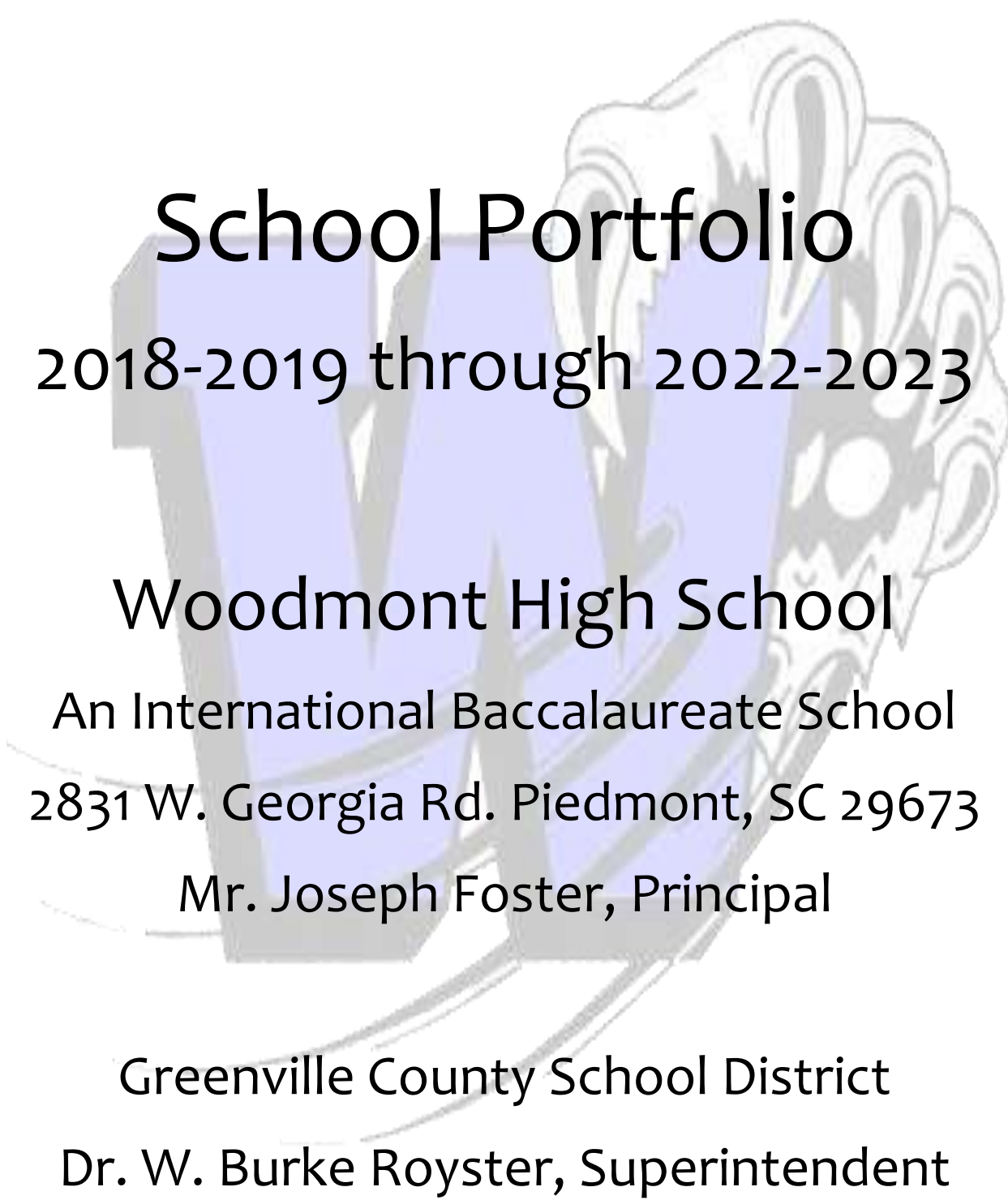




School Portfolio

2018-2019 through 2022-2023

Woodmont High School

An International Baccalaureate School

2831 W. Georgia Rd. Piedmont, SC 29673

Mr. Joseph Foster, Principal

Greenville County School District

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Woodmont High School

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

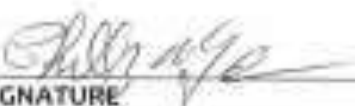
PRINCIPAL

Mr. Darryl Imperati		7/20/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Phillip Yates		7/30/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Sandra Brundage		7/30/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2831 West Georgia Road, Piedmont, SC 29673

SCHOOL TELEPHONE: (864) 355-8600

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

Stakeholder Involvement for School Renewal

Position

Name

- | | |
|---|--------------------|
| 1. Principal | Darryl Imperati |
| 2. Teacher | Jennifer Robinson |
| 3. Parent/Guardian | Karina Finkbeiner |
| 4. Community Member | Elizabeth Hotaling |
| 5. Paraprofessional | Susan Anderson |
| 6. School Improvement Council Member | Phillip Yates |
| 7. Read to Succeed Reading Coach | |
| 8. School Read to Succeed Literacy Leadership Team Lead | Sandra Brundage |
| 9. School Read to Succeed Literacy Leadership Team Member | Carrie McCaslin |

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

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

Assistant Principal	Adam Smith
Assistant Principal	Chuck Winney
Assistant Principal	Christie Justice
Assistant Principal	Chawana Goodwin
 Instructional Coach	 Kellyn Finlay
AP/IB Coordinator	Dan Wilkie
Athletic Director	Chris Carter
School Read to Succeed Literacy Leadership Team	Sandra Brundage
	Jena Broome
	Jena Taylor
	Nick Elliot
	Rachel Ginn
	Jennifer Robinson
	Robert Bouldin
	Luke Drevets
	Colleen Wallace
	Melissa Sims

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

☐ Yes ☐ No ☒ N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☒ Yes ☐ No ☐ N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☒ Yes ☐ No ☐ N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
☒ Yes ☐ No ☐ N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
☒ Yes ☐ No ☐ N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
☐ Yes ☐ No ☒ N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☒ Yes ☐ No ☐ N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
☒ Yes ☐ No ☐ N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
☐ Yes ☐ No ☒ N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
☐ Yes	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural

☐ No ☒ N/A	context.
☐ Yes ☐ No ☒ N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
☐ Yes ☐ No ☒ N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
☒ Yes ☐ No ☐ N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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1. Introduction

The stakeholders of Woodmont High School annually review and evaluate our school. This portfolio represents the culmination of that process. The last 5-year action plan took place in 2012 so in August of 2017 we began the process of renewing our school action plan. The School District of Greenville County gave schools guidelines for how to develop the new school portfolio and required that our goals be aligned with those of the district.

The district provided surveys to faculty, parents, and students that allowed stakeholders to begin the process of self-assessment. Administration was given the eleot tool to evaluate instructional practices in the building. The results of these tools and surveys gave us a detailed look at the components of our school and the instructional program in order to enhance the strengths and address the weaknesses. Faculty participation was universal through Portfolio Committees in the areas of School Portfolio, Portfolio Review, Mission, Vision, and Beliefs, and Action Plan. Every committee had an administrator and a representative from each department and was led by a Department Chair. The process continued by including students and parents via SIC and PTSA groups. This process gave every effort to ensure all stakeholders had an equal opportunity to evaluate the direction, successes, and needs of Woodmont High School.

The school portfolio process concluded by the Portfolio Committees submitting their findings and recommendations to the faculty for review. Conversations were had in departments about the information presented, and individual input was brought to Department Chair meetings for further analysis. The Instructional Coach coordinated the process and combined the committee findings into a rough draft which was then submitted to department chairs, administration, SIC and PTSA for final approval.

The Instructional Coach completes the annual update of this portfolio and submits it to the SIC, PTSA, and Department Chairs for approval. The portfolio is then sent to the district office for submission to the SC State Department of Education.

