

The background of the page features a large, faint, circular seal of Travelers Rest High School. The seal contains various symbols including a torch, a book, a musical instrument, and a plow, representing different fields of study and industry. The text "TRAVELERS REST HIGH SCHOOL" is arched across the top, and "TRAVELERS REST, SOUTH CAROLINA" is arched across the bottom.

TRAVELERS REST HIGH SCHOOL

Greenville County School District

Strategic Planning and Portfolio

2018-2019 through 2022-2023

Mr. Daniel Bruce

Principal, Travelers Rest High School

Dr. W. Burke Royster

Superintendent, Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Travelers Rest High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (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		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Daniel Bruce		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

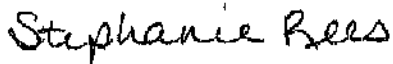
CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Kenny Silvers		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Stephanie Rees		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 301 N. Main St., Travelers Rest, SC 29690

SCHOOL TELEPHONE: (864) 355-0000

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Daniel Bruce
2.	Teacher	Sonja Airline
3.	Parent/Guardian and Paraprofessional	Amy Small
4.	Community Member	Brandi Amidon
5.	School Improvement Council Member	Erin Smith
6.	Read to Succeed Reading Coach	NA
7.	School Read To Succeed Literacy Leadership Team Lead	Stephanie Rees
8.	School Read To Succeed Literacy Leadership Team Member	Ashley Gordon

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

9.	Assistant Principal	Andrew Baker
10.	Teacher	Kirby Alford
11.	Teacher	Arielle Case
12.	Teacher	Robbie Cole
13.	Teacher	Peter Simms

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

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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

NA **Academic Assistance, PreK–3**

The district 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).

✓ **Academic Assistance, Grades 4–12**

The district 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).

✓ **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

✓ **Staff Development**

The district 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*.

✓ **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

NA **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

✓ **Collaboration**

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

NA **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

NA Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

NA Developmentally Appropriate Curriculum for PreK–3

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

NA Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

NA Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

✓

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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Introduction

In the spring of 2018, TRHS was introduced to the Advanced Ed self-study and decided to facilitate the seven areas through the administrative team. The principal, three assistant principals, assistant administrator, and instructional coach each submitted their survey responses. The administrative team then discussed the results and determined a united response.

During that time, Andrew Baker, an assistant principal, and Stephanie Rees, the instructional coach, led faculty members in updating the school portfolio by assessing the Advanced Ed self-study as well as the latest SC Report Card and local data. This group designed an action plan that was adopted by consensus and then presented to administrators, department chairs, and SIC members for approval.

Executive Summary

The city of Travelers Rest is in an era of growth and change. We continue to see the development of Main Street which attracts many visitors to our small town. The city is also in the process of several housing developments that may mean growth for the student population of TRHS in the near future.

The theme for the school is *One: Team, Vision, Goal* to emphasize the unity of the faculty, staff, students, and community. As one of the few high schools in Greenville with a true feeder pattern, Travelers Rest High School often becomes the center of the community. The Travelers Rest community is highly supportive of our students and their various activities. Throughout spirit week, local businesses decorate with blue and gold to show their support.

In its evolution as a small-town high school in a large metropolitan school district, Travelers Rest High School has made great strides. As an International Baccalaureate Diploma School, students experience change in their learning as impacted by the seven strands of the IB curriculum and the five areas of interaction. Truly, we address the “global community” in our mission statement with this program.

While our diversity is not apparent in our racial makeup (25% minority), it is clearly evident in our socio-economic breakdown. Our school serves the largest geographic attendance zone in Greenville County, ranging from the North Carolina State line to the north, Pickens County to the west, and the attendance areas of three other high schools on the east and south. This attendance area includes highly educationally motivated subdivisions surrounding Furman University and exclusive gated communities. We also serve impoverished government housing projects, mobile home parks, and traditionally lower income communities. TRHS currently has a 59.8% poverty rate, which does not reflect the poverty rate of the city of Travelers Rest.

