

The seal of Travelers Rest High School is a large, circular emblem in the background. It features a central shield with a bulldog's head wearing a hard hat, flanked by two figures holding a banner. The shield is surrounded by decorative flourishes. The outer ring of the seal contains the text "TRAVELERS REST HIGH SCHOOL" at the top and "TRAVELERS REST, SOUTH CAROLINA" at the bottom. The seal is rendered in a light gray color.

TRAVELERS REST HIGH SCHOOL

Strategic Planning and Portfolio

2008-2013

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County Schools

Table of Contents

Part One: Executive Summary	page 3
Part Two: School Profile	page 7
Part Three: Student Learning Needs & Desired Outcomes	page 23
Part Four: Action Plan	page 30
Part Five: Professional Development Plan	page 41

PART I: EXECUTIVE SUMMARY

School Profile

Instructional and Organizational Priorities

Student Learning Needs and Desire Results

Significant Accomplishments

Performance Goals

In its evolution as a small town high school in a large metropolitan school district, Travelers Rest High School has made great strides. In December 2006 we moved into a new \$38,000,000 complex that replaces a half-century old building that presented complex physical and safety problems, restrictions on technology usage, and clearly a negative force in attracting and retaining quality personnel. In the two years since our move there's a palpable, positive force, a clear potential for student growth in terms of current and future faculty and our ability and enthusiasm for change in instruction and curriculum, and an impressive upswing in community involvement, support, and presence and teacher retention.

After several years of preparation, training, and accreditation, we are now serving our fifth class of International Baccalaureate Diploma Program students. We have also received accreditation for the IB Middle Years Program (MYP, grades 6-10) which is vertically articulated with the Northwest Middle School program. Students in these grades have begun experiencing change in their learning as impacted by the seven strands of the IB curriculum and the five areas of interaction. Truly, we address the "global community" in our mission statement with these two programs. In its fifth year, the ninth grade academy continues to monitor and adjust its format, its programs, and its gains. The academy has begun a credit recovery program, where during the term immediately following a failing grade, students who failed at a high level can take an intensive review and assessment and recover credit. The implementation at each nine weeks allows students the opportunity to keep up with their class while the course is still in process.

In the spring of 2009, Travelers Rest will have a site visit and full inspection of our now fully-implemented High Schools That Work initiative. Additionally we serve students with the second year of services from a full-time career development facilitator, a part of the state's Education Economic Development Act. Both these programs serve all students in both career preparation and heightening students' awareness of the importance of school. As a part of HSTW, we have initiated a Connections mentoring program where faculty and administration meet with a small group once a month and provide non-threatening conversation, guidance, and support.

In 2007-2008 Travelers Rest made significant gains in both ACT and SAT scores. The ACT composite score, 20.8, was higher than the state score, 19.6.

As reflected in this report, Travelers Rest High School has several areas of concern. After achieving an excellent rating on our 2004 report card, we dropped to good for the next two years and then to unsatisfactory in 2007. Our improvement ratings have likewise dropped from excellent in 2004 to below average and then unsatisfactory the next two years.

While our diversity is not apparent in our racial makeup (18% minority), it is clearly evident in our socio-economic breakdown. Our school serves the largest geographic attendance zone in Greenville County, ranging from the North Carolina State line to the north, Pickens County to the west, and the attendance areas of three other high schools on the east and south. This attendance area includes highly educationally motivated subdivisions surrounding Furman University and exclusive gated communities.

We also serve impoverished government housing projects, mobile home parks, and traditionally lower income communities.

A large demographic sub-group at Travelers Rest High School is our disabled population. From 102 in 1998-1999, this sub-group grew to 225 in 2007-2008 and dropped to 177 this year. In virtually all data disaggregated by sub-groups, these students are the lowest scoring, lowest achieving. Naturally, data for our overall population is highly impacted by this large sub-group. We must accept the challenge, school-wide, for providing a rigorous, meaningful, successful learning environment for these students.

The sub-group that most clearly impacts our report card is approximately one hundred students that are on our rolls as wards of various state agencies such as DSS and DJJ and who are housed at residential group homes. Most of these students are served by homebound teachers placed at the group homes, and these students rarely pass any standardized assessment due to their troubled personal histories and varying educational experiences. All of these students, however, are counted in the student population for our school. Currently, we are working with school district representatives to better address the educational needs of these students as well as finding an appropriate manner for their test scores to be reported. In this report on page 28 we will include a comparison of our report card ratings with and without these out of district students whom we never serve because they never cross the threshold of our building nor do we have any control over their in-group home instruction.

Because of our 2007 school report card, we are now immersed in an ongoing focused school renewal plan that will continue for three years. The state department, through interim reports by its onsite liaison, monitors and evaluates our progress. This year's portfolio reflects much of the efforts and progress we are making in the initial months of this endeavor.

Those stakeholders involved in studying our school and analyzing trends and data are determined that we will use this information and aggressively address our problems, maintain our successes, and then raise higher our expectations for ourselves and our school.

Mission, Values, and Beliefs

Mission Statement: We educate students both academically and socially so that they become responsible citizens of our local and global community.

Vision:

- Curriculum – Our curriculum will be progressive and designed to help students meet all required standards. It must be
 - Real-world relevant
 - Standards-based
 - Research-based
 - Challenging
 - Intra- and inter-disciplinary
 - Diverse
 - Adaptive to students' needs and learning styles
- Instruction – Instruction will be concise, clear, and consistent with strategies appropriate to student needs. It must include
 - Incorporation of multiple learning styles

- Self-evaluation
 - Emphasis on higher-order thinking skills
 - High expectations for performance and behavior
 - Delivery by highly qualified professionals
 - Creativity to encourage student involvement
 - Flexibility to encourage student growth
 - Interesting and engaging approaches
 - Based on best practices
- Assessment – Assessment must be fair and just and appropriate to the student’s needs and learning styles as well as appropriate to the learning objectives. It must be
 - Varied and authentic
 - Flexible to allow for student to demonstrate knowledge in a variety of ways both traditional and non-traditional
 - Continuous
 - Used to monitor and direct instruction
 - Based upon instruction
 - Challenging and aligned with desired student learning
- Environment – The environment must be safe and free from conditions that would adversely affect student learning. It should give students an equal opportunity to learn in an engaging and positive place for which they will be proud. It must be
 - Enriching and stimulating for the whole student – aesthetically, academically, and socially
 - Inviting to the students, staff, and community
 - Engaging and encouraging of student learning
 - Reflective of atmosphere of respect, support, and compassion for all stakeholders
 - Adequate in terms of resources
 - Clearly reflective of expectations for rigor and excellence

Beliefs and Values:

Travelers Rest High School holds the following beliefs and values with regard to instruction, curriculum, assessment, and environment:

Instruction should

- Be rigorous in nature with high expectations for all students
- Be clearly defined and well-organized
- Be flexible in delivery to accommodate learning styles
- Impart a strong work ethic
- Involve parents as partners in the child’s education
- Be assessed in a timely manner
- Be delivered in a respectful and professional manner
- Be presented with conviction and relevance to our world

Curriculum should

- Be aligned with state standards
- Be meaningful

- Offer diversity
- Educate the student as a whole person (academically, socially)
- Reflect cross-curricular integration
- Be current, up-to-date

Assessment should

- Be authentic
- Varied
- Rigorous
- Accommodate different learning styles
- Be used to improve instruction and alter curriculum
- Be aligned with defined learning objectives
- Be continuous
- Be consistent and fair

Environment should

- Be a safe place for all stakeholders
- Be clean and inviting
- Allow for individual expression
- Allow for collegiality among students and staff
- Exhibit a concern for all participants
- Display integrity, trust, truth, respect, and fairness for all
- Allow all students to be successful

Performance Goals

PERFORMANCE GOAL 1: The overall student graduation rate will increase from 56.0% in 2006-2007 to 93% in 2010-2011.

PERFORMANCE GOAL 2: The overall percent of students scoring 70 or above on End of Course tests will increase from 56.2% in 2006-2007 to 95% in 2010-2011.

PERFORMANCE GOAL 3: Overall longitudinal HSAP scores (students who score basic or above in both math and ELA) will improve from the baseline 81.1% in 2006-2007 to 97.5% in 2010-2011.

PERFORMANCE GOAL 4: By 2012-13 95% of our faculty will have exceeded the 24 required annual professional development/renewal credits required by the district.

PERFORMANCE GOAL 5: The percent of parents who are satisfied with home-school relations will increase from 56.3% (2007 Report Card) to 80% by 2013.

PART II: SCHOOL PROFILE

The Travelers Rest Community

History and Location

The community of Travelers Rest is located in Northern Greenville County in the upstate of South Carolina. Cherokee Indians once inhabited the area, but, in 1775, they ceded a part of their land in a treaty with the governor and were totally driven out in 1776. In the late 1700's and continuing into the mid-1800's, the Travelers Rest community served as a rest stop for turkey drovers and hog drivers bringing their livestock from west of the mountains to the eastern states. In addition in the late 1700's land grants were awarded to those who had participated in the Revolutionary War, thus beginning the development of the community.

The late 1800's brought the railroad through Travelers Rest called the "Swamp Rabbit;" with the railroad came the growth of new businesses built to accommodate travelers. The railroad was also important to the mills located in the area. The community continued to grow as a post office, churches, and schools were established. In the late 19th and early 20th centuries the community was again a rest stop for those traveling the coast to the mountains in the summer.

Recently the community has experienced significant economic growth and has transformed from a basically textile to a diversified base. Several industrial firms have located in the area, and some existing firms have expanded their operations.

Our school community now extends beyond the town of Travelers Rest. In addition to serving these students, the high school also brings in students from suburbs, an urban metropolitan location, and rural areas. The school draws from the largest geographic attendance area in the School District of Greenville County. Boundaries extend roughly 25 miles north through the towns of Marietta and Slater to the North Carolina state line, west 10 miles to the Berea High School attendance line and to Pickens County, east 8 miles to the Blue Ridge and Wade Hampton High School attendance lines, and south 10 miles into the city of Greenville.

The following tables list information gathered from the 2000 census reports regarding the communities in Greenville County that our school serves. The data provides insight into the socioeconomic and cultural characteristics of these communities.

Population, Race/Ethnicity

Total Population	41,911
White	37,839
Black	3,073
American Indian	89
Asian	241
Pacific Island	7
Other	662

Languages Spoken at Home

English	37,592
Language other than English	1,735
Speak English less than very well	787
Spanish	955
Speak English less than very well	539
Other Indo-European Languages	538
Speak English less than very well	162
Asian and Pacific Island Languages	163
Speak English less than very well	57

Employment/Socioeconomic Status/Economic Base

Employment Status (Population 16 and older)	
Employed	33,279
Not Employed	~10,000

Economic Base (By occupation)	
Management, professional, and related occupations	5,611
Service occupations	2,693
Sales and office occupations	5,194
Farm, fishing, and forestry occupations	67
Construction, extraction, and maintenance occupations	2,609
Production, transportation, and material moving occupations	3,680

Housing Trends

Value of Housing in the Community	
Less than 50,000	654
50,000 – 99,999	2,960
100,000 – 149,000	1,888
150,000 – 199,999	1,026
200,000 – 299,999	612
300,000 – 499,999	292
500,000 – 999,999	119
1,000,000 or more	13

Crime Statistics

(Comparison of Greenville County Police Department with the city of Travelers Rest Police Department)

	Murder	Rape	Robbery	Aggravated Assault	Breaking and Entering	Larceny	Motor Vehicle Theft
Greenville	31	184	620	2,231	3,624	11,392	1,236
Travelers Rest	0	0	3	18	21	160	7

TRAVELERS REST HIGH SCHOOL

Faculty and Staff:

5.....Administrators
 85.....Teachers
 35..... Support Staff
 66.....% Teachers with Master’s Degree or Above
 94.9%.....% Teacher Attendance

Certificated Staff:

Gender

Male 43%
 Female 57%

Educational Level

Bachelor's 23%
 Bachelor's +18 11%
 Master's 43%
 Master's + 30 23%
 Doctorate 0%

Ethnicity

White 87%
 African-American 10%
 Hispanic 2%
 Other 1%

National Board Certified 3%

Experience

0-5 years 24%
 6-10 years 24%
 11-15 years 6%
 16-20 years 20%
 21-25 years 9%
 26-30 years 5%
 31-35 years 7%
 36+ years 4%

Among the certificated staff there are five administrators, 69 classroom teachers, a half time ESOL teacher, one IB coordinator, one Curriculum Resource Teacher, five guidance counselors, two media specialists, and six staff members who work in group homes. The support staff consists of eleven maintenance staff workers, nine cafeteria workers, one safety officer, one ISS aide, six clerical workers, two nurses, and five teaching aides.