2. Executive Summary

Woodmont High School has a proud tradition of academic excellence, community involvement, and athletic success. Our student body has almost doubled since 2006 which has presented our school with a unique set of circumstances to serve our students.

Our mission at Woodmont High School is to serve as a comprehensive high school which strives to promote a climate of respect, knowledge, and caring while creating active, productive, lifelong learners who understand the multicultural world in which we live. Our belief is that we are committed to providing educational experiences that prepare its students to be productive citizens of the 21st century. Our school motto is Scientia est Potentia, “Knowledge is Power”, and it serves as a constant reminder of our mission and continually analyze the state of our school to address to needs of our students.

Findings for Student Achievement:

- EOCEP courses:
 - EOCEP English 1 pass rate was 69% in 2017, down from 73% in 2016.
 - EOCEP Algebra 1 pass rate was 68% in 2017, down from 77.3% in 2016.
 - EOCEP Biology pass rate was 75% in 2017, down from 80.5% in 2016.
 - EOCEP US History pass rate was 74% in 2017, up from 68.6% in 2016.
- AP overall pass rate was 37% with 592 exams being scored.
- ACT mean scores are comparable to schools with similar poverty index.
- Over 60% of juniors tested were awarded a Gold or Silver rating from ACT WorkKeys. This indicates our students are graduating with skills needed to succeed in the 21st century workforce.
- The 4-Year Graduation Rate was 83.4% in 2017, up from 79.1% in 2016. The hiring of an Intervention Specialist and a Graduation Rate Coordinator have directly contributed to this growth.
- The International Baccalaureate Program is growing from 26 fully immersed students and 9 diploma candidates in 2016-2017 to 31 fully immersed students and 15 diploma candidates in 2017-2018.

Findings for Teacher and Administrator Quality:

- Average days of professional development attended per teacher increased from 11.7 in 2016 to 14.9 in 2017, indicating a desire to grow their skills.
- Teacher attendance and teacher retention rates dropped slightly from 2016 to 2017. Efforts should be made to increase these metrics.
- In 2017 Woodmont had a Top Ten District Finalist for Teacher of the Year, a Golden Apple Teacher of the Year, and Athletic Director of the Year.

Findings for School Climate:

- 84% of our parents in 2017 are satisfied with the learning environment, which is an increase from 2016.
- There was a 3% decrease in satisfaction with the learning environment from students from 2016 to 2017, and a 1% decrease in satisfaction with the social/physical environment.
- Student:teacher ratio in core subjects was 33.5:1 in 2017, compared to 28.4:1 in 2016.

Throughout the past three years Woodmont has experienced magnificent accomplishments. The Fine Arts department continues year after to year to exceed expectations and provide students with amazing opportunities to express themselves. The theater program, The Wildcat Players, has won numerous awards including the 2016 SC Theatre Association High School Play Festival 1st Place, All Star Acting Awards, People's Choice Award, and Best Movement and 2017 All Star Acting Award. The marching band has received a Superior Rating from 2014 to 2017. Academically, our International Baccalaureate Diploma Program is growing as we now offer 19 courses for grades 11-12 and a full-time IB/AP Coordinator. Woodmont continues to find ways to reach all students by offering a Young Adult Book Awards Program, an award winning agricultural program that includes FFA, and JROTC program. Our graduation rate grew 4% last year. We look forward to the future!

3. School Portfolio

Located in the town of Piedmont, Woodmont High School is currently the southernmost school in Greenville County. The town, founded in 1850 as a mill town on the banks of the Saluda River, is split between Anderson and Greenville Counties. Woodmont High School has served as a source of community spirit and pride in Piedmont since 1967. In 2005-2006 the new facility, a 290,000 square foot, state of the art building opened to students. That same year rezoning efforts in the district added over 400 students to the population. Over the years enrollment has steadily increased, with our student population now above 1,800. Enrollment grew so quickly that a new 400 student addition was built in 2013.

Our student population is diverse in socioeconomic background. Some students come from poverty stricken areas while others come from affluent neighborhoods. This leads to differing academic backgrounds as well—some students are well prepared for high school and college, while others enter below grade level expectations. Regardless of their differences, the Woodmont student body shares a desire for success and a mutual respect for each other.

Students who enroll at Woodmont High School become ingrained in the culture of the school first through the Freshman Academy which sets them on the path to success. Woodmont students are given a plethora of opportunities to find their niche including an award-winning Fine Arts department, an Agricultural Department that regularly participates in horticulture and livestock competitions, and a large CATE department that includes Teacher Cadet, Foods and Nutrition, and an Army JROTC program. Students have the opportunity to participate in rigorous academic programs such as Duel Credit, AP, and IB. The National Honor Society and Beta Club recognize outstanding academic achievement in our students. Our students with special educational needs can participate in the Occupational Diploma program and we partner with outside businesses to offer workforce opportunities for those students. Our Peer Tutoring program is an inclusive way for students to make connections and collaborate for success. Our athletic program has thirty-four sports team in fourteen sports. We participate in region 1 AAAAA.

Mr. Joseph Foster has recently been appointed Principal of Woodmont High School. He will lead our administrative team of four Assistant Principals, one Administrative Assistant, and an Instructional Coach. Woodmont High School also has an Intervention Specialist, and two School Resource Officers to support administration and student success.

Woodmont High School has faculty of ninety-six full time teachers, one Media Specialist, one Technology Integration Specialist, seven School Counselors, and one AP/IB Coordinator. The current staff includes both veteran teachers and those new to the profession. Thirteen teachers have National Board Certification and 60.6% of the teacher have an advanced degree. Woodmont has three teachers pursuing certification through PACE, and two teachers pursuing certification through GATE.

Non-instructional staff members are an integral part of our team and are encouraged to attend school meetings and functions. Their work is critical to the safety and quality of our instructional program. Also on staff are six special education aides, one plant manager, twelve custodial workers, and a food service staff of thirteen. Non-instructional personnel serve on our

School Improvement Council. Parents have an opportunity to be involved in school decisions through the School improvement Council or Parent Teacher Student Association.

Our corporate partnerships include Michelin and Food Lion. Loaves and Fishes works to provide students with Backpack Fridays for our most impoverished students. Woodmont also takes part in the Greenville County School District's Free Summer Lunch Program.

School Personnel Data:

Table 1: Experience

Years Experience	0-5	6-10	11-15	16-20	21-25	26+
Number of Certified Personnel	20	25	24	12	15	13

Table 2: Education

Bachelors	Bachelors + 18	Masters	Masters + 30	Doctorate	Gifted/Talented	AP	IB
22	14	49	25	1	36	26	21

Table 3: Demographics and Attendance

Gender	Race	Attendance
44 Male 64 Female	11 African American 1 Hispanic 1 South Asian 95 White	92.5%

Student Population Data:

Table 1: Demographics

Grade Level	Total in Grade	Asian	African American	Hispanic	American Indian or Alaskan Native	Two or more races	Native Hawaaian or Other Pacific Islander	White	Other
9	462	1	97	36	2	24	1	300	1
10	446	0	113	30	0	20	1	282	0
11	392	0	91	29	0	11	1	260	0
12	426	4	111	34	0	11	3	263	0
Total	1726	5	412	129	2	66	6	1105	1

Table 2: Key Demographics

Free Lunch	Reduced Lunch	Bus Transport	Gifted and Talented	504	Special Education	AP Enrollment	IB Enrollment
38.8%	6.4%	51.5%	17.4%	52 students	293 IEP's (24 are at W. Greenville)	279 students in one or more class	147 students enrolled in more class

Programs and Initiatives:

- Advanced Placement
- Band and Color Guard
- Beta Club
- Career Day
- Chess Club
- College Application Day
- Comic Book Club
- Duel Credit
- ESOL
- Farm Day
- Fellowship of Christian Athletes
- Freshman Academy
- Future Farmers of America
- Interact Club
- International Baccalaureate
- International Club
- JROTC
- Junior Civitan Club
- Juniors Service Organization
- Mock Trial
- Mu Alpha Theta Honor Society
- Music Club
- National Art Honor Society
- National Honors Society
- National Science Honor Society
- Occupational Diploma Program and Peer Tutoring
- Project Lead The Way
- Satellite Diploma Program
- Student Government Association
- The Wildcat Players
- Winter Guard
- Winter Percussion
- Young Adult Book Awards Program
- Youth in Government

4. Mission, Vision, and Beliefs

Our mission, vision, and beliefs are communicated annually to stakeholders at the beginning of the year in the Annual Report to the Community at the first PTSA meeting.

