

Mauldin High School

**School Portfolio
2013-14**



**Mauldin High School
Principal, Scott Rhymer**

701 E. Butler Road
Mauldin, SC 29662
www.greenville.k12.sc.us/mauldinh

**Greenville County Schools
Superintendent, Mr. W. Burke Royster**

Scope of Plan: 2013-14 through 2017-18

Last Update:
March 2014

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Mauldin High School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jason Peterson		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Scott Rhymer		
PRINTED NAME	SIGNATURE	DATE

SCHOOLADDRESS: 701 E. Butler Rd, Mauldin, SC 29662

SCHOOL'S TELEPHONE: (864)355-6500

PRINCIPAL'S E-MAIL ADDRESS: wrhymer@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Scott Rhymer
2. TEACHER:	Christine Thomas
3. PARENT/GUARDIAN:	Kelly Yanity
4. COMMUNITY MEMBER:	
5. SCHOOL IMPROVEMENT COUNCIL:	Jason Peterson
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Chris Kilian
Assistant Principal	Christie Williamson
Assistant Principal	Tiffany McElveen
Assistant Principal	Alex Cummings
Assistant Principal	Darah Huffman
Assistant Principal	Bradley Griffith
Department Chair, Science	Raj Deshpande
Department Chair, English	Nancy Zende
Department Chair, CATE	Christine Thomas
Department Chair, Math	Jennifer Wilson
Department Chair, World Language	Shanna Yown
Department Chair, Social Studies	Greg Snoad

***REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

_____ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

x Academic Assistance, Grades 4–12

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

x Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

x Staff Development

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

x Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

_____ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

Collaboration

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

Developmental Screening

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

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

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

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Introduction

Mauldin High School's school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do to support student achievement. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Mauldin High School. It describes who we are, our vision for the school, goals, plans, progress, and achievement in the context of client demographics and needs, and school community. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning.

A team of staff members was involved in developing the narrative for our portfolio based on input from the whole staff and several Mauldin High School stakeholders. Our team consists of Scott Rhymer- Principal, Christie Williamson-Assistant Principal, Chris Kilian – Assistant Principal, Christine Thomas-Curriculum Resource Teacher. Additionally the staff is broken down into committees to study the needs and assessments for the various areas.

Committee Team Members

Purpose and Direction

Mr. Griffith – Administrator
Pam Powell-co-chair –Teacher
Shelly Sands-co-chair-Teacher
Wendy Redmon –Teacher
Ida Rainey- Teacher
Ginger Ernst –Teacher
Evelyn Ashmore- Teacher
Brian Slusher –Teacher

Governance/Leadership

Tiffany McElveen - Administrator
Christine Thomas-co-chair
Rachel Turner-co-chair
Erica Reese- Teacher
Carrie Ropp- Teacher
Kelly Keeler –Teacher
Nikki Smith- Teacher
Greg Snoad-Teacher

Teaching & Assessing for Learning

Ms. Williamson-Administrator
Lori Farmer-co-chair-Teacher

Shanna Yown-co-chair- Teacher
Lori Biggs –Teacher
Dr. Deshpande –Teacher
Jennifer Parnell –Teacher
Amy DiPalma - Teacher
Diane Morris – Media Specialist

Resources and Support Systems

Mr. Cummings-Administrator
Jamie Fuller-co-chair-Teacher
Jennifer Wilson-co-chair –Teacher
Allison Nelson-Teacher
Nicole Michel- Teacher
Wes Dodgens-Teacher
David Sissel- Teacher
Katie Stapleton - Teacher
Amy Collins- Teacher

Continuous Improvement

Darah Huffman – Administrator
Dr. Childs – co-chair - Guidance
Brian Owens – co-chair –Teacher
Charles Broadwell-Teacher
Katy Burras –Teacher
Laura Gurley- Teacher

Executive Summary

Student Achievement

Demographically we are a suburban high school (grades 9-12) with 63% white, 22% African-American, 8% Hispanic, and 7% other (including Asian and Pacific Islander) ethnicity. Over the past five years, the school ethnicity demographics have remained relatively consistent. The majority of our students perform at or above the national average on standardized tests.

Student Achievement Goals

- Mauldin High School will improve the HSAP Math Percentage Passing by 5% comparing the 2012-2013 percentage to that of 2013-2014 percentage. Based on last year's test takers, that increase would be 26 students.
- Mauldin High School will improve the EOC English Percentage Passing by 5% comparing the 2012-2013 percentage to that of 2013-2014 percentage. Based on last year's test takers, that increase would be 22 students.

Teacher and Administrator Quality

Mauldin High School currently has one hundred eleven (111) teachers on staff. On average, the faculty has thirteen (13) years teaching experience. Sixty six (66) percent of teachers have masters degrees or higher. Thirteen (13) percent of teachers are National Board Certified Teachers. Over fifty four (54) percent of teachers have over 10 years of teaching experience and ninety (90) percent of teachers are highly qualified. Evaluation of teachers is done with a competency based evaluation instrument and student surveys of teacher competency are linked to their yearly job performance evaluation.

Mauldin High School currently has seven (7) administrators. On average, the administrative staff has over 8 years of school administrative experience in addition to an average of over 10 years teaching experience. Several administrators hold dual administrative certifications and advanced teaching certifications. Evaluation of the administrative staff is done with a competency based evaluation instrument and administrator performance surveys are linked to their yearly performance evaluation.

School Climate

We are committed to maintaining a safe, responsible, and respectful school environment. Initiating structure is principal behavior that is oriented toward both tasks and achievements through clearly articulated work expectations and performance standards. Parent, student and teacher surveys are linked to school climate evaluation.

Our school makes every effort to involve all parents and families, as well as members of the community, in the planning and implementation of school programs and activities. There are 3 booster clubs within our school and a booster steering committee comprised of five booster club presidents, the principal and an assistant principal. We benefit from extensive partnerships with local businesses, corporations, and individuals who support many educational and extracurricular endeavors with funding and volunteers.