Faculty experience ranges widely. We have slightly fewer faculty members who have fewer than five years experience (24%) than several years ago when that percentage was 35%. Our most experienced numbers have also dropped slightly as some of faculty members who were eligible have taken advantage of retirement opportunities. Our percentage of faculty members with more than 25 years experience has dropped from 26% several years ago to 16% this year.

The faculty turnover through retirement is also reflected in the drop of continuing contract teachers in the past two years, and the lower average number of experienced teachers is also reflected in the drop in the number of teachers with advanced degrees. Teacher attendance rates remain near 95% percent, which is a slight improvement from the last several years.

Leadership

Decision-making at Travelers Rest High School ranges from faculty-based decisions such as determining to return to a 4 x 4 schedule after several years on a 7-period day, administration-controlled decisions such as use of facilities, personnel decisions, and final disciplinary determinations. Additionally, faculty members have input in decisions regarding their budgets in departmental meetings and coordinated with department heads. A Faculty Council has advised the principal about decision-making also. Most decision-making at TRHS relies on communication and cooperation between staff members to help the responsible party reach the appropriate decision for the matter under consideration.

Intra-departmental opportunities also exist for faculty members to have a voice in the courses they prefer to teach, in the courses offered by their departments, how many sections of which courses to make available, textbook adoption, and in supplemental resources regarding curriculum. Mostly these decisions are reached by consensus.

Travelers Rest High School has a Ninth Grade Academy. This configuration allows for further shared decision making and leadership opportunities. The academy operates using the lead teacher concept.

In addition to coordinating the team approach to management of student behavior, the lead teacher serves as a coordinator/facilitator/liaison between teacher teams and parents. (S)he is the point-of-contact for parents so that the teachers can deal cooperatively with common student issues instead of making multiple contacts with the parents. The lead teacher also helps coordinate parent conferences and other parent contacts that are a necessary within the ninth grade academy.

Travelers Rest High School has the distinction of being an International Baccalaureate School, and the leadership of the program is coordinated onsite. The coordinator assists the principal, parents, and potential IB students in determining their suitability for the program. The coordinator also ensures school compliance of all IB regulations.

The principal delegates authority through assistant principals and others regarding the daily operation of the school. Some departments report directly to the principal while others deal with an assistant principal.

While faculty input is bound by constraints of board policy, opportunities for input as well as leadership development are abundant at Travelers Rest High School.

Partnerships

Travelers Rest High School is a community school and enjoys many positive partnerships within the area. Many are in the form of fiscal support, while others lend themselves to involvement with our faculty and students. Several generations of Travelers Rest citizens are TRHS graduates with strong ties to the school that are apparent in their continuing participation in and support of relationships with organizations and classes within the high school.

Listed below are some current relationships and partnerships enjoyed by our school:

Agriculture class support –

- Travelers Rest Feed and Seed
- Brown's Feed and Seed
- Baker's Tire
- Huddle House
- Pete's
- Carolina Fine Foods
- Poinsett Plumbing
- Martha's Hardware
- McLesky and Todd
- C & B Farms
- The agriculture classes also provide an educational outreach to the community elementary schools by hosting an annual "Farm Day."

Alumni Chorus Concert –

- Approximately 85 community members, past and present, returned to their Alma Mater to rehearse and perform.
- Coffee hour was compliments of Leopard Forest Coffee Company.
- Trinity Presbyterian Church provided the luncheon venue.
- JoMar's Florist provided greenery for the stage
- Travelers Rest Chamber of Commerce, Greenville Hospital System, North Greenville Campus, and the Bank of Travelers Rest provided hospitality bags for each singer.

Anatomy classes speakers –

- The Blood Connection
- Spartanburg Memorial Hospital
- City of Greenville (morgue visit)

AP Biology –

- Collaboration with Alzheimer's Memory Walk at Rolling Green Nursing Home

Athletics and Athletics Booster Club –

- The Athletics Booster Club is comprised of community members and businesses who work to provide support for Travelers Rest High School sports and athletic groups.
- Student athletes provide physical service for local businesses. For example, football players unloaded supplies and equipment for a new business. They also provided the delivery of all the 11,000 plus cans from our food drive to the local food bank.
- Pro Fitness allows our student athletes to use their facilities until all of ours are operable.

- Travelers Rest United Methodist and Marietta First Baptist Churches provide basketball practice space.
- Gardner Webb University donated weights.
- Green Valley Country Club and Summerset Golf Course provide the practice and playing courses for our golf team.

Band Boosters –

- Parents and interested community members and businesses provide for fund-raising opportunities, serve as chaperones for trips, assist in setting up equipment, and network together to assure that band-related needs are met.

Band Class –

- Band students play for the local Veteran’s Day celebration
- Band students march and play in local Christmas parades.
- Band students play for local business grand opening

Choral Booster Club –

- Parents and interested community members and businesses provide for fund-raising opportunities, serve as chaperones for trips, assist in setting up equipment, and network together to assure that chorus-related needs are met. This year, they donated new golf-type chorus shirts to each chorus member. Additionally, they operate a concession stand during home football games. Petee’s, a local restaurant, donates ice, and the local Pepsi distributor provides water at a discount for the chorus concession stand.

Chorus Class –

- North Greenville University and Furman University invite our students to participate and perform in choral events that are sponsored and hosted by each university’s choral music department.
- Students perform for North Greenville Hospital Staff Holiday Dinner
- Students perform for the grand opening of a local business
- Students perform for local garden club
- Students perform at local nursing home CWP III class speakers –
- Palmetto Bank V. P. and Branch Manager, Monika P. Branham
- Southern Star Automotive owner/manager, Churk Snyder
- Al Gray, president, 100 Black Men of Upstate S. C.

Drama class –

- Drama students present book talks for students at Heritage Elementary School.
- Actor’s Yoga instructor for Warehouse Theatre
- Guest speakers for the class include Dr. Doug Cummins, and John Woodson

IB Students –

- TRHS students enrolled in the IB program must provide 150 hours of community service

Interact and Key Club –

- These students help at a local nursing home once a month. Additionally, TRHS students enrolled in Enoree Career Center’s nursing program provide additional services there, as well.

National Honor Society –

- This group’s Fall Festival had numerous community sponsors, including Marietta Tire, Rainbow Drive-In, and Chic-Fil-A. Steve Borkland State Farm, Cleveland Park of Travelers Rest Animal Hospital,

Sunshine House, Huddle House, Marietta Tire and Brown's Feed & Seed. The festival serves the community by providing a safe, family-friendly alternative to traditional trick-or-treating.

Newspaper Staff –

- Hometown News in Woodruff publishes our school paper, *The Blue and Gold*
- The Chocolate Shoppe in Greenville provides chipwiches at a discount for a fundraiser.
- Chic-Fil-A at Cherrydale provides Chic-Fil-A sandwiches for fundraising, as well.
- Saavi Formal Wear provides free tuxedo rentals for senior contestants in the Mr. T. R. Pageant.

PTSA –

- Provides goods and services daily at our school store.
- Provides consistent parent support in the school.

Service Learning and Teacher Cadets –

- Provide services to entities in the community, especially at the local elementary schools.
- Teacher Cadets and Service Learning students join forces to be Book Buddies at Duncan Chapel Elementary.
- Service Learning students volunteer 4 days a week at either The Humane Society, Meals on Wheels, Big Brother-Big Sister, Adult Day Care, or their Book Buddy school.

Teacher Cadets –

- A partnership exists with North Greenville University that permits these students to earn 3 hours of college credit upon successful completion of the course, and remitting a \$100 fee.
- Heritage, Duncan Chapel, Slater-Marietta, Gateway Elementary Schools, and Northwest Middle School partner with Teacher Cadets for their required field experience.
- Cadets are each paired with an elementary student who needs extra help with his or her reading, and spend 30 minutes with their Book Buddy.

Theory of Knowledge Class –

- Students visit and/or presentations are made in these classes by:

Furman University Speaker Series of Visiting Professors – most recently from the Rhodes University, South Africa and University of Wollongong, Australia

Temple of Israel, Rabbi James Cohen

Islamic Society Masjid, Melhem Melmad

Vedic Center

Bob Jones Museum and Art Gallery

Greenville County Museum of Art

Artist Speaker Series – Patty Brady, Phil Garrett, Debbie Cooke

School Wide –

- Greenville Hospital System provides an athletic trainer for the school.

- Community volunteers serve on the Special Projects Planning Committee for new school making decisions about the memorials, preservation of historic sites, and other issues of importance to the community on the site of our new school.
- The Bank of Travelers Rest provides mouse pads, rulers, pencils and pens.
- Tutoring services are provided to THRS students by Furman University students at local churches.
- Teacher discounts and coupons provided by Office Depot, Staples, McDonalds, Subway
- City of Travelers Rest provides volunteers as liaisons between the school and the city
- Greenville Hospital System – Northern Site provides space for TRHS student activities
- Wal-Mart and TRHS have celebrated “joint” grand openings
- Leopard Forest shared in a coffeehouse at the school
- The United States Army and other branches of the armed services visit classes to demonstrate various tactical and technical aspects of their work.
- Furman University donated art supplies.
- Trinity Presbyterian Church provides space for faculty writing committee meetings.
- Furman University professor Paul Thomas provided writing in service and continuing advisory services for TRHS faculty in our writing initiative.
- Student Council sponsors “Seniors for Seniors” gift donations from TRHS senior class students to senior citizens in a local nursing home.
- Most yearbook ads are paid for by businesses in the community.
- THRS is the site for the area American Cancer Society’s Relay for Life fund-raising walk.

The above listings display the wide array of involvement between members of the community and Travelers Rest High School. Some of the relationships may be seasonal, ad hoc, or continuous, but all partners believe in the mission of our school and the future of our students. We are grateful for their invaluable and generous contributions.

Student Enrollment:

1999-2000 – 1555
 2000-2001 – 1059
 2001-2002 – 1120
 2002-2003 – 1220
 2004-2005 – 1221
 2005-2006 – 1254
 2006-2007 – 1257
 2007-2008 – 1260
 2008-2009 – 1263

Sub-populations: Special Education

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Autism	1	1		1	1	3
Mentally Disabled/Educable	29	20			26	18
Emotional Disability	57	36		41	11	9
Other Health Impairment	26	15		21	26	20
Hearing Impairment	1	1		1	0	0
Specific Learning Disability	138	100	2	138	135	127
Multiple Disabilities		3		2		
Orthopedic Impairment				1		
Speech/Language Impairment	1	1		1		
Mentally Disabled/Trainable				24	26	
Visual Impairment	1					
TOTAL	254	177	231	230	225	177

ESOL

	2003-2004	2004-2005	2005-2006	2006-2007
English	1,424	1,396	1,378	1,404
ESL				3
LEP	5	10	4	3
LEP Mainstreamed				1
English Proficiency Unknown	1		6	15
Exited	8	16	16	7
Waiver			1	

	2007-2008	2008-2009
Prefunctional	7	8
Beginner	4	5
Intermediate	3	7
Advanced	4	7
Initially Proficient	1	2
1 st year exited	0	0

2 nd year exited	11	10
English Speaker 1	10	9
English Speaker 2	1643	1472

Reduced/Free Lunch

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Free	264	370	400	429	508	414
Paid	1,128	919	941	943	701	742
Reduced	45	81	64	60	51	67
Lunch Status Unknown	1	52		1		

Attendance

2004-2005 93.5%

2005-2006 94.3%

2006-2007 95.4%

2007-2008 **NA until report card**

Ethnicity/Gender

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Female	692	686	667	673	777	694
Male	746	736	738	760	906	821
African American/American Indian	3	1	1		0	1
Asian	5	4	5	6	7	10
Black	273	273	261	256	316	267
Hawaiian/Pacific Islander	2	3	2	2	2	1
Hispanic	28	45	39	45	53	55
White/African American	2	3	8	7	15	9
White/American Indian			1		1	0
White/Asian	2	3	3	4	5	3
White	1122	1089	1083	1111	1201	1178
Other Ethnicity	1	1	2	1	3	4
Ethnicity Unknown				1		

Group Home Students (who never attend TRHS but whose scores impact our Report Card)

2006-2007 - 184

2007-2008 - 200

2008-2009 - 128 (as of 10/10/08)

Greenville County Schools District Profile—January 2008

Geographic Location

Greenville, South Carolina is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2005 census data, Greenville County has more than 407,300 residents, a 7.3 percent increase since the 2000 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations. Over the past several decades, Greenville has recruited Michelin, General Electric, Hitachi and BMW to the region.