Mission

Woodmont International Baccalaureate High School is a comprehensive high school which strives to promote a climate of respect, knowledge, and caring while creating active, productive, lifelong learners who understand the multicultural world in which we live.

Vision

Woodmont High School educates, encourages, and equips students to be lifelong learners and prolific members of society that help change and strengthen the world.

Beliefs

Woodmont High is committed to providing educational experiences that prepares students to be productive citizens of the 21st Century. Our school motto-Scientia est Potentia (Knowledge is Power)-serves as a constant reminder of our mission to prepare students for the challenges of adulthood.

Woodmont High School staff values and believes the following about the environment, curriculum, instruction and assessment:

- All students can learn provided the environment matches their needs.
- Students will be provided a safe, nurturing and clean school environment for learning
- All forms of diversity will be accepted and applauded
- Respecting all children and adults in the school is important
- Personal responsibility is from teachers, administrators, and students.
- All stakeholders from the staff to the community are involved in the education of the student.
- Personal interactions with students in the class room and on the athletic field help develop meaningful relationships.
- Faculty and staff will adhere to a consistent discipline regiment in the classroom and around school and school events.
- Provide a rigorous curriculum consistent with state standards for all students.
- Instruction calls on differing modalities of learning and is student driven.
- Instruction will provide opportunities for cooperative teaching and learning using different teaching methods.
- Instruction will be cross-curricular both vertical and horizontal to foster a lifelong learner in the student.

5. Data Analysis and Needs Assessment

The School District of Greenville County has unified goals that are required for all schools in the district, though it does not dictate the strategies the schools must use to attain the goals. Our goals at Woodmont High School were identical to the goals of the district.

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

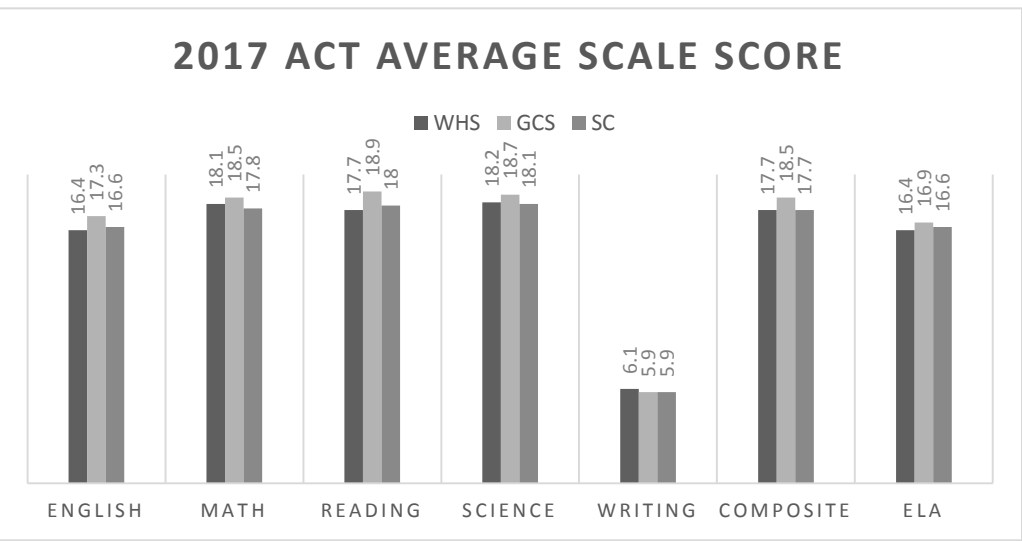
2016-2017 SC SDE School Report Card:

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/print/?d=2301&s=023&t=H&y=2017>

The school report card is the primary evaluation tool of a school’s student achievement. Our 2017 Report Card shows success, growth, and improvement in several areas: ACT WorkKeys, US History EOCEP courses, and graduation rate. While we will continue to build on the successes in these areas, we recognize that there are areas for improvement, like the percentage of students meeting ACT College-Ready Benchmarks.

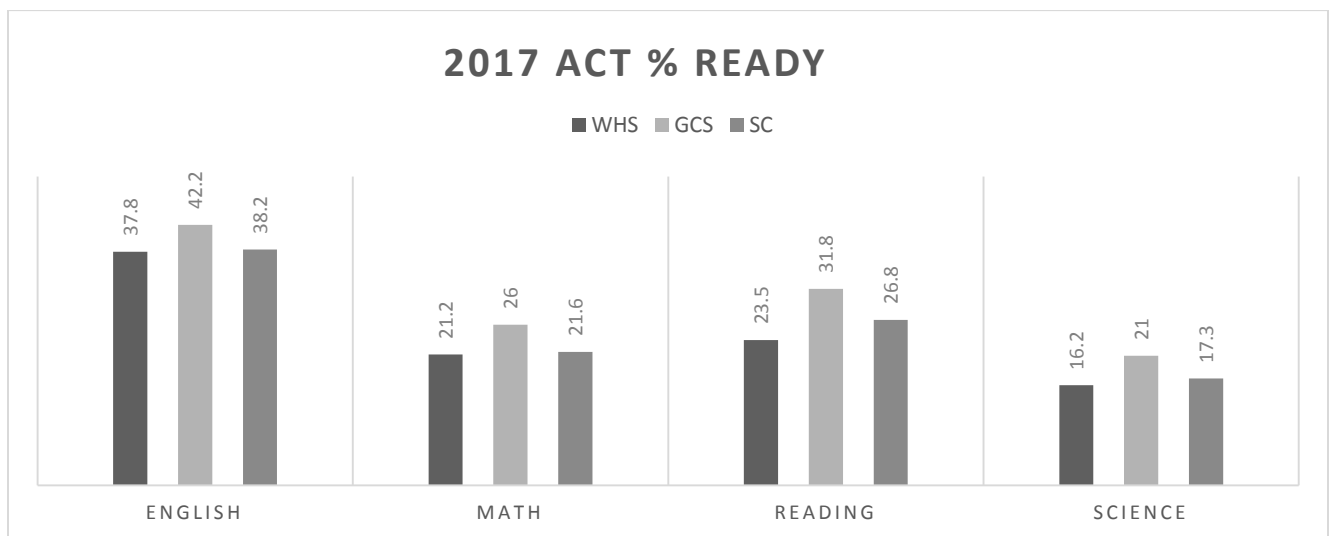
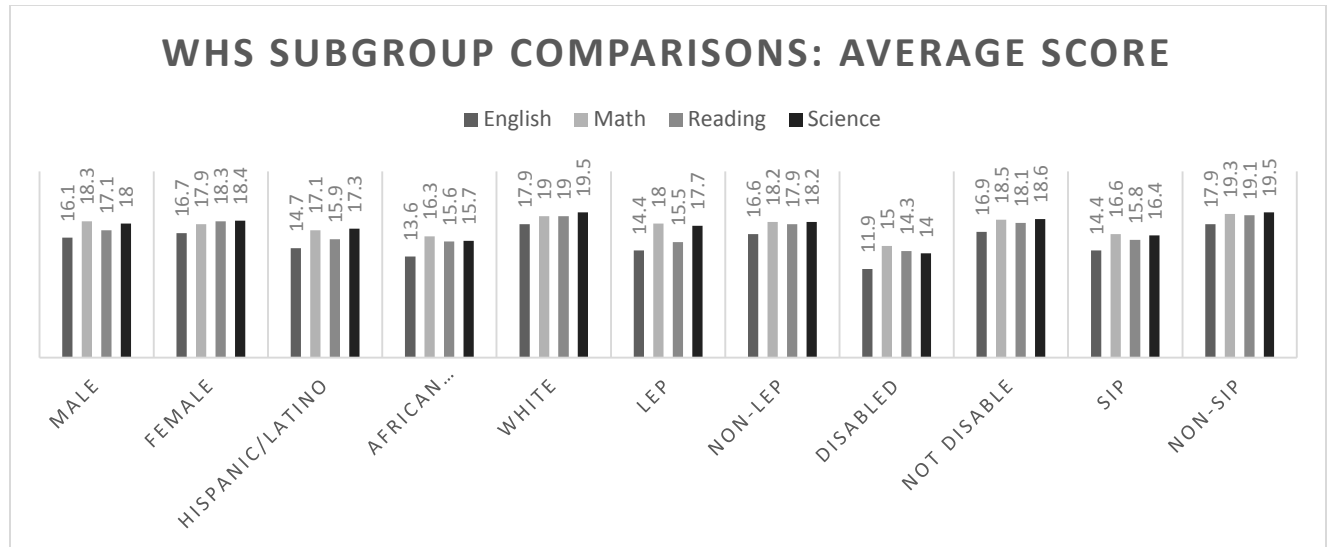
The ACT was administered under a statewide testing program that began in the 2014-2015 school year. All eleventh grade students are given the ACT in the spring. The ACT is a tool that assesses readiness for college. The assessment is based on the ACT College and Career Readiness Standards which are empirically derived descriptions of essential skills and knowledge students need to know to be ready for college. Required by Act 200, ACT scores will be used for federal and state accountability. The ACT consists of four multiple-choice tests (English, mathematics, reading, and science) and a writing test.