A large demographic sub-group at Travelers Rest High School is our students with disabilities. We continue to make small gains for students with IEP's and 504's.

Our challenges continue to be a reduced budget, demands on teachers to learn and incorporate initiatives and programs on top of existing professional expectations, and a poverty rate that has grown significantly in recent years. While parents are involved, we would like to increase that involvement.

Over time (five years) we have made gains in all areas. We have dropped at one time or other, but we do seem to come back. We credit our Professional Learning Communities and Power Hour with much of the success in student achievement. The IB and MYP, AP classes, and the continuation of dual credit courses in conjunction with Greenville Tech sets our students on a path of academic preparedness for college. We were at the top of the county and state in EOC scores. As is our tradition, extra-curricular activities continue to enhance the school experience. The student body demonstrated character and commitment to the community by raising over \$40,000 for local charities.

School Profile

School

301 North Main Street
Travelers Rest, SC 29690
Telephone: (864) 355-0000
Fax: (864) 355-0088
www.greenville.k12.sc.us/trest/

Grades: 9th - 12th Grade

Enrollment: 1,178

School Location: Just north of downtown Travelers Rest on Highway 276

Principal: Daniel Bruce

email: wobruce@greenville.k12.sc.us

Our campus includes three computer labs, Promethean Boards in all classrooms and labs, agricultural shop and greenhouse, state of the art science labs, art studio with kiln room, band practice field. Athletic facilities include football stadium, soccer stadium, baseball field, softball field, four tennis courts, paved track, weight room, fitness room, three gymnasiums, and two practice fields.

In 2018-2019, each student received their own chromebook for school use. Teachers have modified instruction to take advantage of this new resource.

During the last five years, enrollment has ranged between 1150 and 1265. Ethnic demographics have remained steady for at least five years. White students represent approximately 75%, Black 13%, Hispanic 7%.

Poverty rate steadily increased. For example, in 2002-2003 the poverty rate was 28% in 2002-2003 compared to 59.8% currently.

Never satisfied with the status quo, the partnership of students, parents, administration, and faculty at Travelers Rest High School constantly seek ways to improve both the content and scope of students' learning, the quality of their lives, and their overall drive to become lifelong learners.

Attendance Area (Community)

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

By far the most significant factor in a citywide renewal is the completion of the 26+ mile Greenville County Swamp Rabbit walking biking trail that meanders through the town and in front of Travelers Rest High School. New businesses, primarily retail and restaurants, have opened along the trail in the city limits.

Travelers Rest High School serves the most widespread attendance area in Greenville County, roughly stretching from the North Carolina line to the east and north, the Pickens County line and Berea to the west, and Cherrydale Shopping Center and Sans Souci to the south. Furman University lies within the area, and North Greenville University lies just outside the attendance area. The small town of Travelers Rest lies entirely in the area; upscale communities such as Cliff's Valley and Stratford Forest/Green Valley lie in the area as well as government subsidized housing communities such as Boulder Creek. A large number of students come from the rural areas in the attendance zone. The balance of students come from lower middle-class homes, sub-divisions, apartments, and mobile homes.

Faculty and Staff

Administrators.....	5
Teachers	65
Certified Academic Staff	9
Support Staff	28
% Certified Faculty with Advanced Degrees.....	57.8%
% Teacher Attendance	94.0%

Certified Faculty

Gender

Male	44%
Female	56%

Among the certified faculty there are five administrators, 65 classroom teachers, a part-time ESOL teacher, one instructional coach, one athletic director, five school counselors, and two media specialists. The support staff consists of eleven maintenance staff workers, five cafeteria workers, one school resource officer, one ISS aide, seven clerical workers, one nurse, one athletic trainer, one credit recovery aide, two mental health counselors, and three teaching aides.