According to 2000 census data, the homeownership rate in Greenville County was 68.2%. The median annual household income for Greenville in 2003 was \$41,984, while 47,205 persons were living below the poverty level. Total assessed property within the Greenville city limits equals over \$221 million.

There are 12 universities and colleges in the local area: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville College, Southern Wesleyan University, USC Upstate, Tri-County Technology College and Wofford College.

School District Information

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 68,465 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 51st largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. District facilities include 5 child development centers, 47 elementary schools, 17 middle schools, 14 high schools, 4 career centers and 7 special focus centers. Among the elementary, middle and high schools, 12 International Baccalaureate programs and 12 magnet academics operate for unique educational opportunities. The magnet academics include foreign language, communication arts, pre-engineering international studies, science and technology, fine arts, and year-round education.

Greenville is the site of *The South Carolina Governor's School for the Arts* and the *Roper Mountain Science Center*. GCS has 15 Title I schools that receive funds from the federal government to help raise student achievement in schools with high poverty. Two grants allow funding for GCS teachers and local arts to receive training in integrating arts into the regular classroom curriculum. Beginning with Tanglewood Middle, seven Title I schools are now participating in the program.

GCS serves a culturally diverse population of students. The ethnic make-up of students in GCS is 60.1% White, 26.7 % African-American, 9.8% Hispanic, 2.2% Asian, 0.2% Native American, 0.2% Hawaiian/Pacific Islander and 0.8% of students are classified as "Other." Dedicated to meeting the educational needs of all students, GCS serves over 8,434 students (12.3%) with disabilities more severe than speech and an additional 2,360+ students with speech disabilities; a total of more than 10,790 students (15.7%). Additionally, over 13,000 students (19.3%) of GCS students qualify for the gifted and talented program. GCS also serves over 3,000 students who meet the state specifications of English as a Second or Other Language (ESOL).

GCS stresses the importance of daily attendance and good health for all students. GCS has an average student attendance rate of 97.7%, and a teacher attendance rate of 97.2%. The 2006-07 student dropout rate is 4.1%. There are 22,000 students who ride one of the 325+ buses in GCS. Breakfast is served daily to over 13,000 students.

Learning Environment

The State Department of Education issues annual report cards rating each school and district with an *Absolute* and *Improvement* rating. In 2007, 68% of GCS schools and career centers earned an Absolute Rating of *Excellent, Good, or Average* on the 2007 SC Report Cards. As part of *No Child Left Behind* (NCLB) legislation, states must also assess whether schools have met Adequate Yearly Progress (AYP) on an annual basis. Many GCS schools have been awarded special honors and titles for school program excellence. Twelve Greenville County schools are *National Blue Ribbon Schools of Excellence*, while 17 schools have been designated with SC's highest education honor, the *Palmetto's Finest Award*. Nine schools and four career centers earned Palmetto gold and silver awards recognizing high levels of academic achievement. Additionally, 38 GCS schools have been named *Red Carpet Schools* in response to their levels of customer service to parents and school communities. There are 29 GCS schools that have been named *National Schools of Excellence* by the PTA.

GCS provides students with a strong, qualified teaching staff. There are approximately 9,089 GCS employees; 5,019 of those are teachers. According to the 2007 GCS Report Card, 57.5% of the teachers hold Master's degrees or higher. The average years of teaching experience in GCS is 11.7 years. The average teacher salary in 2006-07 is \$42,200. Greenville County has 423 *National Board Certified* teachers and seven *Milliken Family Foundation National* educator awards.

Teachers and administrators strive to create a learning environment supported by parents and the surrounding community. GCS actively recruits volunteers to assist in enhancing every student's learning experience. In the 2006-07 school year, over 80,000 volunteers donated 1.6 million hours of their time to GCS. The Parent Teacher Association (PTA) in GCS has the largest number of units in any one district in SC. The *Report Card Survey* from the State Department of Education is administered in GCS annually to parents, teachers and students. In 2007 the majority of all three groups reported teachers have high expectations of students and demonstrate commitment toward student achievement.

GCS pays for schools and other education services through six primary fund accounts. Over \$429 million of those funds are designated General Funds and are used to support the day to day school operating expenses (e.g. teacher salaries, instructional supplies, utilities, etc.). The remainder of the budget, which changes every year, includes five fund accounts that provide money for things such as state and local taxes, scholarships and grants as well as building costs. The District has had more than 150 audits over the past three years and has been awarded the *Excellence in Financial Reporting* for 19 consecutive years. GCS has also earned the highest credit rating a school district can receive from two of the top financial rating services. Overseeing the budget and District operations are 12 elected School Board members who entrust the daily operations to Superintendent, Phinnize Fisher, Ed.D. Two Deputy Superintendents help coordinate and oversee all District functions in curriculum, personnel, finance, facilities, technology, and operations.

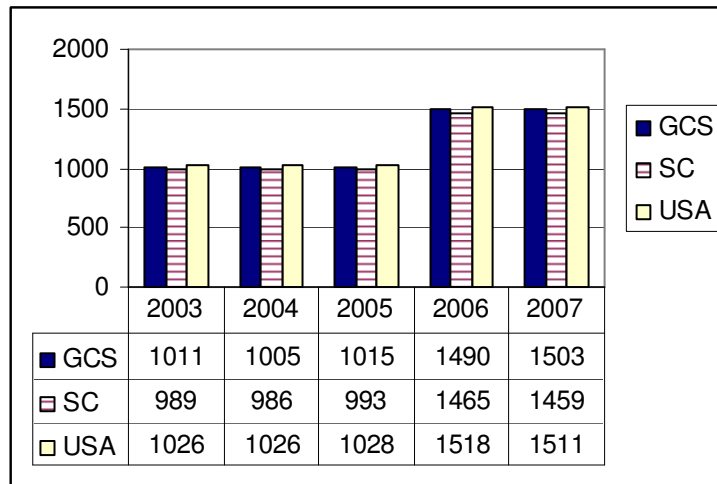
In an effort to provide "equitable" school facilities for all students and accommodate a growing student population, GCS has implemented an aggressive, innovatively funded school construction program. Advantages to this approximately \$1 billion construction program are all schools will be built or renovated within a six-year time frame, versus a traditional construction plan which would require more than twenty years. Additional benefits to the program are that there are no plans for additional tax millage increases in Greenville County to compensate for building costs. Also, the program provides all students with the opportunity to attend schools that support advancing instructional technology. In addition to the new or renovated schools completed before the construction program began, 67 schools have been completed as part of the BEST program. Two new schools are under construction and will open in August 2008. The last school in the program will be bid this fall.

Student Achievement

Committed to student achievement for all students, GCS serves as a leader in education in both the state and nation. Teachers and administrators are continually trained on effective ways to assess student achievement throughout the year. Standardized tests used in the District are Scholastic Aptitude Test (SAT), Academic College Test (ACT), High School Assessment Program (HSAP), Academic Placement (AP) Exams, End of Course Exams (EOCE), Palmetto Achievement Challenge Test (PACT), Iowa Test of Basic Skills (ITBS), and most recently Measures of Academic Progress (MAP). Overall, GCS student achievement has risen in 2007 in almost every test area.

Several secondary assessments are given to students on the high school level. In GCS, the average composite score on the SAT increased from 1490 in 2006 to 1503 in 2007. There were 2,365 GCS students tested, and 61% of 2006-07 seniors took the exam. The average critical reading score was 505, the average math score was 508, and the average writing score was 489. Figure 1 displays the SAT results from the past five years. GCS has remained higher than the average SC score and slightly behind the average national score.

Figure 1. 5-Year SAT Composite Scores of GCS, SC and the Nation



* With the addition of Writing on the SAT in 2006, the Composite Score from 2006 and beyond is out of 2400.

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The Composite score in GCS increased from 20.7 in 2006 to 21.3 in 2007. One-tenth of an ACT point is comparable to four points on the SAT.

Figure 2. 2007 ACT Results in GCS

Location	# of students	English	Math	Reading	Science	Composite
GCS	1,223	20.7	21.2	21.6	20.9	21.3
SC	16,716	19	19.8	19.8	19.5	19.6
Nation	1,300,599	20.7	21	21.5	21	21.2

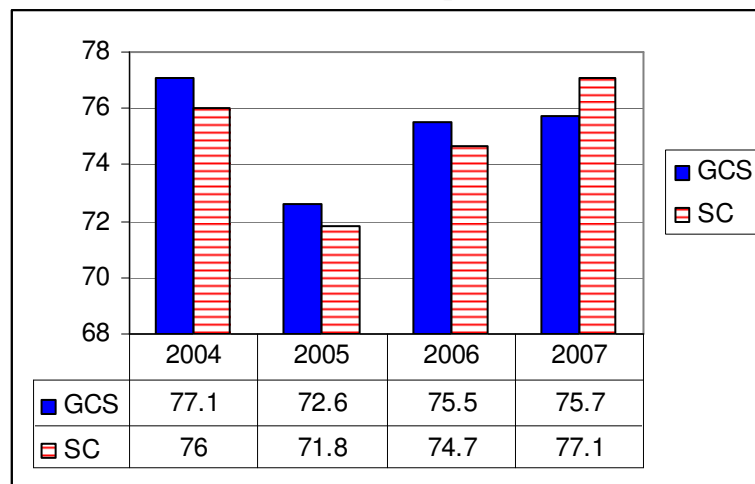
The number of students in 2007 who successfully completed AP courses demonstrated the commitment of GCS to high school curriculum and achievement. As displayed in *Figure 3*, the percent of students scoring 3-5 increased by 3.1% in GCS in 2007.

Figure 3. Number of AP Exams and Percent Scoring 3-5 in GCS

Year	Number Scoring 3-5	Percent Scoring 3-5
2007	2524	51.1%
2006	2192	48.0%
2005	2096	43.0%
2004	1815	48.1%
2003	1803	52.5%
2002	1581	54.9%
2001	1241	59.8%

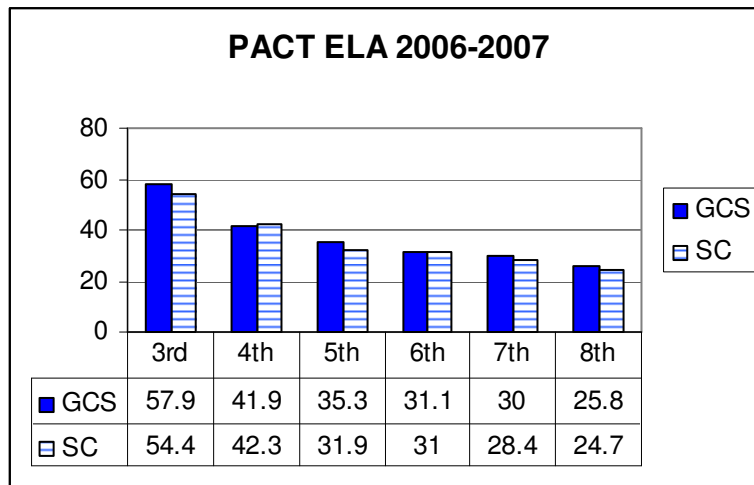
After a three-year implementation phase, in 2005-06, SC’s EXIT Exam changed from the Basic Skills Assessment Program (BSAP) to the High School Assessment Program (HSAP) exam. The 75.7% of GCS students passed both sections of the HSAP on their first attempt is lower than SC’s 77.1%. From 2006 to 2007, the percentage of students who passed the English Language Arts section of the High School Assessment Program on the first attempt increased by 2.2%. From 2006 to 2007, the percentage of students who passed the Mathematics section of the High School Assessment Program on the first attempt decreased by 1.1%.