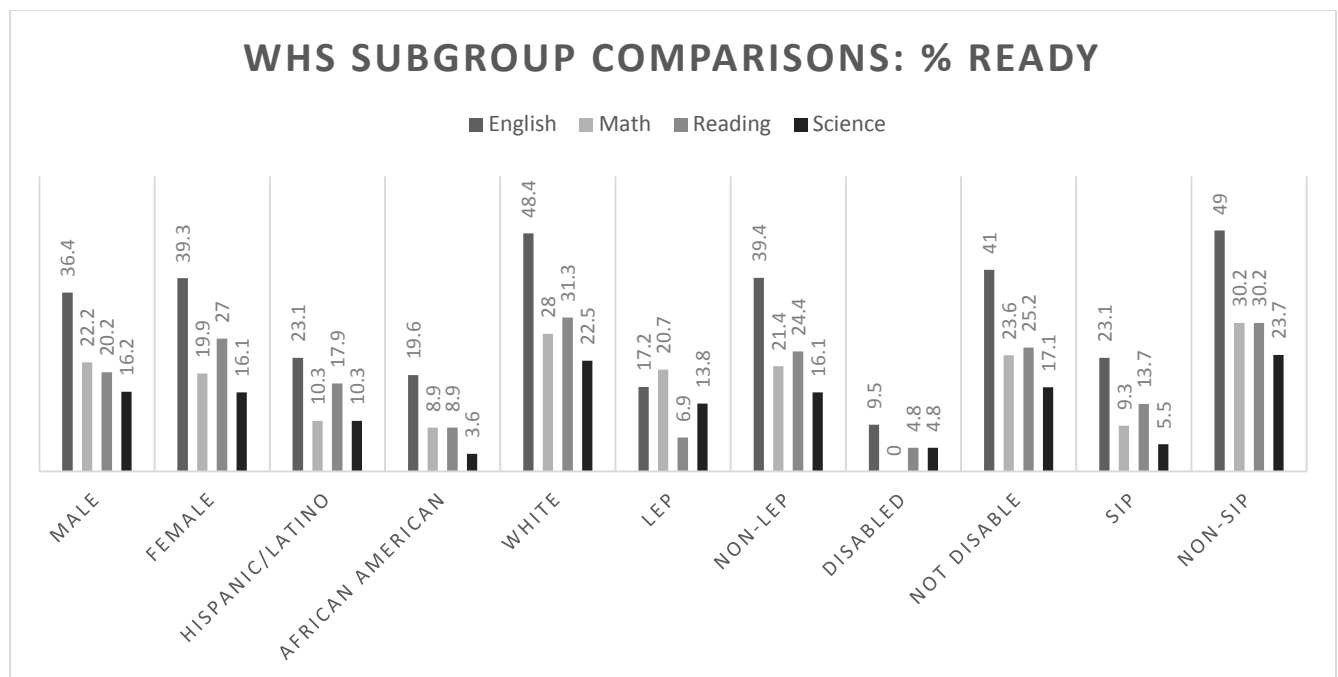
As seen below, The ACT presents Woodmont with areas for improvement. Woodmont was below the district and state averages in most categories. A comprehensive plan for improvement from administration will be instituted in the fall of 2018 (strategies are outlined in the Action Plan section of this portfolio). Subgroup data analysis reveals that males only outperformed females in the area of mathematics, although none of the gender gaps were particularly large. However, the racial/ethnic data discrepancies are significant. White students consistently performed significantly better than Hispanic and African American students in all categories (the data did not indicate scores for any other ethnicities in our school). In English, over 75% of Hispanic and African American students scored Not Ready, compared to 51% of white students. In math, 89.7% of Hispanics and 91.1% of African Americans scored Not Ready, compared to 72% of white students.



There is also a significant gap between SIP and Non-SIP students in all measures and categories. As our school currently has a 59% Poverty Index, this is an area of growth that cannot be ignored. Our school must implement strategies that can help close the

achievement gaps in these areas.



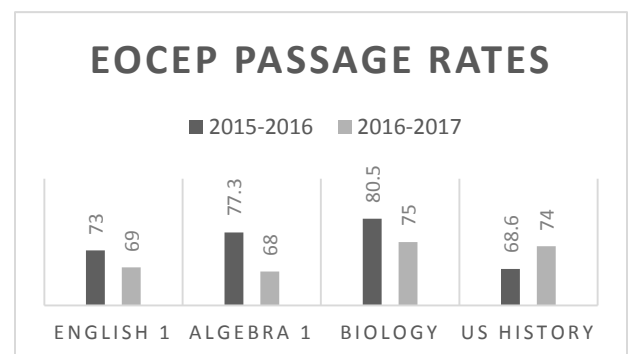


In 2017 The South Carolina Code of Laws, section 59-18-325, required that all third year high school students take ACT WorkKeys. ACT WorkKeys is a job skills assessment and was replaced with WIN in 2018. ACT WorkKeys includes three timed tests taking 45 minutes each: Reading for Information, Applied Mathematics, and Locating Information. Student-level scores include scale scores and level score for each of the three tests. Students who successfully complete these three tests may be eligible for ACT's National Career Readiness Certificate (NCRC). Based on performance, students may earn a bronze, silver, gold, or platinum certificate.

- Bronze: scores at least a level 3 in each of the three core areas
- Silver: scores at least a level 4 in each of the three core areas
- Gold: scores at least a level 5 in each of the three core areas
- Platinum: scores at least a level 6 in each of the three core areas

Out of 437 students tested in 2017 over 85% of students earned a National Career Readiness Certificate.

The Education Accountability Act of 1998 required the development of EOC examinations in gateway or benchmark courses. Currently, these benchmark courses are English I, Algebra I, Biology, and US History and the Constitution. The program is called End-of-Course-Examination-Program (EOCEP). EOC passage rates are used in the calculation of the state report card. EOC Exams are the final exams for the courses in which they are given and are weighted as 20% of the final grade for a course.