	Our School	Change from Last Year
Average teacher salary	\$54,934	Up from \$52,497
Percent of teachers on continuing contract	61.0	Down from 63.9
Percent of teachers returning from previous year – current year	84.5	Down from 91.5
Percent of teachers returning from previous year – three year average	87.6	Down from 87.9
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Percent of inexperienced teachers teaching in core classes	0.0	Down from 50
Number of inexperienced teachers teaching in core classes	0	Down from 2
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

Leadership

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

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

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

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

Student Population

Student Enrollment:

2016-2017	1,154
2017-2018	1,092
2018-2019	1,191
2019-2020	1,158
2020-2021	1,178

Sub-populations: Special Education

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Autism	4	7	4	11	12
Intellectual Disability (Mild)	7	4	3	6	5
Emotional Disability	7	9	2	14	5
Other Health Impairment	30	29	9	32	31
Hearing Impairment			1		
Specific Learning Disability	116	105	87	111	123
Multiple Disabilities	15	23	31	8	7
Orthopedic Impairment					
Speech/Language Impairment		1	1		
Intellectual Disability (Moderate)					
Visual Impairment	1	0			
Traumatic Brain Injury	1	1			
Total	181	179	138	182	52

Free and reduced meals%/Poverty index

	2016	2017	2018	2019	2020
FARMS	46.4%	42.5%	43.1%	39.7%	50.6% *
Poverty	55.4%	55.8%	54.7%	58.6%	59.8%

*All school meals were free in 2020-2021

Attendance

2015-2016	93.7%
2016-2017	93.0%
2017-2018	93.8%
2018-2019	94.3%
2019-2020	95.5%

Ethnicity/Gender

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Female	538	530	525	525	549
Male	616	562	619	633	629
Asian	6	7	8	8	9
Black/African American	158	148	158	144	144
Hispanic/Latino	68	72	71	73	80
American Indian/Alaska Native	3	3	3	2	3
Two or More Races	33	31	35	52	44
Native Hawaiian/Pacific Islander	2	3	3	4	1
White	884	828	866	875	897

School Academic/Behavioral Programs, etc.

- 30 Athletic Teams
- 20+ Clubs
- Advisor/Advisee Scheduling
- Course Levels – International Baccalaureate, Advanced Placement, College Prep, Honors, and Dual Credit
- International Baccalaureate Diploma School
- Served by Fine Arts Center, Enoree Career Center, and J. Harley Bonds Career Center
- Student Council hosts annual Spirit Week to support local charities
- Broadcasting and Journalism programs
- Community Based Job Training

Academic Honors

- Students earned \$7.5 million in scholarships
- 16 students qualified as Palmetto Fellows
- 67 students qualified for Life Scholarships
- 10 AP courses offered
- 18 IB courses offered

Athletic Honors

- Boys and Girls Swim Region Champions
- Boys and Girls Region Swim Coach of the year
- Girls Tennis Region Champions
- Girls Tennis Region Coach of the Year
- Boys Cross Country Region Champions
- Boys Cross Country Region Coach of the Year
- Boys Cross Country State Runner Up
- Two All-State Player in Boys Basketball
- Three All-State Individual Wrestler
- Two Individual State Champion Wrestlers
- Cheerleading Region Champions
- Cheerleading Top 3rd State Finish

Fine Arts Honors

- One All-State Band Attendee
- 10 students to All-Region Band
- 16 students to All-County Band
- Ten students to District Honor Choir
- One Superior Play Rating
- Two Superior Acting Awards
- One Superior Rating Original Film
- One Excellent Rating Costume Design
- Three Excellent Rating Acting/Musical Events
- One William and Mary Ivey Long Spirit Award
- Two All-Star Acting Awards
- One Top Ten Productions

Beta Club State Honors

- National School of Distinction
- 1st place – Painting
- 1st place – Spanish (12th Grade)
- 2nd place – Problem Solving Scenario
- 3rd place – Drawing (Division 1)
- 3rd place – Math (12th Grade)
- 3rd place – Recyclable Art (Division 2)
- 3rd place – Trading Pins