Significant Challenges

- Involving all stakeholders in the decision making process
- Promoting continuous improvement in an already high performing school

Significant Accomplishments

- *Newsweek* Magazine's "America's Best High Schools: Top 1500 High Schools in the Nation" 2008-2013
- Excellent Absolute Rating on 2011, 2012 and 2013 school report cards
- ESEA rating "A" for 2012
- Palmetto Gold (Absolute Improvement) Award Winner 2010, 2011 and 2012
- Highest AP enrollment in Greenville County Schools, 96 AP Scholars 2010, 40 AP Scholars 2011, 127 AP Scholars 2012
- Eight National Merit Scholar Finalists 2008-2012
- Thirty Palmetto Fellows 2010, 27 Palmetto Fellows 2011, 34 Palmetto Fellows 2012
- Six Teaching Fellows 2010, One Teaching Fellows 2011, Three Teaching Fellows 2012, Four Teaching Fellows 2013
- Two Military School Scholarships 2011
- Two Service Academy Appointments in 2010
- Three NJROTC Full Scholarships 2010, Two in 2012
- Over 16 Million Dollars in Scholarships 2011
- Four State Athletic Championships and Eight Regional Athletic Championships in 2009 -2012
- 4th Place Directors Cup for Athletic Program (Statewide) 2010
- World Class Partnership – 3 European Sister Schools
- Track and Field Coach inducted in S.C. Cross Country Coaches' Association Hall of Fame, 2012
- Weight lifting coach inducted into the SC Strength Coaches Hall of Fame, 2013
- SC Association of Student Councils "Outstanding Project" for AAA/AAAA Schools, 2010
- South Carolina Student Volunteer of the Year, 2010
- National Beta Scholarship for Academic Excellence and Community Service 2010
- Award Winning South Carolina PTSA

School Profile

School Community

Mauldin High School is located in Mauldin, South Carolina. Situated in the foothills of the Blue Ridge Mountains in Upstate South Carolina, we are located in one of the fastest growing areas of the state. Built in 1973 and renovated in 2002, our campus is home to a wide variety of successful instructional, athletic, extracurricular, and lifelong learning



programs. Despite the size of our student body, presently 2120 in number, our school provides a welcoming and nurturing environment.

Our physical plant has over 350,000 square feet located on 46.22 acres. The atrium is an airy two-story space that functions as an attractive meeting space as well as the school cafeteria. Maverick Pride, showcases filled with trophies, and Awards of Excellence are inviting fixtures in this area. Each classroom has been furnished with attractive, comfortable, and functional

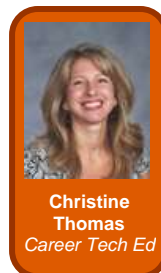
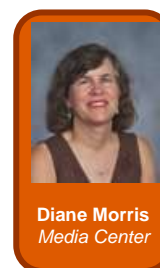
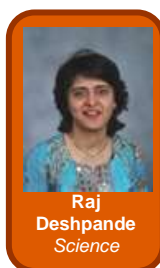
student and teacher desks. A bright, glassed-in breezeway connects the original building to the new multi-story addition. Painted by a generous community member during the 2006 summer break, an arresting mural now adorns the hall leading from the atrium to the side exit and in the cafeteria. We are fortunate to have a practice gym and a 2000-seat competition gym, as well as a 4000-seat stadium. Baseball and softball fields and four tennis courts complete our sports complex. Fine arts groups perform in a 650-seat auditorium. Chorus and band rooms are equipped with individual practice rooms and space for whole group performances. The studio art classroom is equipped with both an art patio for outdoor work and a 15 station dark room for developing film.

Our school makes every effort to involve all parents and families, as well as members of the community, in the planning and implementation of school programs and activities. There are 3 booster clubs within our school and a booster steering committee comprised of five booster club presidents, the principal and an assistant principal. We benefit from extensive partnerships with local businesses, corporations, and individuals who support many educational and extracurricular endeavors with funding and volunteers. Local partnerships with the school include Charter Communications; Bi-Lo; Mauldin Police and Fire Department; and Urban League just to name a few. Our School Improvement Council meets the 2nd Thursday of each month and includes parents, teachers, administrators, local business partners and students. On any given day we have 10-15 volunteers working throughout the school. PTSA has a database of over 200 volunteers who work in 20 different categories.

School Personnel

The **School Leadership Team** is made up of the principal, leaders of each of the academic departments, the head of the guidance department, and a media center representative. The leadership team coordinates the work of the different departments, integrates the curriculum standards of each department, and brings concerns to the team that need to be discussed and addressed.

Mauldin High School Leadership Team



The school's **Administrative Team** collaborates with faculty to provide instructional leadership for the school. Each administrator monitors the progress of their respective instructional department(s). Mauldin High School currently has seven (7) administrators. On average, the administrative staff has over 8 years of school administrative experience in addition to an average of over 10 years teaching experience. Several administrators hold dual administrative certifications and advanced teaching certifications. Evaluation of the administrative staff is done with a competency based evaluation instrument and administrator performance surveys are linked to their yearly performance evaluation.

Mauldin High School Administrative Team



Scott Rhymer
Principal



Alex Cummings
Assistant Principal



Brad Griffith
Assistant Principal



Darah Huffman
Assistant Principal



Chris Killian
Assistant Principal



Tiffany McElveen
Assistant Principal



Christie Williamson
Assistant Principal



Christine Thomas
Curriculum
Resource Teacher

Personnel Data

Mauldin High School current has one hundred eleven (111) teachers, two (2) media specialists, six (6) guidance counselors, one (1) Curriculum Resource teacher, one (1) career development facilitator, and seven (7) administrators comprise the faculty at Mauldin High School. Of the teachers, seventy one (64%) are female and forty (33%) are male. Caucasians comprise ninety three percent (93%) of the teaching staff; African Americans, five percent (5%); Indian descent, two percent (2%); and Hispanic, one percent (1%).

On average, the faculty has thirteen (13) years teaching experience. Sixty six (66) percent of teachers have masters degrees or higher. Thirteen (13) percent of teachers are National Board Certified Teachers. Over fifty four (54) percent of teachers have over 10 years of teaching experience and ninety (90) percent of teachers are highly qualified. Forty six (46) percent of teachers are endorsed to teach Gifted/Talented and thirty five (35) percent have their AP endorsement. The teacher attendance rate is 94.9%.

Student Population

Demographics & Subgroups

Mauldin High School student enrollment is 2167. The current student population consists of 1372 Caucasians (63%), 484 African-Americans (22%), 161 Hispanics (8%), and 150 other ethnicities (7%). Forty eight (48) percent of our student population is female and fifty two (52) percent are male.

The number of students receiving ESOL services is 27 (1.2%). Twenty-seven (27) percent of MHS students qualify for free/reduced lunch this year. One hundred eighty three (8.4%) students are receiving special education services this year. Thirty (30) percent of our students are served by the gifted and talented program. Over thirty three (33) percent of our student body is enrolled in at least one advanced placement course.

Student Attendance & Retention

The attendance rate for Mauldin High School students is ninety five (95) percent. Our school retention rate is 2.2%.

Academic Features/Programs/Initiatives

The core curriculum consists of applied technology, college prep, honors, and Advanced Placement. Our decisions about the courses we offer are data driven and research based. Data analysis allows school personnel to determine weaknesses and gaps in the instructional process. Therefore, data analysis is conducted annually of disaggregated data from state and national tests such as the HSAP, PASS, MAP, EOC and Advanced Placement.

The faculty is embracing the Common Core State Standards and using instructional techniques that will incorporate these standards to prepare students for the Smarter Balanced Assessment. Techniques may include, but are not limited to, developmentally appropriate practices, cooperative learning, small group instruction, and/or individual instruction. Teachers incorporate critical thinking into daily classroom activities. The academic environment of our school encourages teachers to explore classroom strategies beyond traditional instruction.