Figure 4. Percent Passing Both Sections of HSAP on 1st Attempt



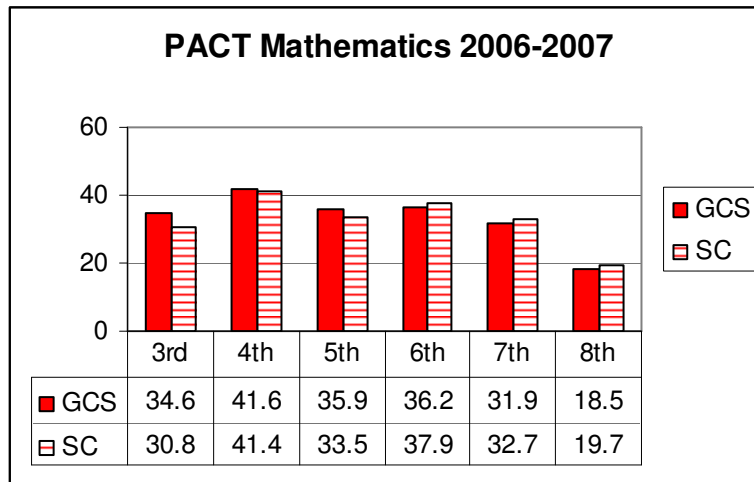
GCS annually tests all students in grades 3-8 on the state’s criterion referenced exam, the PACT. As evidence of meeting federal NCLB legislation, GCS annually tracks the percent of students scoring Proficient and Advanced on PACT exams, for English Language Arts (ELA), math, science and social studies. As shown in Figure 5, GCS has outperformed SC’s aggregate score of students scoring Proficient or Advanced on the ELA portion of the PACT.

Figure 5. Percent Proficient and Advanced on PACT ELA



In GCS, the percent of students scoring proficient and advanced on the PACT ELA was as high or higher than the average percent in SC, with the exception of 4th grade. On PACT Math, GCS students scored higher than SC's averages, with the exception of 6th, 7th, and 8th grades.

Figure 6. Percent Proficient and Advanced on PACT Math



The next two graphs, Figures 7 and 8, display the percent of students scoring proficient and advanced in Science and Social Studies. GCS students performed higher than the average of SC students in all grade levels in both Science and Social Studies.

Figure 7. Percent Proficient and Advanced on PACT Science

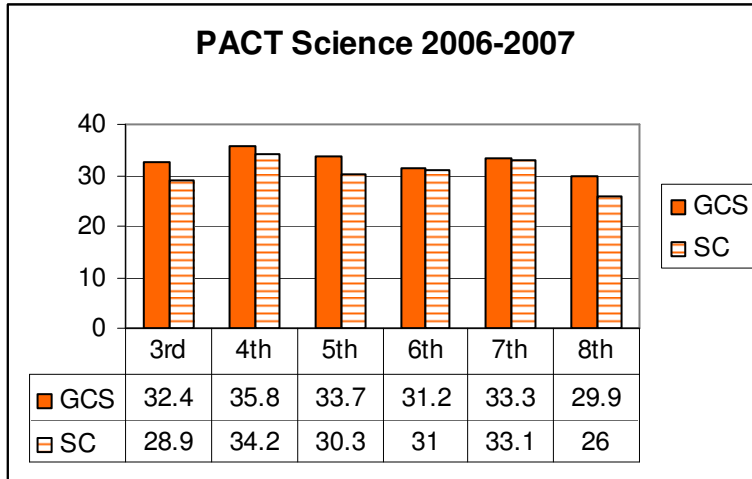
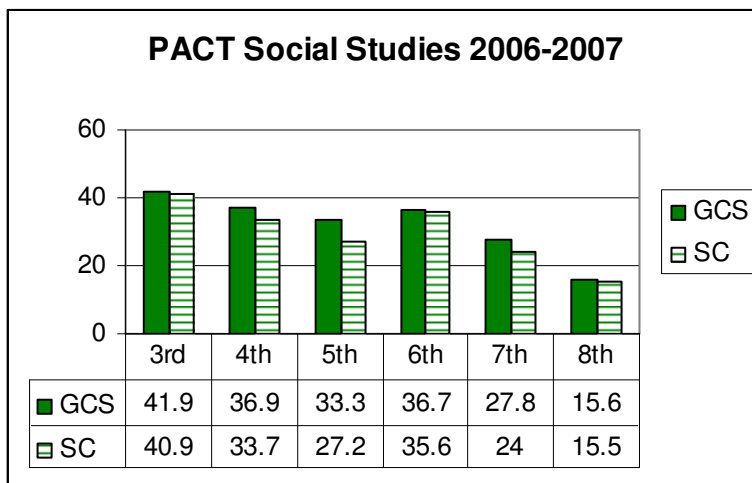


Figure 8. Percent Proficient and Advanced on PACT Social Studies



In 2005-06, an additional resource for assessment in Greenville County is the Measures of Academic Progress (MAP) testing. This computerized system of testing is administered two to three times a year in every school in reading, language, mathematics, and one optional subject, science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to individual students' performance; meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PACT and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year.

PART THREE: STUDENT LEARNING NEEDS AND DESIRED RESULTS

The Tests

Travelers Rest High School (TRHS) uses the Scholastic Aptitude Test (SAT), Preliminary Scholastic Aptitude Test (PSAT), ACT tests and the High School Assessment Program (HSAP) as the main indicators of measuring student achievement. In addition, students who are enrolled in Algebra I, Algebra IB, English I, Physical Science, and US History are now being assessed using End-of Course Exams. It is mandatory all sophomores take the PSAT and the HSAP. The SAT is taken voluntarily by any junior or senior. Juniors also take the PSAT by choice. A summary of TRHS students' scores follow including the overall results and disaggregated data.

GAPS IN LEARNING

There were several gaps in learning on all standardized test scores between students of different ethnicities and genders. The results and achievement gaps for each standardized test are shown below.

SAT Results

	Math Mean	Math Mean	Math Mean	Math Mean	Verbal Mean	Verbal Mean	Verbal Mean	Verbal Mean
	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2004- 2005	2005- 2006	2006- 2007	2007- 2008
Female	488.45	479.72		481	490.41	494.51		503
Male	498.59	495.58		477	477.18	477.44		489
African American/American Indian	430			431	470			409
Asian	490	520			440	440		
Black	429.33	448.57			448	458.57		
Hawaiian/Pacific Islander	430	490			410	460		
Hispanic	380	425			440	465		
White/Asian	600				750			
White	500.68	489.03		497	487.33	491.26		481

NOTE: Waiting on 2006-7

ACT Results 2008

Students	28	Reading	21.3
English	20.5	Science	20.8
Math	20.1	Composite	20.8

AP Results

Year	Number Scoring 3-5	Percent Scoring 3-5	2005	2006	2007	2008
2001	34	63.0	72	45	62	23.4
2002	70	39.8				32.6
2003	43	35.5				50.8
2004	46	30.7				

FROM THE STATE REPORT CARD:

Year	Absolute Rating	Improvement Rating
2007	Unsatisfactory	Unsatisfactory
2006	Good	Unsatisfactory
2005	Good	Below Average
2004	Excellent	Excellent
2003	Good	Below Average

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our School			High Schools with Students Like Ours		
	2005	2006	2007	2005	2006	2007
Passed 2 subtests	67.1	65.6	68.7	75.0	76.0	79.6
Passed 1 subtest	13.7	17.9	17.0	13.2	11.3	11.7
Passed no subtests	19.2	16.5	14.3	11.8	12.6	8.7

HSAP Passage Rate by Spring 2007 (Longitudinal)

	Our School	High Schools with Students Like Ours
Percent	81.1%	89.8%

On-time Graduation Rate

	Our School	High Schools with Students Like Ours
Number of Students	357	289
Number of Diplomas	200	206
Rate	56.0%	72.8%

Percent of students scoring 70 or above on End of Course Tests:

	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	70.8	82.0
English 1	63.2	63.8
Physical Science	38.7	55.2
All Tests	56.2	66.3

Performance by Student Groups

	HSAP Passage Rate by Spring 2007		End of Course Passage Rate		Graduation Rate	
	number	percent	number	percent	number	percent
All Students	322	81.1	459	56.2	357	56.0
Gender						
Male	157	76.4	265	57.1	180	50.6
Female	165	85.5	194	55.0	176	61.9
Racial/Ethnic Groups						
White	254	86.6	403	61.2	276	60.1
African American	55	54.5	36	30.0	64	35.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	17	53.0	12	58.3
American Indian/ Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabilities other than speech	43	41.9	24	20.9	48	27.1
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	11	61.1	N/A	N/A
Socio-Economic Subsidized meals	90	71.1	109	42.2	106	44.3

Evaluations by Teachers, Students, and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	166	33
Percent satisfied with learning environment	73.3%	67.5%	66.7%
Percent satisfied with social and physical environment	82.0%	76.2%	62.5%
Percent satisfied with school-home relations	68.9%	85.3%	56.3%

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 52.3%									
All Students	273	99.6	17.9	31.7	33.2	17.2	60.3	Yes	Yes
Gender									
Male	151	100.0	24.1	35.9	31.7	8.3	49.7	N/A	N/A
Female	122	99.2	10.3	26.5	35.0	28.2	73.5	N/A	N/A
Racial/Ethnic Group									
White	213	100.0	13.5	30.9	37.2	18.4	67.1	Yes	Yes
African American	49	98.0	37.8	33.3	17.8	11.1	31.1	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	227	99.6	9.5	32.4	37.8	20.3	68.9	N/A	N/A
Disabled	46	100.0	65.0	27.5	7.5	0.0	12.5	I/S	Yes
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	273	99.6	17.9	31.7	33.2	17.2	60.3	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	273	99.6	17.9	31.7	33.2	17.2	60.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	104	99.0	26.8	34.0	28.9	10.3	45.4	No	Yes
Full-pay meals	169	100.0	12.7	30.3	35.8	21.2	69.1	N/A	N/A

Mathematics – State Performance Objective = 50.0%									
All Students	273	98.9	30.4	31.9	25.8	11.9	49.2	Yes	Yes
Gender									
Male	151	98.7	33.6	32.9	25.2	8.4	45.5	N/A	N/A
Female	122	99.2	26.5	30.8	26.5	16.2	53.8	N/A	N/A
Racial/Ethnic Group									
White	213	99.1	24.9	32.2	30.2	12.7	56.1	Yes	Yes
African American	49	98.0	57.8	31.1	6.7	4.4	17.8	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	227	99.1	22.2	33.5	30.3	14.0	57.0	N/A	N/A
Disabled	46	97.8	76.9	23.1	0.0	0.0	5.1	I/S	Yes
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	273	98.9	30.4	31.9	25.8	11.9	49.2	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	273	98.9	30.4	31.9	25.8	11.9	49.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	104	99.0	44.3	33.0	15.5	7.2	28.9	No	Yes
Full-pay meals	169	98.8	22.1	31.3	31.9	14.7	61.3	N/A	N/A

English Proficiency									
Limited English Proficient	1	100.0	0	0.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	271	90.8	204	13.7	277	66.8	N/A	N/A	N/A
Socio-Economic Status									
Subsidized meals	49	83.7	64	46.9	64	46.9	N/A	N/A	N/A
Full-pay meals	223	92.4	162	17.3	214	72.9	N/A	N/A	N/A

n = number of students on which percentage is calculated

ROOT CAUSES OF GAPS

It appears that socio economic status, cultural diversity, campus environment, community location, and student dynamics contribute to disparate successes in achievement. Our school draws from a geographically large and diverse community, perhaps the largest in Greenville County. In 2005, the school population consisted of 1227 students including: Asians, Blacks, Latinos, and Whites. Twenty-four percent of these learners were minorities. The faculty, staff, students, and parents involved at TRHS perceive the following factors are root causes contributing to academic gaps:

Socioeconomic Status and Cultural Diversity

Some students who attend TRHS are reared in low socioeconomic environments such as subsidized housing and state-funded group homes. Other students live within a high socioeconomic bracket. However, families with blue-collar jobs are more prevalent. One attitude of the community is that a number of parents view vocational skills as being more important than academic skills. The majority of TRHS parents have an education level at or below a High School Diploma. As a result, parents may not set high educational expectations for their own children. For instance, this includes lack of encouragement for them to earn a High School Diploma or to pursue a higher education beyond high school. Also, many students lack an academic, supportive home environment and are unsupervised outside of school. One reason for this predicament is that some parents hold multiple jobs or work odd hours and are not at home to encourage their children to be successful in the classroom. To offset this cultural condition one perception among students and teachers is that more positive role models are needed for minority students.