Devildog Anglers Fishing Team Honors

- 100+ hours of community service
- 500+ lbs. of canned goods donated to Hope for Harvest Food Bank
- 2018 Greenville County Fishing Team Champs
- One team BASS National Championship Qualifier

School/Faculty Honors

- Eight National Board Certified teachers
- Three Region 2 AAAA Coaches of the Year
- GCS District Teacher of the Year
- SC State Top Five Finalist- Teacher of the Year
- President Elect- State Beta Club Sponsor
- State Girls Track Coach of the Year

Due to using departmental professional learning communities to enhance student achievement, the school can point to those bi-monthly (plus more informal discussions) initiative as instrumental in increasing student passage rates of school courses as well as EOC improvements.

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

Mission, Vision, and Beliefs

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

Vision:

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

Beliefs and Values:

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

Instruction should

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

Curriculum should

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

Assessment should

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

Environment should

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

School Tagline: **One Community - Cultivating Minds - Expanding Possibilities**

Data Analysis and Needs Assessment

Student Achievement

The ACT:

Average Score

Year	Composite	English	Mathematics	Reading	Science	Writing
2020	19.0	17.6	18.6	20.0	19.1	NA
2019	17.7	16.4	17.6	18.1	18.1	5.6
2018	17.9	16.4	18.0	18.5	18.2	5.7
2017*	17.1	15.6	17.6	17.4	17.6	5.5
2016*	18.3	17.0	18.3	18.9	18.6	15.6

*All 3rd year students tested.

Percent Meeting ACT College-Ready Benchmarks

Year	All 4 Subjects	English Score: 18	Mathematics Score: 22	Reading Score: 22	Science Score: 23
2020	Not Reported				
2019	9.3	37.9	16.4	27.9	17.9
2018	10.8	36.3	22.0	30.0	15.9
2017	8.1	30.6	17.7	26.2	12.3
2016	14.1	41.1	22.2	31.9	23.4

WIN Ready to Work:

Percent of students who received certificates

Year	Bronze	Silver	Gold	Platinum	Total
2020	Covid-19 Waiver				
2019	19.2	52.8	6.4	3.0	81.5
2018	22.5	56.6	6.6	2.5	88.1

End-of-Course Exams

Algebra I EOC

Year	% Passing	% A, B, C
2020*	41.2	10.7
2019	50.7	21.8
2018	53.2	22.4
2017	59.4	17.5
2016	78.8	59.4

*Fall 2019 data only due to Covid-19 pandemic

Biology I EOC

Year	% Passing	% A, B, C
2020*	55.1	28.5
2019	58.5	37.3
2018	61.5	45.1
2017	74.2	59.4
2016	80.8	70.5

*Fall 2019 data only due to Covid-19 pandemic

English I EOC

Year	% Passing	% A, B, C
2019	70.4	50.7
2018	67.0	40.7
2017	59.4	30.8
2016	71.2	50.2

English 2 EOC

Year	% Passing	% A, B, C
2020*	77.5	60.3

*Fall 2019 data only due to Covid-19 pandemic

US History and Constitution EOC

Year	% Passing	% A, B, C
2020*	74.4	51.5
2019	79.6	56.2
2018	82.5	64.6
2017	73.3	53.6
2016	80.7	63.0

*Fall 2019 data only due to Covid-19 pandemic

Graduation Rate:

Four-Year Cohort Graduation Rate

Year	% Passing
2020	83.1
2019	80.5
2018	82.4
2017	86.7
2016	83.5

Advanced Placement (AP)

Year	Number of Exams Taken	% Passing with score 3-5
2020	150	62.8
2019	150	59.0
2018	127	66.9
2017	172	60.5
2016	172	66.9

International Baccalaureate (IB)

Year	% Passing with score 4+
2020	No Testing
2019	83
2018	95.7
2017	90
2016	79

SAT

Year	Percent of Students Tested	Evidence-Based Reading and Writing	Math	Composite Score
2020	61.5	505	475	979
2019	71.8	499	481	980
2018	45.6	542	512	1054
2017*	48.6	534	513	1048

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

Teacher and Administrator Quality

Professional Development Calendar for 2020-2021

Due to the variety of learning environments to which teachers adapted, professional learning focused on providing flexible resources to support teachers and students.