Departmentally, teachers determine the skills needed for successful completion of current coursework and prepare students for the next level of study. Dialoguing with middle school teachers and college admission officers ensures a seamless curriculum. The guidance department as well as department chairs met with teachers from Mauldin Middle, Hillcrest Middle and Riverside Middle in February 2014 to discuss course requirements and rigor. Department chairs meet monthly with their district counterparts to guarantee vertical articulation between schools.

Our school is proud to offer Project Lead the Way (PLTW) courses and curriculum, the nation's leading provider of science, technology, engineering, and math (STEM) programs. We are expanding our PLTW engineering program to offer courses to a larger population of students.

Mission, Vision, Beliefs

Mission Statement

The faculty and staff of Mauldin High School, in conjunction with students, their families, and the community, shall provide every student the opportunity, challenge, and support to realize his or her educational potential and the ability to assume a responsible and productive role in a democratic society.

Shared Vision

The vision for the perfect Mauldin High School would be divided into four core areas: curriculum, instruction, assessment, and learning environment.

The curriculum would be rigorous and seamless, meeting state and national standards of excellence. Teachers would be involved in interdisciplinary collaboration, as well as the integration of technology and creative arts throughout the curriculum. There would also be a multicultural emphasis encompassing character education.

Instruction would involve students actively participating and taking responsibility for their own learning. Teachers would collaborate in sharing strategies and ideas to improve instruction. Students and teachers would have the opportunity to incorporate technology in all areas of instruction. High expectations would be evident for all students and teachers in a rigorous instructional program. Current research information shared by teachers in discussion groups would be reflected in the implementation of new and effective strategies.

Continual assessment of the school environment would involve self-evaluation of the school, goals, and instruction. Students would be encouraged to achieve at high rates in the most rigorous courses appropriate. Real life applications would enable students to see the connections between what they are learning in the classroom and its relevance to their future. A variety of assessment tools would be used including student self-assessment. Current school data and research would be used to aid students and faculty engaged in reflective assessment practices.

The learning environment would be positive and student-centered, with all the stake holders working toward common goals. There would be open, ongoing communication emphasizing support and value of each member. The school community would be displaying excellent citizenship with emphasis on positive work ethic, acceptance of cultural diversity and service to the community.

There would also be a variety of resources available to meet the social, emotional, academic, and physical needs of the students.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Through an examination of written beliefs already in place and individual and small group brainstorming, we developed the following core beliefs about instruction, curriculum, assessment, and the school's environment that we believe will increase our students' learning.

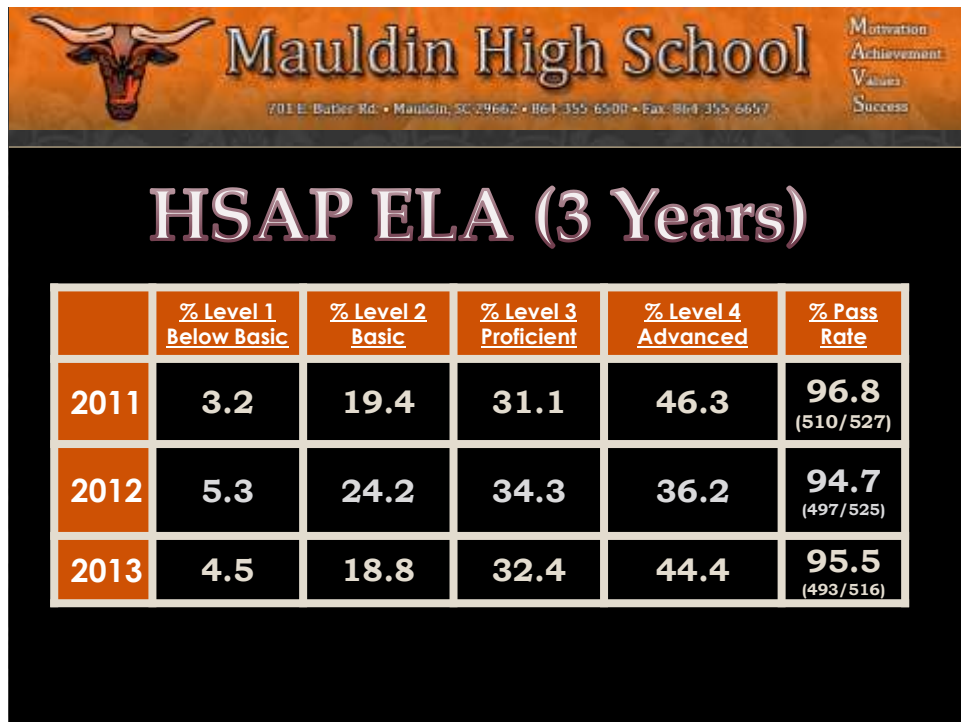
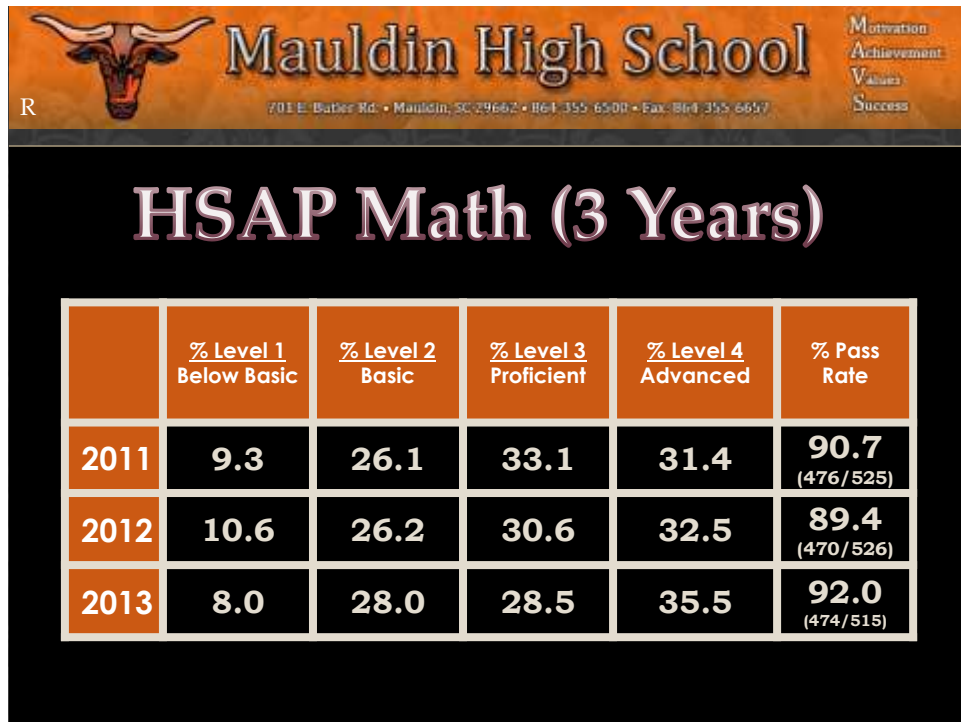
We believe...