Students Identified as Having a Disability

The TRHS student body consists of 18% of learners with special needs. Historically, students in special education classes score much lower on standardized tests. Many of these students are not enrolled in diploma track courses. Therefore, their curriculum does not cover the material presented on the HSAP Exam. However, all students in special education are required to take the HSAP Exam during their sophomore year.

In 2005, there were 204 students receiving special education services other than speech. In addition, of the special education population, one-third of the students are Black. This percentage is double that number of Black students in the overall school population at TRHS. Yet again, traditionally minority students also score lower than White students on standardized tests further complicating a true interpretation of achievement scores.

Transient Students

TRHS has a large number of students who transfer in and out of the school within a given school year. A portion of the student population arrives from surrounding state-funded group homes. These students are either taught on the TRHS campus or at the group home. At the end of the 2004-2005 school year 70 group home students were enrolled at TRHS and 150 group home students had attended TRHS at some point during the school year. Furthermore, several of these students are either served in special education at TRHS or taught at the group home by TRHS educators. Consequently, these students are not likely to receive the same curriculum and instruction as students who attend regular classes at TRHS.

Group Home Students

As shown on page 16, during the course of a year we have from 150 to 200 group home students in our school. This sub-group is described on page 4 of this document. As a large group that never crosses our door, we have no control on what is taught (district decision), how it is taught (no oversight), or if records of withdrawing students (where or if they go back to school for example) are kept properly (group home management). On the next page are two comparison charts of data that impacts our school report card – with and without group home students.

Impact of Group Home Students on Our 2007 School Report Card

41 Total Group Home Students with 9GR04 (graduation 2008)	Data <u>WITH</u> Group Home Students	Data <u>WITHOUT</u> Group Home Students	Absolute Difference without GH students	Difference in School Report Card Rating Rubric Points without GH students
Longitudinal HSAP	290/357 = 81.1%	290/316= 91.8%	plus 10.7%	plus 0.6
Graduation Rate School Report Card	200/357= 56.0%	200/316+ 63.3%	plus 7.3%	plus 0.3
Absolute Rating (rubric points) School Report Card	UNSATISFACTORY (2.5)	GOOD (3.4)	plus 0.9	plus 0.9
Improvement Rating (difference in rubric points to 2006)	UNSATISFACTORY (minus 0.9)	BELOW AVERAGE (0.0)	plus 0.9	plus 0.9

Additional Notes:

- The School Report Card rubric has a possible point range of 1.0 to 5.0 points. The difference in our rating with and without the group home students (0.9 points) represents an **18%** difference in our report card score based on the rubric.
- TRHS is held responsible for these 41 students although none of the students has attended classes on our campus.
- Only factors that affect 9GR04 are included in this data. First time HSAP and EOC data were not affected by these students on our 2007 report card. These students affected previous report cards in these measurements.
- Effects of group home student son AYP results are not reflected in this data. Pointential changes to AYP data include graduation rate, reduction in the number of subgroups assigned to TRHS, and/or achievement within these subgroups.

2007 End of Course Data with and without Group Home Students

	<u>Total Tested</u>	<u>No. of F's</u>	<u>Percent Passing 2008 (2007)</u>	<u>Total Tested -not group homes</u>	<u>No. of F's -not group homes</u>	<u>Percent Passing -not group homes</u>
<u>ENGLISH I</u>	350	113	67.7 (63.2)	317	88	72.2
<u>ALGEBRA I</u>	205	41	80.0 (70.8)	190	30	84
<u>PHYSICAL SCIENCE</u>	388	163	58.0 (38.7)	357	135	61.2
<u>US HISTORY</u>	250	107	57.2	247	105	57.5
<u>TOTAL -not US HISTORY</u>	943	317	66.4 (56.2)	864	253	70.7

Part Four: Action Plan

ACTION PLAN (2008-2013)

GOAL AREA:

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

PERFORMANCE GOAL 1: The overall student graduation rate will increase from 56.0% in 2006-2007 to 89% in 2010-2013.

OBJECTIVE By April 1, 2009, 63% of all fourth year students (9GR06) will be enrolled in and passing all courses necessary to graduate as measured by student transcripts and 3rd quarter grade reports.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
NA	63%	70%*	77%*	84%*	89%*
2006-2007 56%					

*Represents projected improvement

STRATEGY	<u>Timeline Beginning Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Activity Implement a block schedule to allow students to take consecutive courses necessary for graduation within the same year and retake failed core subjects.	July 2008	Mary Sloan	0	NA	1. Master schedule will demonstrate that the block schedule has been implemented and that appropriate classes have been scheduled to allow students to enroll in all courses.	
					2. Student transcripts and report cards for 9GR06 students will reflect student enrollment in and passing grades for the necessary courses for graduation.	
					3. Semester reports from guidance that list all 9GR06 students that are in danger of not graduating and scheduling changes that are needed to address these students graduation requirement.	
Provide a tutorial support class for 9GR06 students who are not on grade	September 2008	Mary Sloan	0	NA	1. The class roster and student transcripts will provide evidence that	

level and or failing a class essential for graduation.					students with a maximum of 15 earned credits are enrolled in this class.	
					2. Grade reports will provide evidence that the students are progressing successfully with the added report.	
Offer alternative programs to obtain credit to students at risk of not graduating, such as Credit Recovery, Twilight School, Virtual Classes.	September 2008	Mary Sloan	0	NA	1. Confirmation of acceptance from Greenville County School District will provide confirmation of enrollment.	
					2. Student logs will provide a summary of activities completed each day.	
					3. Final grades will provide evidence that credit was earned	
Provide a .5 academic interventionist position to provide additional support for 9GR06 students who are in danger of not graduating.	August 2008	Lou Lavelly	\$25,000	SDE funds	1. Conference logs will indicate that students who are in danger of not graduating have been made aware of the opportunity to graduate on time through the interventions outlined.	
					2. Copies of student schedules will provide evidence of students being placed in classes needed for graduation.	
					3. Student contracts will provide evidence of student intent to follow the plan designed to aid in obtaining the credits needed for graduation.	
Promote students to homeroom of next grade level and distribute new grade level IDs.	January 2009	Guidance	\$50	Local funds	1. Homeroom rosters will provide evidence of student promotion to a twelfth grade homeroom.	
					2. New IDs will be issued indicating that the student is in the twelfth grade.	

ACTION PLAN (2008-2013)

GOAL AREA:

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

PERFORMANCE GOAL 2: The overall percent of students scoring 70 or above on End of Course tests will increase from 56.2% in 2006-2007 to 95% in 2012-2013.

OBJECTIVE 1: By April 1, 2009, seventy-five percent of first time ninth graders scoring below standard on September 2008 MAP in math and/or reading will raise each below standard MAP score by at least three RIT points.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
66.4%	73.0%*	78.0%*	84.0%*	90.0%*	95.0%*

*Represents projected improvement

STRATEGY Activity	<u>Timeline Beginning</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
School Counselor will check records of all students entering the ninth grade to make sure that all below basic students are appropriately placed based on PACT and MAP scores.	August 2008	Greg Wynder and Doug Dacko	0	NA	1. Class rolls showing standardized test scores (PACT and MAP) will show that students have been placed in appropriate classes.	
					2. Grade reports will show progress.	
Students who are below basic in Math will be double blocked in Intro to Algebra and Algebra Part A, and students who are below basic in Reading will be double blocked in Accelerated Reading and English 1.	August 2008	Guidance Bryan Williams	0	NA	1. Student schedules will indicate that students have been double blocked into Introduction to Algebra/Algebra 1 Part A.	
					2. Student schedules will indicate that students have been double blocked into Accelerated Reader/English I.	
					3. December and March MAP data will provide information regarding	

					the effectiveness of the strategy.	
Academic mentor will monitor the academic performance and hold conferences with all identified students and parents.	August 2008	Greg Wynder Doug Dacko	0	NA	1. Records will be kept on all identified students. The records will include the students' schedule, MAP scores, academic grades, attendance, and dates of student and parental conferences. These will indicate that the strategy has been implemented.	
					2. A quarterly summary report will be submitted documenting student progress in English and math.	
					3. Progress reports will indicate the success of the students who are being tutored in English and math.	
Credit recovery will be available for all identified students.	August 2008	Greg Wynder Doug Dacko	0	NA	1. List of students receiving credit recovery will indicate that the program has been implemented.	
					2. A quarterly summary report of how many credits were recovered will indicate the progress of this program.	
Class size will be limited to 20-25 in Accelerated Reading/Intro to Algebra.	August 2008	Greg Wynder Doug Dacko	0	NA	1. A class size report will indicate that the strategy has been implemented.	
					2. Progress reports will indicate the success of of the strategy.	
Increase parental/student awareness of the significance of academic success. <ul style="list-style-type: none"> • MAP scores will be presented at parent conferences or mailed if necessary. • Inform parents and community at PTSA Open House about the MAP Test and the importance of the test. • Parents will be provided with tools and strategies they can employ to help their 	August 2008	Greg Wynder Doug Dacko	0	NA	Results of parental communication survey will indicate effectiveness of the strategy.	

<p>children do well.</p> <ul style="list-style-type: none"> • Monthly reports and newsletters will be sent through the mail and posted on the website. • Teachers will be trained in conferencing skills that include the effective use of academic data. 						
						1. A summary of each parental conference will include a list of participants and a brief summary of the conference.
						2. Professional development calendar and roster of teachers in attendance will demonstrate that training on conferencing skills and effective use of academic data has occurred.
						3. Progress reports will indicate the success of the strategy.
After school tutoring will be available to identified students using individualized instruction.	September 2008	Greg Wynder Doug Dacko	0	NA		1. A list of the identified students that have been provided academic assistance in the after school tutoring will provide evidence that this strategy has been implemented.
						2. Progress reports will indicate the success of the students that are being tutored in English and Math.

ACTION PLAN (2008-2013)

GOAL AREA:

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

PERFORMANCE GOAL 3: Overall longitudinal HSAP scores (students who score basic or above in both math and ELA) will improve from the baseline 81.1% in 2006-2007 to 97.5% in 2012-2013.

OBJECTIVE 1: By April 1, 2009, forty percent of the students who failed the HSAP in spring 2008 will pass the fall 2008 administration of the HSAP or an HSAP practice test in March 2009.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
NA	88.0%*	92.0%*	94.5%*	96.0%*	97.5*
2006-2007 81.1%					

*Represents projected improvement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	<u>Monitor</u> (Date) Finished Continued Modified
Professional development session will inform faculty of spring 2008 HSAP results and identify targeted students needing remediation for the fall 2008 HSAP.	August 2008	Larry Ertzberger	0	NA	1. Professional development calendar and roster of teachers in attendance will demonstrate that training on HSAP results occurred.	
					2. The inservice agenda and roster of targeted students will provide evidence that teachers were informed about results of spring HSAP.	
An HSAP remediation classes with individualized curriculum will be added to course offerings in 2008-2009 school year.	August 2008	Larry Ertzberger	\$50,000 for teacher	SDE Funds	1. Master schedule and class rosters will reflect an HSAP remediation class for each student scoring below standard.	
					2. Monthly lesson plans and course syllabus will provide evidence that instruction is individualized according to student needs.	
					3. Monthly student progress reports will be reported to Larry	

					Ertzberger the last Friday of each month.	
Tutoring sessions will be offered before, during, and after school to students who have not passed HSAP.	Larry Ertzberger	September 2008	0	NA	1. Daily attendance records and log of student progress will indicate that the tutoring sessions are being utilized.	
					2. Weekly progress reports, based on administrative observation, will indicate effectiveness of the tutoring sessions.	
Resources such as HSAP practice books and USA Test Prep will be provided for students.	Larry Ertzberger	August 2008	\$3000	SDE funds	1. HSAP lesson plans will be reviewed to indicate that resources have been utilized.	
					2. Weekly classroom observations will verify usage of HSAP remediation.	
					3. Monthly student progress reports will indicate the effectiveness of the strategy.	
					4. Test data from practice HSAP test and USA Test Prep will be summarized.	