2020

July

- 27 Blended Learning Training

August

- 12 Blended Learning Department Training

September

- 16 PLC
- 21 New Teacher Guided Support
- 30 [Blended Learning: Choice Board](#)

October

- 7 PLC
- 21 PLC
- 23 Learning Lab: [Padlet](#)
- 30 [Blended Learning: Choice Board](#)

November

- 4 PLC
- 18 PLC
- 30 [Blended Learning: Choice Board](#)

December

- 2 PLC
- 18 PLC

2021

January

- 5 eLearning: Live Stream
- 6 PLC
- 26 New Teacher Guided Support

February

- 3 PLC
- 9 Repurposing Assessment
- 17 PLC
- 23 New Teacher Guided Support

March

- 3 PLC
- 9 Repurposing Assessment
- 17 PLC
- 23 New Teacher Guided Support
- 31 [Blended Learning: Choice Board](#)

April

- 13 Repurposing Assessment
- 21 PLC
- 27 New Teacher Guided Support
- 30 Blended Learning: Choice Board

May

- 5 PLC
- 11 Repurposing Assessment
- 19 PLC
- 28 Blended Learning: Choice Board

Professional Development Plan 2021-2022

PD Emphasis:

For the 2021-2022 school year, the professional development will continue to encourage on-going, evidence-based, collaborative professional learning by developing a personalized professional learning platform. TRHS instruction will be defined as...

- Relevant
- Inquiry-based
- Collaborative
- Engaging
- Student-centered

Teachers will identify their areas of growth related to disciplinary literacy and identify professional learning to engage in that will support their personal professional learning goals. While professional learning will be offered at the school level, teachers will have the opportunity to identify professional learning from a variety of sources to meet their professional learning goals. Teachers' professional learning will be facilitated through regular meetings with the instructional coach.

Rational:

- As a school, we have discussed the need to move towards student-centered instruction. However, there is a need for continued emphasis on practical student-centered strategies, discussion of implementation experiences, and student growth results.
- Following the district's lead, TRHS will have a renewed emphasis on making data-driven instructional decisions based on student work and feedback.

Learning Targets:

- Apply disciplinary literacy strategies in the classroom to encourage student discussion and provide learning that is personalized to the students.
- Use student feedback and work to set specific goals and to make instructional decisions.

Outcomes Anticipated:

- Teachers will continue to use formative assessments in their classroom that reflect learning targets.
- Results from formative assessments will be used to guide PLC discussions to answer...
 - Where are the students?
 - Where do they need to be?
 - How do we get them there?
- Teachers will create clear goals and tasks and provide appropriate texts for students that are carefully modeled and scaffolded for student success.

Professional Learning Opportunities:

- Professional Learning Communities – bi-monthly, departments meet to analyze student data and make adjustments to continuing instruction
- *Cultivate* – monthly, TRHS teachers will participate in collaborative, on-going discussions that emphasize the implementation of disciplinary literacy practices in the classroom and resulting student growth.

- Individual teacher coaching
- New teacher coaching cycles

Follow-up and Sustainability:

- Throughout 2021-2022, teachers will continue to meet in subject area PLC meetings to discuss instructional needs based on student data
- PLCs will submit minutes
- Administrative and IC walkthroughs that are student-centered

Roles and Responsibilities:

- Instructional Coach
 - Meet with departments and administration
 - Facilitate professional learning opportunities listed above
 - Observations
- Teachers
 - Create formative assessments based on learning targets
 - Data collection
- Administration
 - Student-centered walkthroughs

School Climate Needs Assessment

2019-2020 SDE Survey Results – not reported due to Covid-19 pandemic

2018-2019 SDE Survey Result

	Teachers	Students*	Parents*
Number of surveys returned	56	182	9
Percent satisfied with learning environment	92.9%	79.7%	77.8%
Percent satisfied with social and physical environment	87.5%	81.9%	77.7%
Percent satisfied with school-home relations	84.0%	83.0%	75.0%

*Only students in grade 11 and their parents were included.