- All students can learn and achieve success in a rigorous curriculum.
- Students learn and demonstrate their knowledge and skills in different ways and should be provided with a variety of effective instructional approaches and assessments to support their learning.
- Students must be provided with a challenging and diverse curriculum.
- Each student is a valued individual with unique physical, social, emotional, cultural, and intellectual needs.
- Exceptional students require special services, resources, and support services.
- Students develop an appreciation of different people and cultures through an awareness and understanding of cultural diversity.
- Students, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- School and community commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.
- Students are equally responsible for maximizing their educational opportunities.


Data Analysis and Needs Assessment

Student Achievement Needs Assessment


HSAP Results




EOC Results


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EOC (3 Years)					
EOC Subject and Year	Algebra 1/ Math Tech 2	Biology 1/ Applied Biology	English I	US History	Average Pass Rate
2011	85.1	93.2	75.8	74.3	76.6
2012	86	91.5	77.8	77.6	83.2
2013	89.4	90.3	81.7	85.9	86.8

AP Results


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Advanced Placement					
AP COURSE	2011	2012	Percent Change	2013	Percent Change
BIOLOGY	87	93	6	87.2	5.8
CALCULUS AB	60	56	-4	84.8	28.8
CHEMISTRY	24	52	28	75	23
COMPUTER SCIENCE	N/A	N/A	N/A	72.7	N/A
MACRO	91	83	-8	88.6	5.6
LANGUAGE	78	80	2	68	-12
LITERATURE	74	83	9	87.5	4.5

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<div> <div>R</div> <h2>Advanced Placement</h2> </div>					
AP COURSE	2011	2012	Percent Change	2013	Percent Change
GOVERNMENT	93	90	-3	90	0
EUROPEAN	72	53	-19	67.9	14.9
HUMAN GEOGRAPHY	55	76	21	73.5	-2.5
PHYSICS	38	27	-11	28.6	1.6
PSYCHOLOGY	87	85	-2	85.5	0.5
STATISTICS	75	70	-5	67.6	-2.4
US HISTORY	67	77	10	83.8	6.8

ACT Results

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<div> <div>R</div> <h2>ACT Grade Distribution</h2> </div>						
Average Score in	# Students	English	Math	Reading	Science	Composite
2010-2011	223	21	21.3	22.1	21.4	21.6
2011-2012	246	21.8	22.1	22.3	21.9	22.2
2012-2013	227	22.2	22.3	23.5	22.3	22.7

SAT Results



Mauldin High School


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Success

SAT Results by Area

Year	Critical Reading	Math	Writing*	Composite Score*
2011	494	497	474*	991
2012	493	501	472*	994
2013	506	499	481*	1005

* Writing scores removed for consistent comparison



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SAT Composite Scores All Sections

Year	Test Takers	Seniors	% Tested	Average Composite Score
2011	317	481	66%	1465
2012	339	457	74%	1466
2013	349	481	73%	1486

Graduation Rate

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Graduation Rate	
Year	Rate
2011	83.7%
2012	83.7%
2013	89.1%
3 Year Average	85.5%

Teacher and Administrator Quality

MAULDIN HIGH 2013-2014 PROFESSIONAL DEVELOPMENT PLAN

ADVANCED ACCREDITATION STANDARD 3: TEACHING AND LEARNING

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

ADVANCED ACCREDITATION STANDARD 4: DOCUMENTING AND USING RESULTS

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement effort.

GREENVILLE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT REQUIREMENT

- All teachers must participate in a minimum of 24 hours of professional development (PD) during each school year.
- At least 12 of these 24 hours will be offered by the school/principal.

PROFESSIONAL DEVELOPMENT EXCHANGE DAY(S)

- Teachers may earn 1 or 2 days off for PD received during “off contract” time from the day after school’s out in 1 year until the day school’s out the next year.
- “Off contract” time includes weekend, holiday, after school, and summer hours that are outside of the teacher’s regularly scheduled working hours.
- Hours used toward a day off can’t have been used to gain in-service credit for certificate renewal, college course credit, or a stipend. They can be part of the district yearly-required 24 hours.
- 7 hours of professional development may be exchanged for one day off.
- Days off must be taken on predetermined PD exchange days on the district calendar and be approved in advance by Mr. Rhymer.

STATE CERTIFICATE RENEWAL GUIDELINES

- New teachers with a SC Initial Certificate aren’t eligible to accrue renewal credit points toward certificate renewal until they have a SC Professional Certificate.
- Teachers with a SC Professional Certificate with less than a Masters degree must earn at least one 3-hour graduate level course from an accredited college or university and 60 renewal points or an additional 3-hour graduate course within a five-year validity period to renew their state Professional Certificate.

- Teachers with a SC Professional Certificate with a Masters degree or higher must earn 120 renewal credit pts, 6 college credit hours, or 60 renewal credit pts. & 3 college credit hours in a 5 year validity period to renew their certificate.

TNT (TEACHERS IN TRAINING) PLANNING PERIOD PROFESSIONAL DEVELOPMENT: (TOPICS AND DATES SCHEDULED AS NEEDED)

- A five-session Professional Development opportunity will be offered each month.
- Each teacher will be required to attend one session during an assigned planning period.
- Attendance will be taken at each session and will be recorded on the Portal with recertification points.

AFTER SCHOOL MEETINGS AND PROFESSIONAL DEVELOPMENT: (SCHEDULE ADAPTED AS NEEDED)

1st Wednesday, 4:00—5:00: Faculty Meetings/PD

2nd Wednesday, 4:00—5:00: Department Meetings and Freshman Academy Meetings

3rd Wednesday, Planning Periods: Professional Development

4th Wednesday, 4:00—5:00: Leadership Meetings

<u>TITLE</u>	<u>PRESENTER(S) OR PERSON(S) RESPONSIBLE</u>	<u>DESCRIPTION</u>	<u>DATE</u>	<u>TIME</u>	<u>INSERVICE POINTS</u>	<u>EXCHANGE POINTS</u>	<u>TARGETED GROUP</u>	<u>CORRELATED TO SCHOOL GOALS</u>
AUGUST								
Faculty Mini-Session	Administrative Team	Faculty will learn how to implement classroom management, procedural assessment, and other skills for a successful year.	8/15/13	8:30am - 12:30pm	0	0	Faculty	Teacher Quality & School Climate
New Teacher Website and Weekly Planner Training	Wes Dodgens	New teachers will learn how to create and update their websites and post their weekly lesson plans.	8/16/13	10:30am-11:30am	1	0	New Teachers	Teacher Quality (Tech Plan)
New Teacher Meeting/ Orientation	Christine Thomas	Orientation for new teachers.	8/16/13	1:30pm - 2:30pm	1	0	New Teachers	Teacher Quality
Promethean Survival Training	Rachel Turner	Teachers will learn survival strategies for starting the school year with a promethean board.	8/19/13	11:00am-12:30pm	1	0	Teacher with prom. board	Teacher Quality (Tech Plan)