ACTION PLAN (2008-2013)

GOAL AREA:

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

PERFORMANCE GOAL 4: By 2012-13 95% of our faculty will have exceeded the 24 required annual professional development/renewal credits required by the district.

OBJECTIVE 1: The local school will offer at least 60 professional development sessions during the year, at least half of them based on the school’s FSRP plan and/or the school’s strategic plan.

Baseline 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
65%	80%*	85%*	88%*	92%*	95%*

*Represents projected improvement

<u>STRATEGY</u> Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Learning Focused training will begin in 2008-2009 for approximately 65% of the faculty who have not been trained.	January 2009 – August 2009	Bonnie Davis/ Debbie Barron	0	NA	By the end of 2009-2010 85% of the faculty will hold Learning Focused certificates.	
Two intensive professional development weeks will be offered (fall and spring) with at least 25 different courses and repeated sessions so that faculty have choices every block, before, and after school for five days.	October 2008 and March 2009	Bonnie Davis	\$200	Local funds	Portal records will show that every teacher attends at least three sessions during the week.	
At least 30% of the faculty will present at local professional development sessions during the year.	August 2008 – May 2009	Bonnie Davis	0	NA	Portal records will show that 28 faculty and staff presented.	
IB coordinator, Guidance, Administration, and CDF will be responsible for presenting staff development opportunities during the year.	August 2008 – May 2009	Lori Mason, Rebecca Sudduth, Lou Lavelly, Valerie Barlow	0	NA	Portal records will show sessions that each of these persons presented.	

OBJECTIVE 2: The school district will offer professional development support (both at district and local levels) for achieving our FSRP and strategic goals.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
The CRT will receive training on aspects of differentiated instruction. She will return to the school and train the staff through small groups – both interdisciplinary teams and content based groups. Training will such issues as gender, collaborative grouping, learning styles, and skill level (as evidenced by RIT scores).	August 2008-May 2009	Assoc. Supt. Dr. Kathy Howard Bonnie Davis	0	NA	The CRT’s Portal record will show sessions she attended and subsequently presented, and teachers’ Portal records will show these sessions they attended.	
Opportunities will be provided by district subject area consultants for both the English and Math department staff to be trained in providing student-centered learning.	August 2008-May 2009	Assoc. Supt. Dr. Kathy Howard Bonnie Davis	0	NA	The school’s professional development record online (Portal) will include these sessions	
NWEA national consultant will visit the school to help interpret and demonstrate how to use MAP scores.	October 28, 2008	Bonnie Davis	0	NA	Portal records	
The district will provide Ease-e training.	January 2009	Bonnie Davis	0	NA	Portal records	

ACTION PLAN 2008-2013

GOAL AREA:

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

PERFORMANCE GOAL 5: The percent of parents who are satisfied with home-school relations will increase from 56.3% (2007 Report Card) to 80% by 2013.

*Represents projected improvement

OBJECTIVE 1: Parents will be given opportunities to become involved in their student’s progress at our school.

Baseline Average 2007	2009	2010	2011	2012	2013
56.3%	60%	65%	70%	75%	80%

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
Individual conferences will be held with parents and students to review transcripts and plan courses for the upcoming year.	January-March 2009	Rebecca Sudduth	\$250	Local Funds	Parent survey after conference	
Intervention conferences for attendance and/or academics for all ninth grade academy students.	August 2008-May 2009	Doug Dacko Greg Wynder Brian Williams	0	NA	Conference records	
Teachers will set up websites and include course syllabus and other class information for parents.	September 30, 2008	Greg Wynder	0	NA	Copy of website in teacher portfolio	
Teachers will email and/or telephone parents at least twice.	August 2008-May 2009	Administrators	0	NA	Email and phone logs.	

OBJECTIVE 2: Parents will be given opportunities to become more involved in schoolwide activities.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
1. All meetings of support groups (booster clubs, PTSA, SIC) will be announced in a variety of media such as the school's website, marquee signs, and newsletters.	August 2008-2009	School web master, support group presidents, principal	0	N/A	Minutes of meetings	
2. Invite more volunteer hours by parents in schoolwide initiatives.	August 2008-2009	Principal	0	N/A	Volunteer hours documented by PTSA	

OFFICE OF SCHOOL QUALITY

STAFF DEVELOPMENT SELF-ASSESSMENT RUBRIC

OUR GOAL IS TO SUPPORT CHANGE IN BOTH EDUCATOR PRACTICE AND STUDENT ACHIEVEMENT BY FOSTERING A LEARNING COMMUNITY.

STAFF DEVELOPMENT IS A PROCESS NOT AN EVENT; THE EVALUATION OF STAFF DEVELOPMENT SHOULD MEASURE A CONTINUUM OF IMPROVEMENT JUST AS CHANGE SHOULD BE AN IMPROVEMENT PROCESS.

The staff development self-assessment rubric is based on the National Staff Development Council's revised twelve Standards for Staff Development.¹ The rubric represents best practices in staff development at the school level and is intended to be used by schools to improve the daily work of administrators and teachers to increase student learning. The principal/leadership team should use the rubric to denote what practices are currently being implemented in the building as well as to identify areas where improvements are needed. There are no right or wrong answers. The Planning and Support Section asks only that you provide an honest assessment that reflects current practices in your school.

Each of the twelve standards is presented with indicators and accompanying practices defined in four stages: no evidence, early, intermediate, and advanced.

What you should do

1. Place a check in the boxes that identify the practices currently implemented in the school.
2. Submit a copy of the completed self-assessment rubric to the Office of School Quality.

How to use the rubric

1. Once you have established current practices, determine the practice(s) that need to be strengthened or initiated.
2. Implement the practice(s) in the school to support the school renewal plan and increase student learning.

¹National Staff Development Council. *Standards for Staff Development Revised*. Oxford, OH: National Staff Development Council, 2001.

1. Learning Communities

Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

1.1 Administrators and teachers support collegial interaction for the purpose of improving their daily work to improve the learning of all students.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/>The faculty meets as a whole on a regular basis focusing primarily on district/school updates.</p> <p><input type="checkbox"/>The school schedule does not provide opportunities for teachers to participate in learning teams.</p>	<p><input type="checkbox"/>Teachers are assigned to learning teams (i.e., grade level, subject matter, interdisciplinary, vertical), but the time is used for individual planning or non-instructional tasks.</p> <p><input type="checkbox"/>Opportunities are provided for teachers to participate in learning teams, but expectations and accountability measures are not established.</p>	<p><input checked="" type="checkbox"/>Teachers meet on a regular basis for planning instruction, conducting parent conferences, and handling managerial duties.</p> <p>The principal works with the faculty to</p> <ul style="list-style-type: none"> <input type="checkbox"/> create learning teams/instructional teams <input type="checkbox"/> schedule time during the school day for collegial interaction 	<p>Teachers meet regularly with learning teams during a scheduled time during the day to</p> <ul style="list-style-type: none"> <input type="checkbox"/> examine standards students are required to master <input type="checkbox"/> develop more effective lesson plans <input type="checkbox"/> critique student work <input type="checkbox"/> monitor student progress <input type="checkbox"/> assess the effectiveness of instruction <input type="checkbox"/> identify needs for staff development <p>The principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides time during the school day for collegial interaction <input checked="" type="checkbox"/> provides opportunities for teachers to serve in leadership roles <input checked="" type="checkbox"/> ensures teachers have the skills, knowledge, and support needed to successfully participate in learning teams and leadership roles. <input checked="" type="checkbox"/> establishes processes and outcomes for learning teams <input checked="" type="checkbox"/> monitors learning teams to ensure time is used well

2. Leadership

Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

2.1 The school renewal plan is a key strategy for supporting significant improvements.

No Evidence	Early	Intermediate	Advanced
<input type="checkbox"/> The school renewal plan does not specify staff development.	<input type="checkbox"/> A school renewal plan is in place, but the staff development activities are not based on data-driven needs identified in the needs assessment.	<input type="checkbox"/> A data-driven school renewal plan is in place, but a review to determine the effectiveness of the impact of staff development is not occurring on a regular basis.	<input checked="" type="checkbox"/> A data-driven school renewal plan based on needs assessment is in place and a review of the effectiveness of implementation of activities learned through staff development occurs on a regular basis. <input checked="" type="checkbox"/> The school renewal plan serves as a guide in the selection of staff development activities for continuous instructional improvement through the monitoring of the implementation indicators.

2.2 Leadership responsibilities are distributed among teachers and other employees.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/> There is no instructional leadership team.</p>	<p><input type="checkbox"/> An instructional leadership team has been established (e.g., content/grade level leaders, mentors, master teachers, instructional coaches), but does not meet on a predictable basis.</p> <p><input type="checkbox"/> All staff development decision-making is principal-driven.</p>	<p><input type="checkbox"/> An instructional leadership team is established and meets regularly.</p> <p><input type="checkbox"/> There is no active leadership development and/ or sharing occurring within and among the leadership team members and the principal.</p> <p><input type="checkbox"/> The instructional leadership team is not actively involved in the development and implementation of staff development identified in the school renewal plan.</p>	<p><input checked="" type="checkbox"/> An instructional leadership team has been established and meets on a regular basis.</p> <p><input checked="" type="checkbox"/> The team is actively involved in activities that build leadership capacity within the group and throughout the school and that provide opportunities to share leadership with the principal.</p> <p><input checked="" type="checkbox"/> The instructional leadership team is actively involved in the development, implementation, and monitoring of the impact of staff development on classroom practice.</p> <p><input checked="" type="checkbox"/> Instructional team leaders make certain that their colleagues have the necessary knowledge and skills and other forms of support that ensure success.</p>

2.3 Principals support school-based staff development.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/>The principal is not actively involved in the staff development process (e.g., planning, implementation, monitoring).</p> <p><input type="checkbox"/>The principal does not provide systematic opportunities for faculty/staff to acquire necessary skills/knowledge and does not state expected results.</p>	<p><input type="checkbox"/>The principal provides time and money, but is not actively involved in the staff development process.</p> <p><input type="checkbox"/>The principal establishes expected student learning outcomes.</p> <p><input type="checkbox"/>No expected classroom practices are established in relation to staff development.</p>	<p><input type="checkbox"/>The principal provides resources (time and money) and is an active participant in the staff development process.</p> <p><input type="checkbox"/>The principal establishes expected student learning outcomes that support school improvement goals.</p> <p><input type="checkbox"/>The principal establishes expected classroom practices that result from staff development.</p> <p><input type="checkbox"/>Monitoring the implementation of new strategies is not done.</p>	<p>The principal is an active participant in planning, facilitating, delivering, and evaluating staff development on a continuous basis by</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> establishing expected student outcomes <input checked="" type="checkbox"/> establishing expected classroom practices <input checked="" type="checkbox"/> monitoring the implementation of new strategies <input checked="" type="checkbox"/> allowing time to practice strategies and receive feedback on the implementation of new skills

2.4 Policies and organizational structures are established to support ongoing professional learning and continuous improvement.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/>The calendars/schedules are in place but they do not support the staff development initiatives.</p> <p><input type="checkbox"/>Effective two-way communication concerning staff development is not evident. Existing communication is top-down.</p>	<p><input type="checkbox"/> There is an attempt to modify calendars and schedules to support staff development initiatives.</p> <p><input type="checkbox"/> Two-way communication regarding the faculty's attendance and perceptions of staff development is occurring.</p>	<p><input type="checkbox"/>Principal works with faculty to create a schedule that allows time within the calendar and school day to support school-based staff development.</p> <p><input type="checkbox"/> Two-way communication regarding the implementation of new practices is occurring.</p>	<p><input checked="" type="checkbox"/>Principal and faculty develop calendars, daily schedules, and incentive systems that support school-based, embedded staff development.</p> <p><input checked="" type="checkbox"/>Principals/leaders establish effective two-way communication regarding the implementation of new practices, their impact on student learning, and needed adjustments to curriculum, instruction, and assessment.</p>