Student Safety

Evaluations by Parents	Percent Agree/ Strongly Agrees	Total Responses
“My child feels safe at school.”	100.0	9
“My child’s teachers and school staff prevent or stop bullying at school.”	77.8	9
Evaluations by Teachers	Percent Agree/ Strongly Agrees	Total Responses
“I feel safe at my school before and after hours.”	100.0	56
“The rules for behavior are enforced at my school.”	69.7	56

[2019-2020 SDE School Report Card](#)

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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

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

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

PERFORMANCE GOAL: 1) The percentage of HS students scoring A, B, and C on the **English I EOCEP** will increase from 31% in 2016-17 to 36% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
 SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of HS students scoring A, B, and C on the English I EOCEP will increase by 1% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English I EOCEP SC SDE Website	30.8% of HS students scoring A, B, and C on English I EOCEP (2016-17)	School Projected	32	33	34	35	36
		School Actual 40.7	50.7	<i>waiver</i>			
English I EOCEP SC SDE Website	49% of HS students scoring A, B, and C on English I EOCEP (2016-17)	District Projected *HS only*	60	61	62	63	64
		District Actual 58	65	<i>waiver</i>			

Note: Beginning in 2020-2021, English II EOCEP scores will replace English I EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Benchmark Incentives	2018-2019	Freshman Academy Coordinator	\$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

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

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

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

PERFORMANCE GOAL: 2) The percentage of HS students scoring A, B, and C on the **Algebra I EOCEP** will increase from 18% in 2016-17 to 33% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Algebra I EOCEP SC SDE Website	17.5% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	School Projected	21	24	27	30	33
		School Actual 22.4	21.8	<i>waiver</i>			
Algebra I EOCEP SC SDE Website	36% of HS students scoring A, B, and C on Algebra I EOCEP (2016-17)	District Projected	39	42	45	48	51
		District Actual 33	46	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Benchmark Incentives	2018-2019	Freshman Academy Administrator	\$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

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

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

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

PERFORMANCE GOAL: 3) The percentage of HS students scoring A, B, and C on the **Biology EOCEP** will increase from 59% in 2016-17 to 74% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Biology EOCEP SC SDE Website	59.4% of HS students scoring A, B, and C on Biology EOCEP (2016-17)	School Projected	62	65	68	71	74
		School Actual 45.1	37.3	<i>waiver</i>			
Biology EOCEP SC SDE Website	64 % of HS students scoring A, B, and C on Biology EOCEP (2016-17)	District Projected	67	70	73	76	79
		District Actual 53	50	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Benchmark Incentives	2018-2019	Freshman Academy Administrator	\$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

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

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

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

PERFORMANCE GOAL: 4) The percentage of HS students scoring A, B, and C on the **US History and the Constitution EOCEP** will increase from 54% in 2016-17 to 69% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
US History and the Constitution EOCEP SC SDE Website	53.6 % of HS students scoring A, B, and C on US History EOCEP (2016-17)	School Projected	57	60	63	66	69
		School Actual 64.6	56.2	<i>waiver</i>			
US History and the Constitution EOCEP SC SDE Website	58% of HS students scoring A, B, and C on US History EOCEP (2016-17)	District Projected	61	64	67	70	73
		District Actual 60	58	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Benchmark Incentives	2018-2019	Social Studies Assistant Principal	\$1000		
2. MasteryConnect Benchmark Data Meetings	2018-2019	Instructional Coach	N/A	N/A	Lesson plans, benchmark results
3.					

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

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

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

PERFORMANCE GOAL: 5) Increase the average ACT Composite Score for the graduating class from 18.3 in 2016-17 to 21.5 in 2022-23.