<u>TITLE</u>	<u>PRESENTER(S) OR PERSON(S) RESPONSIBLE</u>	<u>DESCRIPTION</u>	<u>DATE</u>	<u>TIME</u>	<u>INSERVICE POINTS</u>	<u>EXCHANGE POINTS</u>	<u>TARGETED GROUP</u>	<u>CORRELATED TO SCHOOL GOALS</u>
Weekly Planner Training	Wes Dodgens	Teachers will learn how to post their weekly lesson plans to their web page.	8/19/13	11:00am-11:30am	1	0	Teachers	Teacher Quality
Promethean Training	Rachel Turner	Teachers will learn strategies make engaging flipcharts with their promethean board.	8/20/13	2:30pm-3:30pm	1	0	Teacher with prom. board	Teacher Quality (Tech Plan)
<u>SEPTEMBER</u>								
Rubicon Atlas Training	Debbie Barron, Tami Finley, Rita Bixler and Chris Burras	Teacher will receive training on how to use the new Rubicon Atlas curriculum mapping program.	9/10/13	Planning Periods	1	0	Teachers	Student Achievement & Teacher Quality
New Teacher Media Center Training	Diane Morris & Stacy Henderson	New teachers will receive training on all of the media center resources.	9/19/13	4:00pm-5:00pm	1	1	New Teachers	Teacher Quality (Tech Plan)
<u>OCTOBER</u>								
Advanced Ed	Christine Thomas & Chris Killian	Teachers will receive information in for the Advanced Ed Accreditation visit.	10/15/13	Planning Periods	1	0	All Teachers	Teacher Quality
HSAP Test Administration & Proctor Training	Christie Williamson	Training for those administering and proctoring Fall HSAP.	10/16/13	4:00pm – 5:00pm	1	1	Faculty: HSAP Test Admin. & Proctors	Student Achievement

<u>TITLE</u>	<u>PRESENTER(S) OR PERSON(S) RESPONSIBLE</u>	<u>DESCRIPTION</u>	<u>DATE</u>	<u>TIME</u>	<u>INSERVICE POINTS</u>	<u>EXCHANGE POINTS</u>	<u>TARGETED GROUP</u>	<u>CORRELATED TO SCHOOL GOALS</u>
Student Personal Electronic Device PD	Christine Thomas, Tatiana Shea, Jennifer Parnell & Chris Beyerle	Teachers will receive strategies that will equip them to be successful with student personal device usage in their classroom.	10/17/13	9:00am – 11:00am	1	0	Teachers	Teacher Quality
<u>NOVEMBER</u>								
Jason Flatt/Suicide Prevention Training	Chuck Childs	Explanation of the test data and trends that impact instruction and the school program.	11/6/13	4:00pm – 5:00pm	1	1	Faculty	Teacher Quality
Common Core Argument Writing	Christine Thomas, Nancy Zende & Yvonne Mason	Teachers will receive training on the structure of argument writing and how it can be used across the content areas.	11/19/13	Planning Periods	1	0	Teachers	Student Achievement & Teacher Quality
<u>JANUARY</u>								
Follet Shelf (ebooks)	Jason Smith	Faculty will receive training on how to use and access this new book technology resource in their classrooms and with student PEDs.	01/08/14	4:00-5:00pm	1	1	Faculty	Teacher Quality
Screencast-O-Matic	Christine Thomas	Faculty will receive training on how to use the Screencast-O-Matic application to create their own demonstration videos.	01/22/14	Planning Periods	1	0	Faculty	Teacher Quality

<u>TITLE</u>	<u>PRESENTER(S) OR PERSON(S) RESPONSIBLE</u>	<u>DESCRIPTION</u>	<u>DATE</u>	<u>TIME</u>	<u>INSERVICE POINTS</u>	<u>EXCHANGE POINTS</u>	<u>TARGETED GROUP</u>	<u>CORRELATED TO SCHOOL GOALS</u>
<u>FEBRUARY</u>								
ETVStreamline	Donna Thompson	Teachers will learn how to create curriculum units and add media resources from ETVStreamline.	2/18/14	Planning Periods	1	0	Teachers	Teacher Quality
FlipSnack	Nikki Smith	Faculty will learn how to easily turn Word documents into attractive, searchable digital flipbooks.	2/18/14	4:00-4:45pm	1	1	Faculty	Teacher Quality
Technology Timesaving Tools	Jennifer Parnell	Faculty will become familiar with a variety of timesaving technology programs.	2/25/14	4:00-4:45pm	1	1	Faculty	Teacher Quality
Edmodo	Katy Burras	Faculty will learn the basics of utilizing the Edmodo program.	2/27/14	4:00-4:45pm	1	1	Faculty	Teacher Quality
<u>MARCH</u>								
Turn-it-in Training	Christine Thomas	Teacher will learn how to use Turn-It-In to check student written work for plagiarism and grammar.	03/05/14	4:00-5:00pm	1	1	Teachers	Student Achievement & Teacher Quality
Smarter Balanced Test Training	Christie Williamson	Math Smarter Balanced administration assessment training.	03/19/14	4:00-5:00pm	1	1	Faculty	Student Achievement
HSAP Training	Christie Williamson	HSAP administration training.	03/26/14	Planning Periods	1	0	Faculty	Student Achievement
<u>APRIL</u>								
AP Test Training	Christie Williamson	Advanced placement administration training.	04/30/14	4:00-5:00pm	1	1	Faculty	Student Achievement

<u>TITLE</u>	<u>PRESENTER(S) OR PERSON(S) RESPONSIBLE</u>	<u>DESCRIPTION</u>	<u>DATE</u>	<u>TIME</u>	<u>INSERVICE POINTS</u>	<u>EXCHANGE POINTS</u>	<u>TARGETED GROUP</u>	<u>CORRELATED TO SCHOOL GOALS</u>
<u>MAY</u>								
EOC Training	Christie Williamson	End of course test administration training.	05/14/14	4:00- 5:00pm	1	1	Faculty	Student Achievement

PROFESSIONAL DEVELOPMENT EMPHASIS FOR 2014-2015

ELA

- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Science

- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies

- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Mathematics

- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages

- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

All Teachers

- Technology integration
- Student personal electronic device integration

School Climate Needs Assessment

School Report Card Surveys: 2013

The State Department of Education School Report Card Survey is administered each spring to all teachers, as well as, 11th grade students and parents. The surveys consist of 44 to 55 items that measure the following constructs: Learning Environment, Social and Physical Environment, and Home-School Relations. Although the results of three survey questions appear on Maudlin HS School Report Card, all of the survey items have been analyzed and the school's perceived strengths and weaknesses have been highlighted.