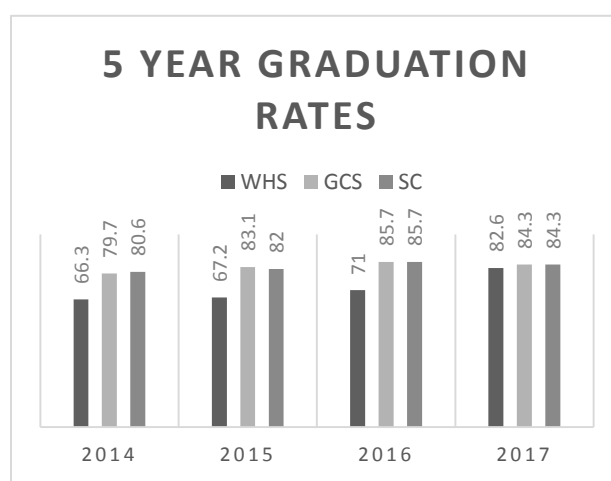
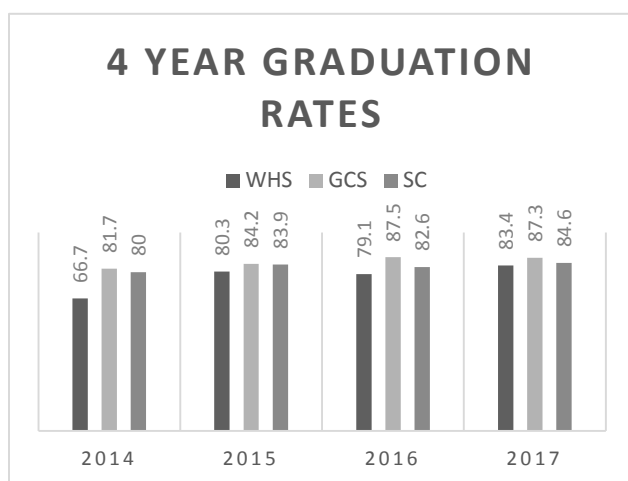
Due to a variety of factors including teacher turnover and changing exam format our EOCEP passage rates have been sporadic over the last five years. We are particularly proud of the growth in US History and

Constitution and Biology as we were above the state average in 2017 in both of those exams. More needs to be done for English 1 and Algebra 1 to grow those passage rates to above the district and state averages.

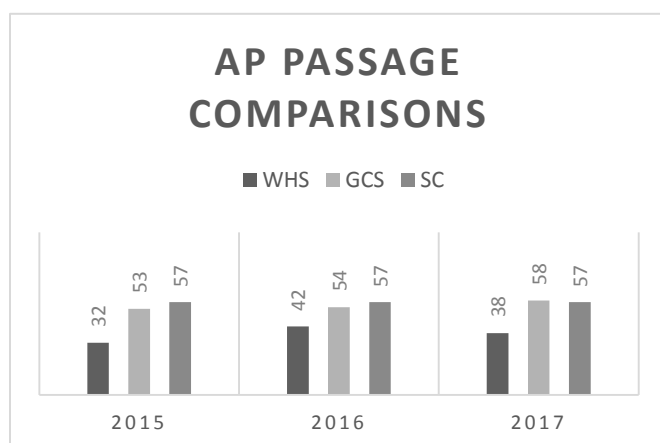
End of Course Tests

Percent of tests with scores of 80 or above on:	Our School	State
Algebra 1/Math for the Technologies 2	68.8	75.1
English 1	69.6	77.0
Biology 1	75.8	73.8
US History and the Constitution	74.6	67.9
All Subjects	72.5	73.6

WHS is proud of the steady increase in both the four-year and five-year graduation rates over the last five years. Graduation rate data is used in AYP/ESEA calculations as well as the SC Report Card calculations. We are closing in on the graduation rate for the district and state as we had our highest graduation rate in school history last year at 83.4%. Although the rate has been increasing, we still have work to do to ensure our students are graduating high school on time.

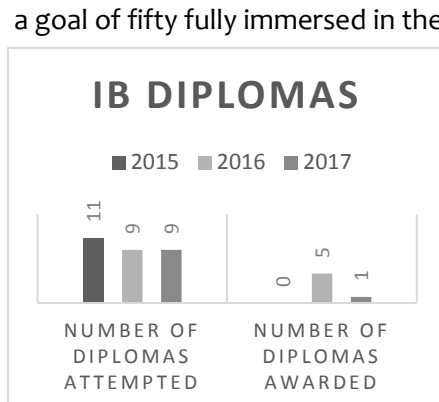
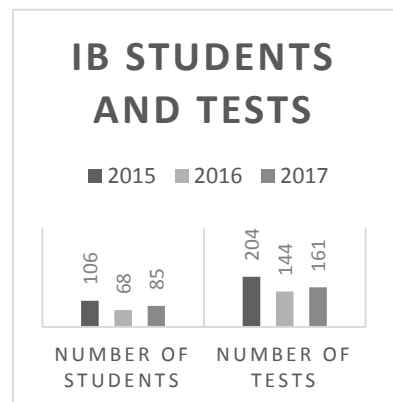


Woodmont High School and our stakeholders believe that a schedule including the Advanced Placement (AP) pathway offers the best possible preparation for university success. WHS encourages students who are capable of a more rigorous academic schedule to enroll in one or more AP courses regardless of whether or not the student is an honors or gifted student. Our average pass rate for 2017 was 38%. Out of eleven offered AP course offerings only one course, Economics, met the national average pass rate, 56%. We believe that pushing students into courses that were of a higher level of rigor was in the best interest of our students and worth the sacrifice in pass rate and we are proud of the growth in AP enrollment. Methods of improving the school's AP



pass rate are being studied, including scheduling and teacher assignments.

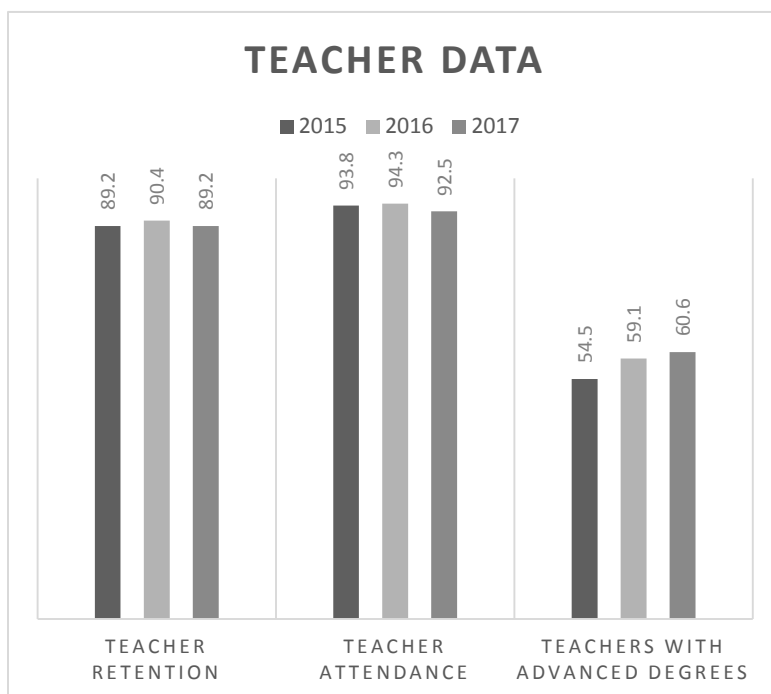
Founded in 1968, the International Baccalaureate is a non-profit educational foundation offering four highly respected programs of international education for students aged three to nineteen. School authorized to teach IB programs can offer the programs individually or as a continuum. Woodmont became an IB school in 2003. IB enrollment and scores are an area for improvement. Administration and the IB coordinator have set



a goal of fifty fully immersed in the program by 2020 and are actively recruiting students for the program. In the summer of 2017 five teachers were sent to IB training in various parts of the country to either become initially certified or refresh their content knowledge. We are hopeful for the future of our IB program.

