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.                            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |   |
| <b>E5.</b> Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.                            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |   |

**F. This school provides teacher and administrator training in reading and writing instruction.**

**Lenses of Assessment**

Assessing for Professional Development

- Literacy Competencies for Middle and Secondary Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning

|   | <b>Rarely</b>            | <b>Sometimes</b>         | <b>Routinely</b>                    | <b>Possible Sources of Evidence:</b>   |
|---|--------------------------|--------------------------|-------------------------------------|--|
| <p><b>F1.</b> Teachers participate in professional learning opportunities based on data through</p> <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book clubs</li> <li>○ Teacher action research</li> <li>○ Collaborative planning</li> <li>○ Peer coaching</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p>Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans</p> |
| <p><b>F2.</b> Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data:</p> <ul style="list-style-type: none"> <li>○ Study groups</li> <li>○ Collaboration with school coach</li> <li>○ Book Clubs</li> </ul>                                | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |  |

**G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.**

**Lenses of Assessment**

Assessing for Literacy Partnerships

|   | Rarely                   | Sometimes                           | Routinely                | Possible Sources of Evidence:  |
|---|--------------------------|-------------------------------------|--------------------------|--|
| <p><b>G1.</b> Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing.</p> <ul style="list-style-type: none"> <li>• County libraries are used to increase the volume of reading in the community over the summer</li> <li>• State and local arts organizations</li> <li>• Volunteers</li> <li>• Social service organizations</li> <li>• School media specialists</li> </ul> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer</p> |
| <p><b>G2.</b> Specific actions are taken to foster partnerships.</p>  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |  |

**H. This school embeds practices reflective of an exemplary literacy-rich environment.**

**Lenses of Assessment**

Assessing for Inquiry-based Learning:

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

|   | <b>Rarely</b>            | <b>Sometimes</b>                    | <b>Routinely</b>                    | <b>Possible Sources of Evidence:</b>   |
|---|--------------------------|-------------------------------------|-------------------------------------|--|
| <b>H1.</b> Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research |
| <b>H2.</b> Teachers integrate content-specific reading, writing, & researching in order to provide the authentic experiences necessary to become more proficient researchers and readers and writers.                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |  |
| <b>H3.</b> Teachers provide large blocks of time for instruction & practice for students to sustain work on reading, writing, and researching.  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |
| <b>H4.</b> Teachers ensure texts and materials are organized and easily accessible by students.   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |  |

**H. This school embeds practices reflective of an exemplary literacy-rich environment.**

**Lenses of Assessment**

Assessing for Inquiry-based Learning:

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

|   | <b>Rarely</b>            | <b>Sometimes</b>                    | <b>Routinely</b>                    | <b>Possible Sources of Evidence:</b> |
|---|--------------------------|-------------------------------------|-------------------------------------|--------------------------------------|
| <b>H5.</b> Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms. | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                                      |
| <b>H6.</b> Teachers prominently display artifacts reflective of student learning.                                     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                                      |
| <b>H7.</b> Teachers immerse students in print-rich environments.  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                                      |

**Section I: Analysis of Data**

| <b>Strengths</b>  | <b>Possibilities for Growth</b>   |
|---|---|
| <ul style="list-style-type: none"><li>• Common practice for teachers to work together planning instruction.</li><li>• Teachers work to provide interventions through our after school tutoring program.</li><li>• Wide variety of texts available to students through media center and classroom sets of novels as well as informational texts.</li><li>• Professional development opportunities.</li></ul> | <ul style="list-style-type: none"><li>• Teachers working on add-on endorsement through the State Department of Education for literacy.</li><li>• Utilizing a system for helping parents understand the importance of literacy and how to promote literacy skills at home.</li><li>• Community partnerships.</li></ul> |

| Strengths | Possibilities for Growth |
|-----------|--------------------------|
|           |                          |

| <b>Section J: 2019–20 SMART Goals and Progress Toward Those Goals<sup>1</sup></b>  |   |
|--|---|
| <p><b>Goal #1:</b></p> <p>Develop and implement a program to help parents understand how to effectively help their high school student learn lifelong disciplinary literacy skills which will be in place by March 2020.</p> | <p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>• Media Center website promotes literacy and information for parents regarding how to research topics effectively, how to find a book of interest, how to use various web tools for literacy and a forum to ask questions.</li> <li>• Tips placed in spring monthly PTSA newsletter for parents helping their student have the perseverance for reading passages on standardized tests.</li> </ul> |
| <p><b>Goal #2:</b></p>   | <p><b>Progress:</b></p>   |
| <p><b>Goal #3:</b></p>   | <p><b>Progress:</b></p>   |

<sup>1</sup> If the data necessary to complete this section is unavailable by the April 30 deadline, please submit an update of your school’s progress toward your 2019–20 goals no later than August 1.

**Section K: 2020–21 SMART Goals and Action Steps Based on Analysis of Data**

|   |  |
|---|--|
| <p><b>Goal #1:</b></p> <p><b>The percentage of certified faculty who have earned the state required Literacy endorsement on their teaching certificate will increase from 30.6% to 35.6%.</b></p> | <p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>• <b>Gather data via google survey to ensure accurate information is recorded (fall 2020 and spring 2021).</b></li><li>• <b>Provide information to faculty regarding opportunities to earn the endorsement (through district level classes as well as virtual state classes).</b></li><li>• <b>Ensure those faculty members who are approaching their deadline to earning endorsement have taken the class or are registered for the class.</b></li><li>• <b>Provide Request for Change form to faculty to submit for endorsement.</b></li></ul> |
| <p><b>Goal #2:</b></p>  | <p><b>Action Steps:</b></p>  |
| <p><b>Goal #3:</b></p>  | <p><b>Action Steps:</b></p>  |