Student Survey:

Students (% Mostly Agree and Agree) n = 437

I am satisfied with the learning environment at my school.	78.7%
I am satisfied with the social and physical environment at my school.	82.9%
I am satisfied with home-school relations at my school.	86.7%

Parent Survey:

Parents (% Agree and Strongly Agree) n = 86

I am satisfied with the learning environment at my child's school.	84.9%
I am satisfied with the social and physical environment at my child's school.	79.6%
I am satisfied with home-school relations at my school.	76.1%

Teacher Survey:

Teachers (% Mostly Agree and Agree) n = 118

I am satisfied with the learning environment at my school.	94.0%
I am satisfied with the social and physical environment at my school.	99.2%
I am satisfied with home-school relations at my school.	97.4%

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard (Level 2 and above) in English Language Arts on the High School Assessment Program (HSAP) 1st attempt from 94.7 % in 2012 to 94.7 % in 2018.

ANNUAL OBJECTIVE: Annually maintain students meeting standard in English Language Arts on the High School Assessment Program (HSAP).

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

School Name	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>94.7</u>	<u>94.7</u>	94.7	94.7	94.7
School Actual	94.7	95.6					
District Projected	X	X	<u>86.5</u>	<u>87.5</u>	88.5	89.5	90.5
District Actual	91.9	92.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ENGLISH I

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 78% in 2012 to 83% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>79</u>	<u>80</u>	81	82	83
School Actual	78	81.7					
District Projected (MS and HS)	X	X	<u>77.3</u>	<u>78.3</u>	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
1. All students scoring Below Basic on the English portion of PASS in the 8th grade will be placed in Accelerated Reading course in addition to their 9th grade English course.	2013-2017	Chuck Childs	n/a	n/a	Schedules
2. Teachers will receive professional development during planning to work collaboratively to develop plans to improve student achievement.	2013-2017	Various Presenters	n/a	n/a	Professional Development Calendar
3. Extra assistance (before or after school tutoring) will be offered in the area of reading and writing to all students.	2013-2017	English Teachers	n/a	n/a	Attendance Records
4. MHS will host an 8th grade parent/student orientation night and 9th Grade Open House to inform parents and students of HSAP requirements and reading strategies course requirement.	2013-2017	Chuck Childs & Matt Moore	n/a	n/a	Sign-in Sheets
5. HSAP workshops to improve senior success on passing .	2013-2017	English Teachers	n/a	n/a	Attendance Records
6. Purchase HSAP practice materials (USA TestPrep) /instruct students on use.	2013-2017	Diane Morris	\$1000	Instructional	Purchase orders/user logs

HSAP % MATH

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in mathematics on the High School Assessment Program (HSAP) 1st attempt from 89.4 % in 2012 to 89.4 % in 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>89.4</u>	<u>89.4</u>	89.4	89.4	89.4
School Actual	89.4	92.1					
District Projected	X	X	<u>82.4</u>	<u>83.4</u>	84.4	85.4	86.4
District Actual	84.7	86.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ALGEBRA I

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 86.8% in 2012 to **89.3**% in 2018.

ANNUAL OBJECTIVE: Increase by 0.5 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>87.3</u>	<u>87.8</u>	88.3	88.8	89.3
School Actual	86.8	89.4					
District Projected (MS and HS)	X	X	<u>84.6</u>	<u>85.6</u>	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1. All students scoring Below Basic on the math portion of PASS in the 8th grade will be placed in the introduction to algebra course in addition to their ninth grade math course.	2013-2017	Chuck Childs	n/a	n/a	Schedules
2. Teachers will receive professional development during planning to work collaboratively to develop plans to improve student achievement.	2013-2017	Various Presenters	n/a	n/a	Professional Development Calendar
3. MHS will host an 8th grade parent/student orientation night and 9th Grade Open House to inform parents and students of HSAP requirements and introduction to algebra course requirement.	2013-2017	Chuck Childs & Matt Moore	n/a	n/a	Sign-in Sheets
4. Extra assistance (after or before school tutoring) will be offered in the area of math to all students.	2013-2017	Math Teachers/ Clemson Grad. Students	n/a	n/a	Attendance Records
5. Purchase HSAP practice materials (USA TestPrep) /instruct students on use.	2013-2017	Diane Morris	\$1000	Instructional	Purchase orders/user logs
6. HSAP workshops to improve senior success on passing .	2013-2017	Math Teachers	n/a	n/a	Attendance Records

HSAP % TESTED

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA – School	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	<u>95.0</u>	<u>95.0</u>	95.0	95.0	95.0
Actual Performance							
All Students	99.6	100					
Male	99.6	100					
Female	99.6	100					
White	99.4	100					
African-American	100	100					
Asian/Pacific Islander	n/a	n/a					
Hispanic	100	100					
American Indian/Alaskan	n/a	n/a					
Disabled	100	100					
Limited English Proficient	n/a	n/a					
Subsidized Meals	99.3	100					

ELA – District - High School	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	<u>95.0</u>	<u>95.0</u>	95.0	95.0	95.0
Actual Performance							
All Students	99.0	99.1					
Male	98.8	98.9					
Female	99.3	99.3					
White	99.0	99.2					
African-American	99.0	98.7					
Asian/Pacific Islander	99.3	100.0					
Hispanic	98.9	99.4					
American Indian/Alaskan	100.0	n/a					
Disabled	97.5	96.8					
Limited English Proficient	98.6	99.2					
Subsidized Meals	98.3	98.9					

Math – School	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	<u>95.0</u>	<u>95.0</u>	95.0	95.0	95.0
Actual Performance							
All Students	99.4	99.6					
Male	99.2	99.6					
Female	99.6	99.6					
White	99.4	100					
African-American	99.2	99.2					

Asian/Pacific Islander	n/a	n/a					
Hispanic	100	100					
American Indian/Alaskan	n/a	n/a					
Disabled	97.6	100					
Limited English Proficient	n/a	n/a					
Subsidized Meals	98.6	99.2					

Math – District High School	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	<u>95.0</u>	<u>95.0</u>	95.0	95.0	95.0
Actual Performance							
All Students	98.9	98.9					
Male	98.6	98.7					
Female	99.2	99.0					
White	98.8	98.9					
African-American	99.0	98.8					
Asian/Pacific Islander	99.3	100					
Hispanic	99.1	99.0					
American Indian/Alaskan	100.0	n/a					
Disabled	96.7	95.8					
Limited English Proficient	98.6	98.6					
Subsidized Meals	98.1	98.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % BIOLOGY I

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 91.6 % in 2012 to 91.6 % in 2018.