Goal 2: Ensure quality teachers in all classrooms.

Greenville County Schools requires that all certified faculty members participate in a minimum of twenty-four hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least twelve of the twenty-four hours will be offered by the school. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs. Examination of participation records for in-district professional development shows many faculty members fell short of the district's annual minimum PD requirement. Next year teachers will be required to present evidence of obtaining this goal in their exit meeting with the principal.



Professional development must support the goals of teacher quality, school climate, and student achievement. Each summer the administrative team and Instructional Coach meet to self-assess the needs of the school and set professional development goals for the upcoming school year.

The summer of 2017 produced a change in professional development model. CATapult was launched in September of 2017 and focused on providing teachers more opportunities for relevant professional development.

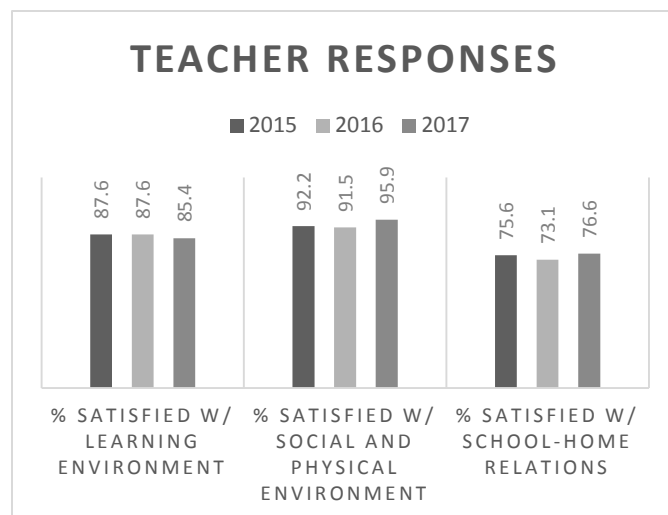
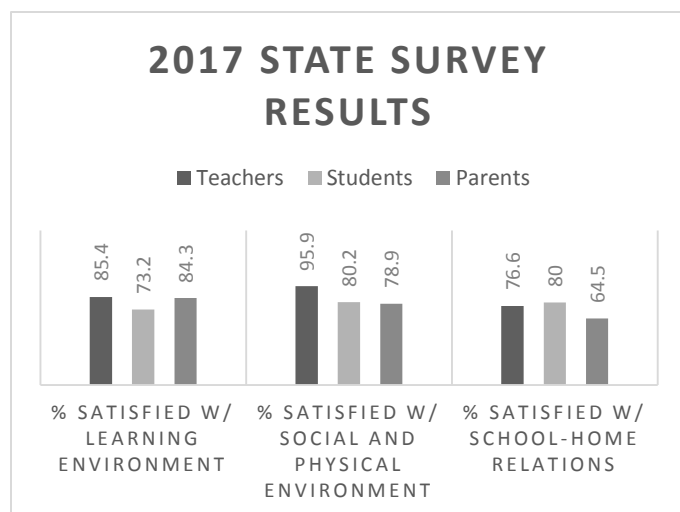
2017-2018 CATapult Calendar

- Google Sites
- Google Educator Certification
- Turn It In Basics
- Fair Use and Copyright
- Vimeo
- MasteryConnect
- Connecting to Teens
- TI-Nspire and Data Collection
- Social Media in the Classroom
- TECH Summit
- Maximizing Turn It In
- Google Sheets for Rubric Grading
- Turning Assignments into Rubrics
- School Culture
- Employability Diploma Guidelines
- Naviance
- Quizlet Live
- Counselors Connect
- Discovery Techbook for Science
- Reading with Purpose
- Eleot
- Novel Bunch
- Fostering Resiliency
- Collecting Data Using the Scantron Machine
- Google Calendar
- Windows 10
- Backward by Design
- Google Keep
- WIN
- Instructional Protocol: Learning Targets
- One Pagers
- Puzzle of Motivation
- Adobe Spark
- Literacy
- Data Driven Dialogue
- Everfi
- Plickers
- Quality Assessment

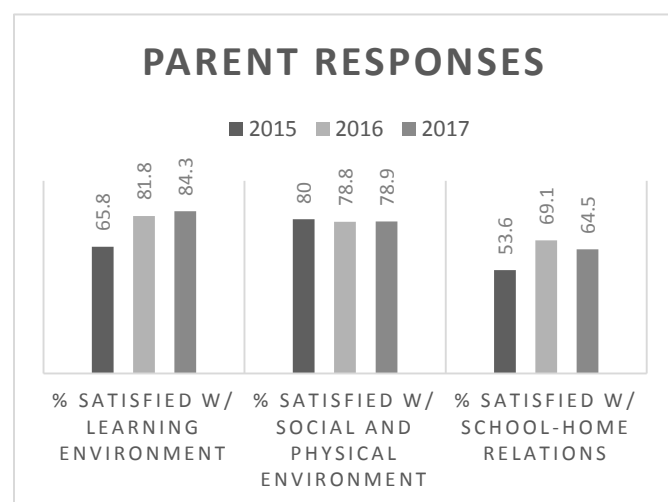
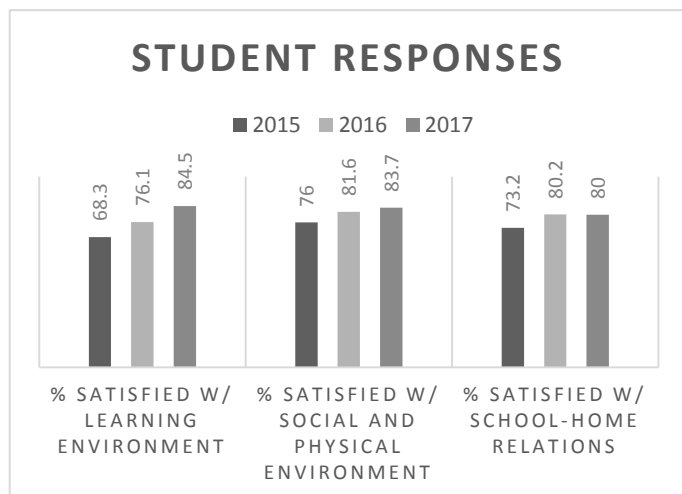
Goal 3: Provide a school environment supportive of learning.

School safety is a major concern to parents, students, and other stakeholders in most communities. Annual state surveys taken by the parents, students, and teachers of Woodmont High School reveal that the majority of stakeholders believe that WHS is a safe environment. Programs and policies such as ID badges, Ignore the Door, and the safety features of the front office are measures that have been taken to further protect the students and faculty.

Our lowest scores come in the School-Home



Relations category. Efforts must be made to improve this.



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

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring A, B, and C on the English I EOCEP will increase from 44% in 2016-17 to 54% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the English I EOCEP will increase by 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 44	School Projected	46	48	50	52	54
		School Actual					
	(2016-17) 61	District Projected	64	67	70	73	76
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all	Continuous	All English 1 teachers	0	N/A	Attendance logs of sessions

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

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

<i>Gifted and Talented Requires</i> ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
<i>1 Academic Goal and 1 Additional Goal</i> ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 2 The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase from 31% in 2016-17 to 41% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Algebra I EOCEP will increase by 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 31	School Projected	33	35	37	39	41
		School Actual					
	(2016-17) 51	District Projected	54	57	60	63	66
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All Algebra 1 teachers	0	N/A	Attendance logs of sessions

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

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority	
<i>Gifted and Talented Requires</i> ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> ☐ Gifted and Talented: Other	
PERFORMANCE GOAL: 3 The percentage of students scoring A, B, and C on the Biology EOCEP will increase from 58% in 2016-17 to 68% in 2022-23.	

INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the Biology EOCEP will increase by 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 58	School Projected	60	62	64	66	68
		School Actual					
	(2016-17) 64	District Projected	67	70	73	76	79
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All Biology 1 teachers	0	N/A	Attendance logs of sessions
2. Biology 1 district benchmark and data analysis by English 1 teachers.	Quarterly	All Biology 1 teachers	0	N/A	Benchmark data and PLC notes
3. All Biology 1 teachers participate in a PLC that	Bi-monthly	All Biology 1 teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
meets bi-monthly for data driven, standards based instructional planning.					
4. Schedule common planning period for Biology 1 teachers for data driven, standards based instructional planning.	Daily	All Biology 1 teachers	0	N/A	Lesson and unit plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority
<i>Gifted and Talented Requires</i> ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 4 The percentage of students scoring A, B, and C on the US History and the Constitution EOCEP will increase from 53% in 2016-17 to 63% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring A, B, and C on the US History and the Constitution

EOCEP will increase by 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 53	School Projected	55	57	59	61	63
		School Actual					
	(2016-17) 58	District Projected	61	64	67	70	73
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All US History teachers	0	N/A	Attendance logs of sessions
2. US History district benchmark and data analysis by English 1 teachers.	Quarterly	All US History teachers	0	N/A	Benchmark data and PLC notes
3. All US History	Bi-monthly	All US History	0	N/A	PLC agendas/minutes,

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.		teachers			lessons, and unit plans
4. Schedule common planning period for US History teachers for data driven, standards based instructional planning.	Daily	All US History teachers	0	N/A	Lesson and unit plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority
<i>Gifted and Talented Requires</i> ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 5 Increase the average ACT Composite Score for the graduating class from 17.7 in 2016-17 to 27.7 in 2022-23.
PERFORMANCE GOAL: 6 Increase the average SAT Composite Score for the graduating class from 1055 in 2016-17 to 1080 in 2022-23.
INTERIM PERFORMANCE GOAL: 5) Annually increase the average ACT Composite Score for the graduating class.
INTERIM PERFORMANCE GOAL: 6) Annually increase the average SAT Composite Score for the graduating class.

ACT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 17.7	School Projected	19.7	21.7	23.7	25.7	27.7
		School Actual					
	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual					

SAT Graduating Class Data

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 1055	School Projected	1060	1065	1070	1075	1080
		School Actual					
	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134

		District Actual					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student sign ups for college entrance tests
2. Study skills class taught by an English teacher for college entrance tests.	Continuous	English teacher	0	N/A	Master schedule
3. SAT/ACT workbooks	Continuous	Media Specialist	\$500	Library Funding	Destiny Records

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017-18.	School Projected	TBD	TBD	TBD	TBD	TBD

		School Actual					
	Baseline will be established in 2017-18.	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will assist students and parents in choosing appropriate college entrance tests based on courses and post secondary goals.	Continuous	School Counselors	0	N/A	Logs of meetings and student sign ups for college entrance tests
2. Study skills class taught by an English teacher for college entrance tests.	Continuous	English teacher	0	N/A	Master schedule
3. Naviance career readiness training, Job Fair Expo, Career speakers, job-shadowing and internship opportunities	Continuous	Counselors	N/A	N/A	Attendance logs

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
EOCEP English 1	% A, B, C = 42 (2016-17) Annual Increase = 2	Projected Hispanic	44	46	48	50	52
EOCEP English 1	% A, B, C = (2016-17) Annual Increase =	Actual Hispanic					
EOCEP English 1	% A, B, C = 30 (2016-17) Annual Increase = 2	Projected AA	32	34	36	38	40
EOCEP English 1	% A, B, C = (2016-17) Annual Increase =	Actual AA					
EOCEP English 1	% A, B, C = 10 (2016-17) Annual Increase = 2	Projected SWD	12	14	16	18	20
EOCEP English 1	% A, B, C = (2016-17) Annual Increase =	Actual SWD					
EOCEP English 1	% A, B, C = 44 (2016-17) Annual Increase = 2	Projected LEP	46	48	50	52	55
EOCEP English 1	% A, B, C = (2016-17) Annual Increase =	Actual LEP					
EOCEP English 1	% A, B, C = 34 (2016-17) Annual Increase = 2	Projected SIP	36	38	40	42	44

EOCEP English 1	% A, B, C = (2016-17) Annual Increase =	Actual SIP					
EOCEP Algebra 1	% A, B, C = 24 (2016-17) Annual Increase = 2	Projected Hispanic	26	28	30	32	34
EOCEP Algebra 1	% A, B, C = 2 (2016-17) Annual Increase =	Actual Hispanic					
EOCEP Algebra 1	% A, B, C = 18 (2016-17) Annual Increase = 2	Projected AA	20	22	24	26	28
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual AA					
EOCEP Algebra 1	% A, B, C = 10 (2016-17) Annual Increase = 2	Projected SWD	12	14	16	18	20
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					
EOCEP Algebra 1	% A, B, C = 32 (2016-17) Annual Increase = 2	Projected LEP	34	36	38	40	42
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP Algebra 1	% A, B, C = 22 (2016-17) Annual Increase = 2	Projected SIP	24	26	28	30	32
EOCEP Algebra 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
EOCEP Biology 1	% A, B, C = 48 (2016-17) Annual Increase = 2	Projected Hispanic	50	52	54	56	58
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual Hispanic					

EOCEP Biology 1	% A, B, C = 30 (2016-17) Annual Increase = 2	Projected AA	32	34	36	38	40
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual AA					
EOCEP Biology 1	% A, B, C = 19 (2016-17) Annual Increase = 2	Projected SWD	21	23	25	27	29
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					
EOCEP Biology 1	% A, B, C = 53 (2016-17) Annual Increase = 2	Projected LEP	55	57	59	61	63
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP Biology 1	% A, B, C = 46 (2016-17) Annual Increase = 2	Projected SIP	48	50	52	54	56
EOCEP Biology 1	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
EOCEP U.S. Hist/Const.	% A, B, C = 41 (2016-17) Annual Increase = 2	Projected Hispanic	43	45	47	49	51
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual Hispanic					
EOCEP U.S. Hist/Const.	% A, B, C = 35 (2016-17) Annual Increase = 2	Projected AA	37	39	41	43	45
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual AA					
EOCEP U.S. Hist/Const.data file	% A, B, C = 22 (2016-17) Annual Increase = 2	Projected SWD	24	26	28	30	32

EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual SWD					
EOCEP U.S. Hist/Const.	% A, B, C = 49 (2016-17) Annual Increase = 2	Projected LEP	51	53	55	57	59
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual LEP					
EOCEP U.S. Hist/Const.	% A, B, C = 40 (2016-17) Annual Increase = 2	Projected SIP	42	44	46	48	50
EOCEP U.S. Hist/Const.	% A, B, C = __ (2016-17) Annual Increase = __	Actual SIP					
ACT Graduating Class	Composite = __ (2016-17) Annual Increase = __	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = __ (2016-17) Annual Increase = __	Actual Hispanic					
ACT Graduating Class	Composite = __ (2016-17) Annual Increase = __	Projected AA	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = __ (2016-17) Annual Increase = __	Actual AA					
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Projected SWD	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Actual SWD					
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Projected LEP	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Actual LEP					

ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
ACT Graduating Class	Composite = NA (2016-17) Annual Increase = __	Actual SIP					
SAT	Composite = (2016-17) Annual Increase = __	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
SAT	Composite = __ (2016-17) Annual Increase = __	Actual Hispanic					
SAT	Composite = __ (2016-17) Annual Increase = __	Projected AA	TBD	TBD	TBD	TBD	TBD
SAT	Composite = __ (2016-17) Annual Increase = __	Actual AA					
SAT	Composite = NA (2016-17) Annual Increase = __	Projected SWD	TBD	TBD	TBD	TBD	TBD
SAT	Composite = NA (2016-17) Annual Increase = __	Actual SWD					
SAT	Composite = NA (2016-17) Annual Increase = __	Projected LEP	TBD	TBD	TBD	TBD	TBD
SAT	Composite = NA (2016-17) Annual Increase = __	Actual LEP					
SAT	Composite = NA (2016-17) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
SAT	Composite = NA (2016-17) Annual Increase = __	Actual SIP					
WIN	(2017-18) Annual Increase = __	Projected Hispanic	TBD	TBD	TBD	TBD	TBD