2.5 Leaders support the use of various electronic tools to enhance learning and make work more efficient.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/> There is no evidence that technologies are used to support staff development.</p>	<p><input type="checkbox"/> There is evidence that technology is being used to support staff development.</p> <p><input type="checkbox"/> Computers are available for faculty use and training in the use of technology is provided.</p>	<p><input type="checkbox"/> There is some evidence that teachers are using technology to enhance the implementation of staff development.</p> <p><input type="checkbox"/> Teachers have demonstrated the technology competencies identified by the district.</p>	<p><input checked="" type="checkbox"/> Teachers use technology on a regular basis to enhance classroom instruction.</p> <p>Teachers use technology to</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> communicate <input checked="" type="checkbox"/> develop lesson plans <input checked="" type="checkbox"/> deliver instruction <input checked="" type="checkbox"/> enrich <input checked="" type="checkbox"/> remediate <input checked="" type="checkbox"/> assess <input checked="" type="checkbox"/> analyze student work <p><input checked="" type="checkbox"/> Principals and teachers have the knowledge and skills necessary to utilize school-based computerized programs.</p>

2.6 The principal is an effective instructional leader who models and supports continuous improvement.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/>Principal does not participate in professional learning experiences related to instructional leadership.</p> <p><input type="checkbox"/>Members of the school staff view their leaders as managers of school.</p> <p><input type="checkbox"/>There is no evidence that time is spent monitoring the implementation of best practices through classroom observations or monitoring of lesson plans.</p>	<p><input type="checkbox"/>Principal reads articles about instructional leadership and/or attends conferences.</p> <p><input type="checkbox"/>Principal periodically reviews student performance data and grade distributions, but does not offer suggestions pertaining to altering curriculum, instruction, or assessment.</p> <p><input type="checkbox"/>Principal infrequently conducts classroom observations and reviews lesson plans, but provides no feedback to teachers.</p>	<p><input type="checkbox"/>Principal attends short-term sessions on instructional leadership and plans to apply new knowledge and skills during the workday.</p> <p><input type="checkbox"/>Principal discusses with the faculty current instructional approaches and, as necessary, adjustments in curriculum, instruction, and assessment.</p> <p><input checked="" type="checkbox"/>Principal visits classrooms, reviews lesson plans, meets with teachers to review benchmarks/student data and provide feedback.</p>	<p><input checked="" type="checkbox"/>Principal takes part in the South Carolina Leadership Academy and applies the learning at the school level.</p> <p>Principal supports the instructional program by</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> allocating time for collaboration <input checked="" type="checkbox"/> developing learning teams <p>Principal provides opportunities for teachers to</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyze student work <input checked="" type="checkbox"/> align curriculum and standards <input type="checkbox"/> develop joint lesson plans <input checked="" type="checkbox"/> develop assessments/rubrics <input checked="" type="checkbox"/> become mentors, master teachers, or coaches <input type="checkbox"/> conduct peer visits

3. Resources

Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

3.1 School and district leaders coordinate resources (time and money) to facilitate job-embedded professional development.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/> There is no consistent plan for funding.</p> <p><input type="checkbox"/> There is no time scheduled during the day for grade level/content area teachers to collaborate on instructional practices.</p> <p><input type="checkbox"/> There is no coordination between external staff development and school initiatives based on needs assessments.</p>	<p><input type="checkbox"/> Funding is allocated for specific programs and does not align with the school's identified needs.</p> <p><input type="checkbox"/> Schedules allow for individual teacher planning time.</p> <p><input type="checkbox"/> The staff development aligns with the school's plan, but tends to be event-driven and not job-embedded.</p>	<p><input type="checkbox"/> Resources are aligned and coordinated to support school-based initiatives.</p> <p><input type="checkbox"/> Daily schedule allows common planning time for instructional teams to meet.</p> <p><input type="checkbox"/> Staff development supports the school's initiatives and occurs as part of the daily schedule.</p>	<p>The school demonstrates</p> <ol style="list-style-type: none"> 1) continuity of services <ul style="list-style-type: none"> <input checked="" type="checkbox"/> between programs <input checked="" type="checkbox"/> between grade levels/content area(s) 2) coordination of resources <ul style="list-style-type: none"> <input checked="" type="checkbox"/> funding sources <input checked="" type="checkbox"/> time <input checked="" type="checkbox"/> materials & supplies <input checked="" type="checkbox"/> internal & external facilitators 3) ongoing evaluation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> observations <input checked="" type="checkbox"/> lesson plans <input checked="" type="checkbox"/> student work <input checked="" type="checkbox"/> assessments 4) job-embedded staff development <ul style="list-style-type: none"> <input type="checkbox"/> common planning time <input checked="" type="checkbox"/> collaboration <input type="checkbox"/> peer visits <input checked="" type="checkbox"/> reflection time <input checked="" type="checkbox"/> coaches & mentors <input checked="" type="checkbox"/> opportunities for feedback & follow-up

4. Data-Driven

Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

4.1 Administrators and teachers analyze data to determine student needs to prioritize staff development and adjust instruction.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/> School goals are not based on the collection and analyses of data.</p> <p><input type="checkbox"/> Data are not used to design and evaluate staff development activities.</p> <p><input type="checkbox"/> Classroom data are not used to measure the impact of staff development on student learning.</p>	<p><input type="checkbox"/> The principal analyzes student performance data to develop school goals and informs the faculty of the results and needs.</p> <p><input type="checkbox"/> Data in the form of surveys are collected to select the “wants” of staff development and to evaluate participants’ attendance and reaction to staff development activities.</p> <p><input type="checkbox"/> Teachers analyze student performance data at the end of the year to monitor improvements.</p>	<p>The principal and selected faculty analyze disaggregated student performance data to determine</p> <ul style="list-style-type: none"> <input type="checkbox"/> school improvement goals <input type="checkbox"/> student needs <input type="checkbox"/> teacher needs <p>The principal and selected faculty members design staff development and decide what</p> <ul style="list-style-type: none"> <input type="checkbox"/> is to be learned <input type="checkbox"/> are the expected classroom practices that result from staff development activities <input type="checkbox"/> will be indicators of success (how it will be evaluated) <p><input type="checkbox"/> Teachers monitor student data twice a year (beginning and end) to assess impact of staff development and monitor improvement.</p>	<p>Entire faculty and administration work together to review a variety of data:</p> <p>1) student achievement results</p> <ul style="list-style-type: none"> <input type="checkbox"/> PACT (by subject/by grade), <input checked="" type="checkbox"/> benchmark tests, <input checked="" type="checkbox"/> ACT, <input checked="" type="checkbox"/> SAT, <input checked="" type="checkbox"/> HSAP, <input checked="" type="checkbox"/> EOCE, <input checked="" type="checkbox"/> AP, <input type="checkbox"/> student work, <input checked="" type="checkbox"/> other <p>2) context of school</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> discipline, <input checked="" type="checkbox"/> attendance, <input checked="" type="checkbox"/> graduation rate, <input checked="" type="checkbox"/> dropout rate, <input checked="" type="checkbox"/> GPA, <input type="checkbox"/> gifted & talented, <input checked="" type="checkbox"/> retention, <input type="checkbox"/> other <p>3) programs/processes/practices</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> review of current programs, <input type="checkbox"/> classroom practices, <input type="checkbox"/> instructional strategies <p>4) perceptions</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> report card survey, <input checked="" type="checkbox"/> observations, <input checked="" type="checkbox"/> interviews <p>The faculty and administration track and analyze student data continuously to monitor</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> the impact of classroom practices on student achievement <input checked="" type="checkbox"/> the current instructional program and make adjustments as needed <input checked="" type="checkbox"/> the impact and/or need for staff development

5. Evaluation

Staff development that improves the learning of all students uses multiple sources of information to guide improvement impact.

5.1 Administrators and teachers evaluate the impact of professional development initiatives on instructional practice learning.

No Evidence	Early	Intermediate	Advanced
<p>No evidence of evaluating staff development is present.</p>	<p><input type="checkbox"/> Evaluation of staff development is limited to assessing attendance and personal satisfaction with the event.</p>	<p><input type="checkbox"/> The principal evaluates the changes in teachers' knowledge and skills as evidenced by observations, surveys, interviews, lesson plans.</p>	<p>An evaluation of staff development</p> <ol style="list-style-type: none"> 1) improve the quality of current staff <ul style="list-style-type: none"> <input checked="" type="checkbox"/> surveys <input checked="" type="checkbox"/> interviews <input checked="" type="checkbox"/> focus groups <input checked="" type="checkbox"/> observations 2) assess the impact of staff development practices and student learning through <ul style="list-style-type: none"> <input type="checkbox"/> analysis of classroom and school data <input type="checkbox"/> observations/lesson plans 3) assess the effects of staff development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> school culture <input checked="" type="checkbox"/> organizational structures <input type="checkbox"/> policies <input type="checkbox"/> processes <p>All school professionals are involved in development evaluation and the evaluation</p> <ol style="list-style-type: none"> 1) establishing expected outcomes <ul style="list-style-type: none"> <input type="checkbox"/> student learning <input checked="" type="checkbox"/> instructional practices 2) identifying data sources <ul style="list-style-type: none"> <input checked="" type="checkbox"/> quantitative <input checked="" type="checkbox"/> qualitative 3) conducting data analysis/interpretation <ul style="list-style-type: none"> <input checked="" type="checkbox"/> making recommendations

6. Research-Based

Staff development that improves the learning of all students prepares educators to apply research to decision making.

6.1 Administrators and teachers use educational research when making instructional decisions.

No Evidence	Early	Intermediate	Advanced
<input type="checkbox"/> The principal does not use educational research when selecting staff development activities or making instructional decisions.	<input type="checkbox"/> The principal and/or a select group of faculty use professional journals, “hearsay,” or “hot topics” to support the selection of staff development or school initiatives.	<input checked="" type="checkbox"/> The principal and faculty review research to ensure a good match between students and expected outcomes before adopting new practices.	<input type="checkbox"/> The principal and faculty review research, make school visitations, determine organizational support needed, and establish expected classroom practices and student outcomes before adopting new innovations.

7. Design

Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

7.1 The focus of adult learning at the school is to make expected improvements in classroom practices and student learning.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/> There is no clear link between activities and the expected improvement of classroom practices and student achievement.</p>	<p><input type="checkbox"/> Faculty attend conferences, workshops, courses, etc., to gain information about new programs.</p> <p><input type="checkbox"/> Faculty watch tapes or videotapes with little follow-up discussion or application.</p> <p><input type="checkbox"/> Faculty read journal articles individually.</p> <p><input type="checkbox"/> Staff development is selected on surface validity with no alignment to school's identified needs.</p>	<p><input checked="" type="checkbox"/> School provides a variety of staff development (e.g., workshops, coaching, study groups) to assist in the implementation of new strategies and activities.</p> <p><input checked="" type="checkbox"/> Publications on successful educational practices are shared among the faculty through study groups, networking, and faculty meetings.</p> <p><input checked="" type="checkbox"/> Staff development is based on survey data and/or school plan.</p>	<p>Expected improvements in classroom practices and student learning are clearly established and supported through</p> <ul style="list-style-type: none"> <input type="checkbox"/> study groups <input type="checkbox"/> learning teams for planning lessons <input type="checkbox"/> networking for problem solving and reflection <input type="checkbox"/> opportunities to see behavior modeled and receive feedback or practice <input type="checkbox"/> a rubric developed by the principal and staff to identify expected classroom practices <p><input type="checkbox"/> Staff development activities are closely linked to expected improvements.</p> <p><input type="checkbox"/> Staff development is varied, research based, and incorporates multiple learning strategies.</p> <p><input type="checkbox"/> Initial information sessions such as conferences and workshops are followed by a variety of job-embedded activities.</p> <p>Follow-up support for expected improvements extends over several years and includes</p> <ul style="list-style-type: none"> <input type="checkbox"/> peer visits <input type="checkbox"/> instructional coaches/mentors <input type="checkbox"/> courses or multiple sessions on same topic <input type="checkbox"/> lesson sharing among teachers <input type="checkbox"/> building a lesson plan resource bank <p><input type="checkbox"/> Staff development is closely linked to teacher needs and adjusted to fit participant responses.</p>

8. Learning

Staff development that improves the learning of all students applies knowledge about human learning and change.