ANNUAL OBJECTIVE: Maintain the percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	91.6	91.6	91.6	91.6	91.6
School Actual	91.6	90.3					
District Projected	X	X	<u>81.7</u>	<u>82.7</u>	83.7	84.7	85.7
District Actual	80.7	84.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % US HIST/CONST I

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 77.9 % in 2012 to 80.4 % in 2018.

ANNUAL OBJECTIVE: Increase by 0.5 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>78.4</u>	<u>78.9</u>	79.4	79.9	80.4
School Actual	77.9	85.9					
District Projected	X	X	<u>66.6</u>	<u>67.6</u>	68.6	69.6	70.6
District Actual	65.6	73.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

<u>STRATEGY</u> <u>Activity for all EOC tests</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Purchase EOC practice materials (USA TestPrep) / <i>Passing the SC EOC</i> and instruct students on use.	2013-2017	Diane Morris-Media Specialist	\$1000	Instructional	Purchase orders/user logs
Math integration lesson plans across Career and Tech Ed curriculum. Business document based writing assessments.	2013-2017	CATE Department Chair	n/a	n/a	Lesson Plans
Biology -integrate graphing skills and data analysis throughout the curriculum.	2013-2017	Science Department Chair	n/a	n/a	Lesson Plans
Before/ After School Tutorials	2013-2017	Department Chairs	n/a	n/a	Attendance Logs

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 74.5 % in 2011 to 81.5 % by 2018.

ANNUAL OBJECTIVE: Increase by 0.5 percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

DATA SOURCE(S): AP report produced by the College Board

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	75	<u>75.5</u>	<u>80</u>	80.5	81	81.5
School Actual	74.5	72.3	76.5					
District Projected	X	X	X	<u>57</u>	<u>58</u>	59	60	61
District Actual	56	53	55					

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
The use of actual AP tests for practice.	2013-2017	Department Chairs	n/a	n/a	Lesson Plans
AP Study Sessions before/after school hours.	2013-2017	Department Chairs	n/a	n/a	Lesson Plans

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

FIVE YEAR PERFORMANCE GOAL: Annually increase by 2 points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 6 points.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	<u>495</u>	<u>497</u>	499	501	503
Critical Reading Actual	493	506					
Math Projected	X	X	<u>503</u>	<u>505</u>	507	509	512
Math Actual	501	499					
Writing Projected	X	X	<u>474</u>	<u>476</u>	478	480	482
Writing Actual	472	481					
Composite Projected	X	X	<u>1472</u>	<u>1478</u>	1484	1490	1496
Composite Actual	1466	1486					

District	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	<u>493</u>	<u>495</u>	497	499	501
Critical Reading Actual	491	496					
Math Projected	X	X	<u>496</u>	<u>498</u>	500	502	504
Math Actual	494	492					
Writing Projected	X	X	<u>472</u>	<u>474</u>	476	478	480
Writing Actual	470	474					
Composite Projected	X	X	<u>1461</u>	<u>1467</u>	1473	1479	1485
Composite Actual	1455	1462					

SAT AVG.

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

FIVE YEAR PERFORMANCE GOAL: Annually increase by 0.1 point(s) each, the mean scores on respective subtests and the mean composite score on the ACT.

ANNUAL OBJECTIVE: Annually increase the mean score on the ACT English, Math, Reading and Science subtests by 0.1 point(s) each.

DATA SOURCE(S): ACT report produced by ACT

School	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
English Projected	X	X	<u>21.9</u>	<u>22</u>	22.1	22.2	22.3
English Actual	21.8	22.2					
Math Projected	X	X	<u>22.2</u>	<u>22.3</u>	22.4	22.5	22.6
Math Actual	22.1	22.3					
Reading Projected	X	X	<u>22.4</u>	<u>22.5</u>	22.6	22.7	22.8
Reading Actual	22.3	23.5					
Science Projected	X	X	<u>22</u>	<u>22.1</u>	22.2	22.3	22.4
Science Actual	21.9	22.3					
Composite Projected	X	X	<u>22.3</u>	<u>22.4</u>	22.5	22.6	22.7
Composite Actual	22.2	22.7					

District	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
English Projected	X	X	<u>21.3</u>	<u>21.4</u>	21.5	21.6	21.7
English Actual	21.2	21.6					
Math Projected	X	X	<u>21.7</u>	<u>21.8</u>	21.9	22.0	22.1
Math Actual	21.6	21.7					
Reading Projected	X	X	<u>22.2</u>	<u>22.3</u>	22.4	22.5	22.6
Reading Actual	22.1	22.8					
Science Projected	X	X	<u>21.7</u>	<u>21.8</u>	21.9	22.0	22.1
Science Actual	21.6	21.7					
Composite Projected	X	X	<u>21.8</u>	<u>21.9</u>	22.0	22.1	22.2
Composite Actual	21.7	21.8					

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
1. Analyze PSAT test data each year to identify low achievers planning to take the SAT	2013-2017	Guidance/ Leadership Team	n/a	n/a	List of identified students
2. Provide SAT preparation sessions addressing test-taking skills and SAT strategies	2013-2017	Guidance (Semester Courses)	n/a	Instructional	Rosters Session Handouts
3. Develop and implement a school-wide SAT improvement plan	2013-2017	SAT Team	n/a	n/a	Review of SAT Improvement Plan

GRADUATION RATE

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

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by 0.5 percentage points each year, from 83.7 % in 2012 to 86.2 % in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by 0.5 percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>84.2</u>	<u>84.7</u>	85.2	85.7	86.2
School Actual	83.7	89.1					
District Projected	X	X	<u>73.9</u>	<u>75.4</u>	77.0	78.5	80.0
District Actual	72.4	76.9					

<u>STRATEGY</u> <u>Activity-Graduation Rate</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Advisory-Work with students setting goals and review graduation requirements	Meet bi-weekly	Teachers	\$0	N/A	Advisory Lesson Plans
Meet with all Students failing a class per grading quarter	Quarterly	Guidance	\$0	N/A	Meeting Records
Use Seat Time Recovery for Remediation utilizing software (MyFoundationsLab-Pearson)	Yearly	Seat Time Recovery Teacher	TBD	Grant/PTSA	Records from Tests
Students and parents are provided explicit information on all graduation requirements during student conferences.	2013-2017	Guidance Counselors	n/a	n/a	Conference Records
Offer Virtual School classes.	2013-2017	Guidance Counselors	Free	n/a	Enrollment
Establish a vertical team relationship with feeder middle schools for grades 8 and 9.	2013-2017	Guidance Counselors	n/a	n/a	Agendas/communications logs
Provide Grant money from PTSA for Adult Learning 1 st class.	2013-2017	Principal	\$110	PTSA	Enrollment

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Teachers will participate in professional development as it relates to **Common Core**. Increase the number of highly qualified teachers from 93% in 2011-2012 to 100% in 2017-18.

ANNUAL **OBJECTIVE:** Increase the number of highly qualified teachers by 1.5% annually.