WIN	(2017-18) Annual Increase = __	Actual Hispanic					
WIN	(2017-18) Annual Increase = __	Projected AA	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual AA					
WIN	(2017-18) Annual Increase = __	Projected SWD	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual SWD					
WIN	(2017-18) Annual Increase = __	Projected LEP	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual LEP					
WIN	(2017-18) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
WIN	(2017-18) Annual Increase = __	Actual SIP					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Tutoring sessions year-long for all students.	Continuous	All EOC teachers	0	N/A	Attendance logs of sessions
2. EOC district benchmark and data analysis by English 1 teachers.	Quarterly	All EOC teachers	0	N/A	Benchmark data and PLC notes

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. All EOC teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-monthly	All EOC teachers	0	N/A	PLC agendas/minutes, lessons, and unit plans
4. Schedule common planning period for EOC teachers for data driven, standards based instructional planning.	Daily	All EOC teachers	0	N/A	Lesson and unit plans
5. EL, Intervention Specialist, SPED, Read 180, Language Live, Content Recovery, and Credit Recovery Coursework	Continuous	Specified Teachers	0	N/A	Benchmark data and pass rate

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Graduation Rate	(2016-17) 83.4	School Projected	85	87	89	≤90	≤90
		School Actual					
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual					
Employability Credentialing Rate	School = TBD	School Projected	TBD	TBD	TBD	TBD	90
		School Actual					
Employability Credentialing Rate	District = TBD	District Projected	TBD	TBD	TBD	TBD	90

		District Actual					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use 9GR lists and assign students without transfer documentation to members of the administration team to find.	September	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
2. Use 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Monthly	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
Continue to support the Freshman Academy with resources to encourage promotion.	Monthly	Administration	0	N/A	Academy EOC scores and promotion rate
Use Credit Recovery and the SDP strategically to target students that need alternative means for success.	Monthly	Administration & Teachers	0	N/A	Credit Recovery and SDP enrollment rates, promotion rates
5. Use Intervention Specialist to target specific students to address environmental factors beyond the classroom affecting student performance.	Monthly	Administration & Teachers	0	N/A	Logs of interventions and meetings
Cooperation between administrators and school counselors to target at-risk students at each grade level and	Monthly	Administration	0	N/A	Leadership Meeting Agendas, Logs of conferences, interventions and contacts.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
discuss opportunities for interventions.					

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) ☐ District Priority <i>Gifted and Talented Requires</i> ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> ☐ Gifted and Talented: Other PERFORMANCE GOAL: 10 By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements as
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indicated by:

90% earning at least one college credit course (dual/AP/IB), or earning two career specific units, or earning work-based unit credit(s), or achieving an industry certification

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool, College Reports	Class of 2018	School Projected	TBD	TBD	TBD	TBD	90%
		School Actual					
PowerSchool, College Reports	Class of 2018	School Projected	TBD	TBD	TBD	TBD	90%
		School Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Dual Credit – IB, AP, Gvl Tech	2018-2019	Guidance	N/A	N/A	PowerSchool Scheduling
2. Increasing vocational certificate opportunities –Agriculture and Welding	2018-2019	Rollins Abrams	N/A	N/A	Courses scheduled with Gvl Tech
3.					

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) ☐ District Priority
<i>Gifted and Talented Requires</i> ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
<i>1 Academic Goal and 1 Additional Goal</i> ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 11 Annually increase the percentage of 9 th graders across every demographic who are on track for graduation at the conclusion of their freshman year (Students are on-track if, at the completion of their initial 9 th -grade year, they have completed one-quarter of the credits necessary to graduate, including the completion of English I and Algebra I).
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	63	School Projected	65	67	69	71	73
		School Actual					
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Support Freshman Academy lists and assign students without transfer documentation to members of the administration team to find.	September	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
2. Support Freshman Academy to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Monthly	Administration	0	N/A	4 year Graduation rate, 9GR lists with assigned faculty
3. Continue to support the Freshman Academy	Monthly	Administration	0	N/A	Academy EOC scores and promotion rate

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
with resources to encourage promotion.					
4. Use Credit Recovery and the SDP strategically to target students that need alternative means for success.	Monthly	Administration & Teachers	0	N/A	Credit Recovery and SDP enrollment rates, promotion rates
5. Use Intervention Specialist to target specific students to address environmental factors beyond the classroom affecting student performance.	Monthly	Administration & Teachers	0	N/A	Logs of interventions and meetings
6. Cooperation between administrators and school counselors to target at-risk students at each grade level and discuss opportunities for interventions.	Monthly	Administration	0	N/A	Leadership Meeting Agendas, Logs of conferences, interventions and contacts.

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	(2016-17) 315	School Projected	320	325	330	335	340
		School Actual					
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increasing Gifted and Talented Academic Courses, including AP and Dual Credit	Continuous	Administration and Guidance	0	N/A	PowerSchool Scheduling

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Shining Stars Recruitment	March	Administration	0	N/A	Resume

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SC SDE School Report Card Survey		District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Students					
SC SDE School Report Card Survey		District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
SC SDE School Report Card Survey		District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Safety drills, Safety Meetings and Constant Communication with Parents with weekly message	Continuous	Administration and Safety Team	0	N/A	Meeting Minutes, Social Media, E-mail, and School Messenger

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

Annual Expulsion Rate

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

		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcements	Continuous	Administration, SRO, Intervention Specialist, and Guidance Counselors,	0	N/A	OnTrack Team (MTSS) monthly minutes with follow items on each student.

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	45	School Projected	48	52	56	60	64
		School Actual					
AdvancED Culture & Climate Surveys	51	District Projected Secondary	54	58	62	66	70
		District Actual Secondary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior	Continuous	Administration, SRO, Intervention Specialist, and Guidance	0	N/A	OnTrack Team (MTSS) monthly minutes with follow items on each student.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Reinforcements		Counselors,			
2. Communication	Continuous	Faculty and Staff	0	N/A	Meeting Minutes, Social Media, Email and Monthly Messenger
3. SIC and PTA	Monthly	SIC, PTA, and Faculty and Staff	0	N/A	SIC and PTA Meetings

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 92.4	School Projected	95	95	95	95	95
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance Clerk, Truancy Report, OnTrack (MTSS), Seat Time Recovery, and Intervention Specialist	Continuous	Administration, Attendance Clerk, and Teachers	0	N/A	Meeting Logs

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 9% Lonely – 20% Angry - 19%	School Projected	Afraid ≤ 9 Lonely ≤ 19 Angry ≤ 18	Afraid ≤ 9 Lonely ≤ 19 Angry ≤ 18	Afraid ≤ 8 Lonely ≤ 18 Angry ≤ 17	Afraid ≤ 8 Lonely ≤ 18 Angry ≤ 17	Afraid ≤ 7 Lonely ≤ 17 Angry ≤ 16
		School Actual					
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry 15%	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Intervention Specialist, SRO, Guidance Support, and Positive Behavior Reinforcements	Continuous	Administration, SRO, Intervention Specialist, and Guidance Counselors,	0	N/A	OnTrack Team (MTSS) monthly minutes with follow items on each student.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Communication	Continuous	Faculty and Staff	0	N/A	Meeting Minutes, Social Media, Email and Monthly Messenger
3. SIC and PTA	Monthly	SIC, PTA, and Faculty and Staff	0	N/A	SIC and PTA Meetings