8.1 Varied opportunities are provided for practice and application.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/> Staff development is not linked to teachers' needs, knowledge, or experience.</p> <p><input type="checkbox"/> Staff development does not address the issues of change at the school.</p>	<p><input type="checkbox"/> Staff development is the same for all teachers; there is no differentiation in learning activities (e.g., first year teachers, new teachers to the building, experienced teachers, returning teachers).</p> <p><input type="checkbox"/> Staff development activities are unrelated to those expected to be used in the classroom (i.e., lecturing on the inquiry method).</p> <p><input type="checkbox"/> Staff development is designed as "one shot" sessions on new programs, innovations, or methodologies, and often</p> <p><input type="checkbox"/> Teachers are resistant to change or are hesitant to try anything innovative for fear or anxiety over results.</p> <p><input type="checkbox"/> Initiatives change frequently ("this too shall pass").</p>	<p><input type="checkbox"/> Staff development is differentiated to provide special training for new teachers, but does not offer experiences in mentoring, coaching, or leadership (to address the needs of experienced teachers).</p> <p><input type="checkbox"/> Staff development activities demonstrate the expected classroom practices, but there is little or no time provided for practice and feedback.</p> <p><input type="checkbox"/> School initiatives are supported with multiple staff development sessions on the same topic, but time is rarely provided for practice and feedback, listening to faculty concerns/reservations, resolving problems, or addressing concerns and feelings of the faculty.</p>	<p>The school provides staff development that supports the career experience and interest of teachers through</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> leading learning teams <input checked="" type="checkbox"/> utilizing technology <input checked="" type="checkbox"/> coaching <input type="checkbox"/> curriculum writing <p><input checked="" type="checkbox"/> Staff development activities mirror the instructional strategies that are expected in the classroom, and time is provided for practice and feedback of the new skill.</p> <p>School initiatives are supported with multiple staff development sessions and opportunities to interact with the new skill through</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> reflection <input checked="" type="checkbox"/> discussion and dialogue <input checked="" type="checkbox"/> writing <input checked="" type="checkbox"/> demonstration <input checked="" type="checkbox"/> practice and feedback <input checked="" type="checkbox"/> group problem solving

9. Collaboration

Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

9.1 Teachers collaborate consistently and effectively.

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/> Teachers work independently with little collaboration or interaction.</p> <p><input type="checkbox"/> Teachers deliver instruction but do not take responsibility for student learning.</p> <p><input type="checkbox"/> Teachers do not have opportunities to learn how to work effectively with colleagues to share information or tools, conduct or receive peer visits, accept corrective criticism on instructional practices, handle conflicts, or manage time allocated for collaboration.</p>	<p><input checked="" type="checkbox"/> Teachers are assigned to a grade level or content area team, but do not have a scheduled common planning time to plan and reflect on practice.</p> <p><input type="checkbox"/> Teachers assume responsibility for their own students' learning.</p> <p><input type="checkbox"/> Staff development is offered in the area of collaboration/team building, but opportunities are not available to practice new skills.</p>	<p><input type="checkbox"/> Teachers are assigned to a grade level or content area team with a common planning time to discuss grade level/content area issues, develop lesson plans, or meet with parents.</p> <p><input checked="" type="checkbox"/> Grade level/content area teams take responsibility for the learning of all students.</p> <p><input checked="" type="checkbox"/> Opportunities are available and time is allocated for teachers to collaborate, and expectations for the use of time have been established.</p> <p><input checked="" type="checkbox"/> Teachers respect and manage conflicts in instructional beliefs.</p>	<p>Teachers meet on a regular basis to improve their practice and the achievement of all students by</p> <ul style="list-style-type: none"> <input type="checkbox"/> examining student standards <input type="checkbox"/> planning units/effective lessons <input type="checkbox"/> developing assessments <input type="checkbox"/> critiquing student work <input type="checkbox"/> observing one another in the classroom <input type="checkbox"/> suggesting alternative instructional practices <input type="checkbox"/> solving the common problems of teaching <input type="checkbox"/> reading articles <input type="checkbox"/> reflecting on their work <input type="checkbox"/> sharing their learning on how to improve student learning

10. Equity

Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

10.1 The administrators and teachers analyze the impact of attitude, background, culture, and social class on the teaching process and establish high expectations for all students.

No Evidence**Early****Intermediate****Advanced**

<p><input type="checkbox"/> Teachers assert that “all” children can learn, but their classroom practices exhibit no evidence of differentiated instruction.</p>	<p><input type="checkbox"/> Staff development activities are provided to enhance teacher skills and knowledge about teaching struggling students, but classroom practices do not reflect such skills and knowledge.</p> <p><input type="checkbox"/> The school’s culture and teachers’ attitudes predominantly reflect teachers’ social class with little attention to students’ heritage or individual needs.</p>	<p><input type="checkbox"/> Staff development activities are provided to develop an understanding of how the attitudes of teachers affect teaching practices and expectations of student learning, as well as the need for alignment between the learning environment (teacher attitudes, beliefs, and social class) and the background of students.</p> <p><input type="checkbox"/> Staff development opportunities are provided to develop an understanding of how parents, SES, race, and background impact student learning.</p> <p><input type="checkbox"/> Individual teachers may reflect a high level of commitment to accommodate individual student needs, but there is no schoolwide systematic attempt to address individual needs.</p>	<p><input checked="" type="checkbox"/> The school is committed to the success of all students.</p> <p>The principal routinely adjusts</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> daily schedules <input checked="" type="checkbox"/> curriculum <input checked="" type="checkbox"/> use of staff <p>to support learning of struggling students.</p> <p>The principal establishes expected changes in classroom practices and schedules and conducts</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> classroom observations <input checked="" type="checkbox"/> coaching and follow-up discussions/staff development <p>to ensure changes occur.</p> <p><input checked="" type="checkbox"/> Teachers use knowledge of their students to provide developmentally appropriate curriculum and instruction.</p> <p><input checked="" type="checkbox"/> Teachers adjust and vary instructional practices and assessments based on their knowledge of their students.</p> <p>Teachers develop relationships with students that demonstrate respect and encourage achievement through</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> daily lessons <input checked="" type="checkbox"/> interaction with students and caregivers
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10.2 Administrators and teachers establish a learning environment that is emotionally and physically safe.			
No Evidence	Early	Intermediate	Advanced
<input type="checkbox"/> Rules and codes of conduct are established but not enforced.	<input type="checkbox"/> Staff development is provided in classroom management, but there is no schoolwide discipline program.	<input type="checkbox"/> Classroom rules are established and displayed. <input type="checkbox"/> Teachers distribute the discipline code book and reinforce school rules.	<input checked="" type="checkbox"/> School wide discipline policies and procedures are established. <input checked="" type="checkbox"/> Expectations and consequences are posted and communicated to parents. <input checked="" type="checkbox"/> Discipline policy is enforced and write-ups and referrals are handled consistently and fairly. <input checked="" type="checkbox"/> Discipline data are analyzed and adjustments to program processes are made as needed.
10.3 Administrators and teachers demonstrate respect and appreciation for students and families and for their cultural backgrounds.			
No Evidence	Early	Intermediate	Advanced

<p><input type="checkbox"/> Classroom activities do not reflect students' cultural backgrounds.</p>	<p><input type="checkbox"/> Holidays related to the cultural backgrounds of students are discussed in the classroom.</p>	<p><input checked="" type="checkbox"/> Administrators and teachers develop and implement curriculum that integrates information about the contributions of students' cultural backgrounds.</p>	<p><input type="checkbox"/> Administrators and teachers involve family and community members in developing classroom and school-wide activities that promote an appreciation of cultural diversity.</p>
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11. Quality Teaching

Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

11.1 Teachers demonstrate a deep understanding of subject matter that helps students meet rigorous standards.

No Evidence	Early	Intermediate	Advanced
<input type="checkbox"/> There is no alignment between the curriculum and the standards.	<input type="checkbox"/> Teachers rely solely on the textbook to teach content, disregarding alignment to the standards.	<input checked="" type="checkbox"/> Teachers use a variety of resources and multiple instructional strategies when teaching. <input type="checkbox"/> Content is presented in different ways to ensure understanding of the concept and to accommodate individual needs.	<input type="checkbox"/> Teachers plan interdisciplinary units with colleagues that focus on major content area concepts. <input checked="" type="checkbox"/> Curriculum mapping, vertical teaming, and/or horizontal planning occur to ensure the standards are taught and tested at the appropriate times and level of rigor.
11.2 Teachers use appropriate instructional strategies that help students meet rigorous standards.			

No Evidence	Early	Intermediate	Advanced
<input type="checkbox"/> Teachers use predominantly one instructional strategy to deliver instruction (e.g., lecture, worksheets, note taking) with no student participation.	<input type="checkbox"/> Teachers use one to two instructional strategies to deliver instruction with some student participation.	<input type="checkbox"/> Teachers use multiple instructional strategies and engage students in activities, but the activities are not clearly aligned with grade level standards.	<input checked="" type="checkbox"/> Teachers use multiple instructional strategies and differentiate instruction based on individual student needs; students are actively engaged in learning; and the activities address the grade level standards.
11.3 Teachers use various classroom assessments to monitor student progress and adjust instruction to help students meet standards.			

No Evidence	Early	Intermediate	Advanced
<p><input type="checkbox"/> Teachers use traditional assessments that predominantly measure the knowledge/recall level (e.g., fill-in-the-blank, multiple choice, true/false).</p> <p><input type="checkbox"/> There is limited alignment between instruction and assessment (a lack of “test what you teach, teach what you test”).</p>	<p><input type="checkbox"/> Teachers use both formal and informal performance assessments (e.g., written tests, discussions, observations) to determine mastery, but often times instruction is not adjusted based on assessment results.</p> <p><input type="checkbox"/> There is alignment between instruction and assessment, but assessments are not on grade level.</p>	<p><input type="checkbox"/> Teachers use a variety of formative assessments to promote and measure student learning; assessment results are used to plan instruction for the class as a whole.</p> <p><input checked="" type="checkbox"/> There is an alignment between instruction, assessments, and standards.</p>	<p><input checked="" type="checkbox"/> Teachers use standards-based assessments (e.g., rubrics, benchmarks) to assess mastery, promote student learning, and adjust instruction to meet individual student needs.</p> <p><input type="checkbox"/> Teachers observe each other in the classroom, analyze student work, and review the standards to ensure alignment between “what is tested” and “what is taught.”</p>

12. Family Involvement

Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

12.1 Administrators and teachers develop partnerships with families and other community stakeholders.

No Evidence	Early	Intermediate	Advanced
<input type="checkbox"/> Parents and community stakeholders are not involved in school-based activities or planning.	<input type="checkbox"/> Parents and community stakeholders are members of the school improvement council or school committees (e.g., booster club, APT/PTA/PTO).	<input type="checkbox"/> The principal shares information with students and families about community activities that support student learning skills and talents. <input type="checkbox"/> The principal establishes a school committee that focuses on family and community involvement.	<input checked="" type="checkbox"/> The principal establishes school-based programs with the support of the community, businesses, agencies, or volunteers (tutoring, mentoring, after-school programs, homework assistance, lunch buddies). <input checked="" type="checkbox"/> The principal works with the community to develop partnerships that enhance students' skills and talents (school to work).

12.2 Administrators and teachers implement strategies to increase family and caregiver involvement.

No Evidence	Early	Intermediate	Advanced
<input type="checkbox"/> No evidence of activities encouraging family involvement.	<input type="checkbox"/> Administrators and teachers encourage families to attend school functions, conferences, and school performances.	<input checked="" type="checkbox"/> Teachers communicate with families about school programs and student progress (e.g., report cards, grading practices, school events, student work, homework).	<input type="checkbox"/> Teachers offer suggestions about strategies that parents can use to support student learning at home (e.g., parenting workshops, reading/math night).

12.3 Administrators and teachers use technology to increase communication between school and home about student learning.

No Evidence	Early	Intermediate	Advanced
<input type="checkbox"/> No evidence of home/school communication beyond report cards.	<input type="checkbox"/> Teachers communicate with parents by interim reports, report cards, or parent/teacher conferences.	<input type="checkbox"/> In addition to mandated communication, teachers contact parents on a regular basis by phone, notes, agendas, or e-mails.	<input checked="" type="checkbox"/> School has a Web site where parents can access the Web page of their child's teacher to view lesson plans, school/classroom news, classroom assignments, homework, and special notices.