DATA SOURCE(S): State Teaching Credentials, Administrator Observations, Professional Development Activities.

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
Projected	x	x	<u>94.5</u>	<u>96</u>	97.5	99	100
Actual	93	90					

<u>STRATEGY</u> <u>Activity-Professional Development</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Department Chairs and/or department members included in Interviews	2013-2017	Principal Department Chairs	\$0	n/a	Interview Records
Planning Period Professional Development on Common Core	2013-2017	Administrators/ CRT/Department Chairs	\$0	n/a	Record of Attendance
Professional Development: Support Sessions for new teachers through Round Table Discussion Groups	2013-2017	Administrators/CRT	\$0	n/a	Record of Attendance Minutes from Meeting
Administrative Supervision and Support for all MHS teachers	2013-2017	Administrators	\$0	n/a	Walk-Through Observation EPAS records

STUDENT ATTENDANCE

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

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>95.0</u>	<u>95.0</u>	95.0	95.0	95.0
School Actual	95.7	95.4					
District Projected	X	X	<u>95.0</u>	<u>95.0</u>	95.0	95.0	95.0
District Actual	95.9	95.6					

STUDENT OSS AND EXPULSIONS

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

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion and OSS rate below 1.0% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 1.0 % of the total school population.

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

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%
School Actual	1.3% *	1.0%*					
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%					

*SDE Report card includes both suspension & expulsions for violent and/or criminal offenses.

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 84.8 % in 2012 to 87.3 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by .5 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>85.3</u>	<u>85.8</u>	86.3	86.8	87.3
School Actual	84.8	84.9					
District Projected	X	X	<u>89.0</u>	<u>89.5</u>	90.0	90.5	91.0
District Actual	88.0*	88.1					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 78.0 % in 2012 to 83 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

School Name	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>89</u>	<u>80</u>	81	82	83
School Actual	78.0	78.7					
District Projected (ES, MS, and HS)	X	X	<u>81.5</u>	<u>82.5</u>	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7					

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 93.2 % in 2012 to 95.7 % by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>93.7</u>	<u>94.2</u>	94.7	95.2	95.7
School Actual	93.2	94					
District Projected	X	X	<u>92.5</u>	<u>93.0</u>	93.5	94.0	94.5
District Actual	98.0	92.6					

<u>STRATEGY</u> <u>Activity</u> <u>Learning</u> <u>Environment</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
New teachers to Mauldin High School will be briefed in the HSTW program initiatives to ensure consistency from year to year as the staff changes.	2013-2017	HSTW Team Representative	n/a	n/a	Professional Development Attendance
Completion of the HSTW Teacher/Student survey	2013-2017	Assistant Principal	n/a	n/a	Completed assessment data
Completion of the HSTW student assessment	2013-2017	Assistant Principal	n/a	n/a	Completed assessment data

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 87.8% in 2012 to 90.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>88.3</u>	<u>88.8</u>	89.3	89.8	90.3
School Actual	87.8	90.8					
District Projected	X	X	<u>93.9</u>	<u>94.3</u>	94.7	95.1	95.5
District Actual	93.5	92.8					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

<u>STRATEGY</u> <u>Activity</u> <u>Parent Satisfaction</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
All visitors must enter through the front office and sign in before being allowed in the main building	2013-20017	Office Personnel	n/a	n/a	The front door remains locked and visitors must enter through the office
Parental Involvement through PTSA	2013-2017	PTSA Chairperson	n/a	n/a	PTSA Membership Rosters/Attendance
Parental Involvement through SIC	2013-2017	SIC Chairperson	n/a	n/a	SIC Membership Rosters/Attendance
Parental Involvement through Athletic Booster Club	2013-2017	PTSA Chairperson	n/a	n/a	Booster Club Membership Rosters/Attendance

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 92.6 % in 2012 to 95.1 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	<u>93.1</u>	<u>93.6</u>	94.1	94.6	95.1
School Actual	92.6	92.4					
District Projected	X	X	<u>91.0</u>	<u>91.5</u>	92.0	92.5	93.0
District Actual	90.0	89.6					

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Doors are locked during the school day	2013-2017	Maintenance Staff	\$0	n/a	<u>Doors are locked</u>
Students must enter school from front door, student parking lot door, parent loop door	2013-2017	Maintenance Staff	\$0	n/a	<u>Doors are locked</u>
SRO -visible on campus and sweeping halls 7:30 am-4:30 pm	2013-2017	Principal	\$0	n/a	SRO's seen by faculty and students

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

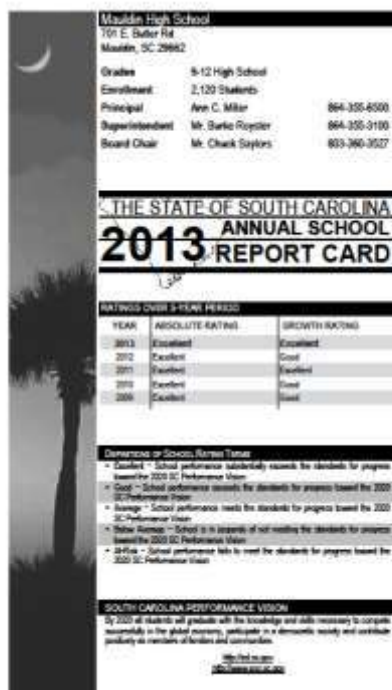
ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	<u>2013-14</u>	<u>2014-15</u>	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	97.5					
District Projected	X	X	<u>98.5</u>	<u>98.5</u>	98.5	98.5	98.5
District Actual	98.9	98.3					

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
SRO –visible on campus and sweeping halls 7:30 am-4:30 pm	2013-2017	SRO	\$0	<u>n/a</u>	SRO's seen by faculty and students
Supervised Holding Area for students waiting on Rides	2013-2017	Assistant Principals	\$0	n/a	Area reserved

Appendix A



Mauldin High School
 701 E. Butler Rd
 Mauldin, SC 29662

Grades: 9-12 High School
 Enrollment: 2,120 Students
 Principal: Ann C. Miller 864-355-6500
 Superintendent: Mr. Burke Royster 864-355-3100
 Board Chair: Mr. Chuck Saylor 803-360-3527

**THE STATE OF SOUTH CAROLINA
 2013 ANNUAL SCHOOL REPORT CARD**

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Good
2011	Excellent	Excellent
2010	Excellent	Good
2009	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent** - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Vision.
- Good** - School performance exceeds the standards for progress toward the 2010 SC Performance Vision.
- Satisfactory** - School performance meets the standards for progress toward the 2010 SC Performance Vision.
- Below Satisfactory** - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Vision.
- Unsatisfactory** - School performance fails to meet the standards for progress toward the 2010 SC Performance Vision.

SOUTH CAROLINA PERFORMANCE VISION
 By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://doe.state.sc.us>
 2013 Annual School Report Card

2013 School Report Card



2013 ESEA Report