PERFORMANCE GOAL: 6) Increase the average SAT Composite Score for the graduating class from 1049 in 2016-17 to 1094 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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	(2016-17) 18.3	School Projected	19.9	20.9	21.1	21.3	21.5
		School Actual 17.6	17.7	19.0			
SC SDE Website	(2016-17) 19.4	District Projected	21.0	22.0	22.2	22.4	22.8
		District Actual 18.7	20.0	19.8			

SAT Graduating Class Data

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	(2016-17) 1049	School Projected	1058	1067	1076	1085	1094
		School Actual 1054	980	979			
SC SDE Website	(2016-17) 1089	District Projected	1098	1107	1116	1125	1134
		District Actual 1089	1031	1038			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. SAT Prep Course	1 semester	SAT Teacher	N/A	N/A	PowerSchool Scheduling
2.					
3.					

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

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

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

PERFORMANCE GOAL: 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	School Projected	95.5	96.0	96.5	97.0	98.0
		School Actual 95.1	96.2	<i>waiver</i>			
SC SDE Website	% of students that scored Level 3 or higher on Applied Mathematics	District Projected	94.0	95.0	96.0	97.0	98.0
		District Actual 93.7	94.0	<i>waiver</i>			

SC SDE Website	% of students that scored Level 3 or higher on Applied Locating Information	School Projected	97.5	98.0	98.5	99.0	99.5
		School Actual 97.1	93.6	<i>waiver</i>			
SC SDE Website	% of students that scored Level 3 or higher on Locating Information	District Projected	95.0	96.0	97.0	98.0	99.0
		District Actual 94.7	93.8	<i>waiver</i>			
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	School Projected	91.5	92.0	92.5	93.0	94.0
		School Actual 91.0	85.3	<i>waiver</i>			
SC SDE Website	% of students that scored Level 3 or higher on Reading for Information	District Projected	90.0	91.0	92.0	93.0	94.0
		District Actual 89.3	88.1	<i>waiver</i>			

SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	School Projected	66.0	67.0	68.0	69.0	70.0
		School Actual 65.7	62.2	<i>waiver</i>			
SC SDE Website	% of students that earned Silver, Gold, or Platinum Ready to Work Credential	District Projected	68.0	69.0	70.0	71.0	72.0
		District Actual 67.1	68	<i>waiver</i>			

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	NA	Logs of Meetings and Student Signups for College Entrance Tests, IGP Meetings
2. Test Prep class taught by English and math teachers for college entrance tests.	Continuous	English and Math teacher	0	NA	Master Schedule
3. Naviance Career Readiness Training, Job Fair Expo, Career Speakers, and Job Shadowing/Internship Opportunities	Continuous	Guidance, Administration	0	NA	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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EOCEP English 1 SC SDE Website	16.7% A, B, C (2016-17)	School Projected Hispanic	20	23	26	29	32
EOCEP English 1 SC SDE Website		School Actual Hispanic NA	NA	<i>waiver</i>			
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected Hispanic	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual Hispanic 53	51	<i>waiver</i>			

EOCEP English 1 SC SDE Website	21.3% A, B, C (2016-17)	School Projected AA	24	27	30	33	36
EOCEP English 1 SC SDE Website		School Actual AA 23.0	9.4	<i>waiver</i>			
EOCEP English 1 SC SDE Website	38% A, B, C (2016-17)	District Projected AA	41	44	47	50	53
EOCEP English 1 SC SDE Website		District Actual AA 50	40	<i>waiver</i>			
EOCEP English 1 SC SDE Website	6.8% A, B, C (2016-17)	School Projected SWD	10	13	16	19	22
EOCEP English 1 SC SDE Website		School Actual SWD 11.3	9.8	<i>waiver</i>			
EOCEP English 1 SC SDE Website	14% A, B, C (2016-17)	District Projected SWD	17	20	23	26	29
EOCEP English 1 SC SDE Website		District Actual SWD 20	18	<i>waiver</i>			

EOCEP English 1 SC SDE Website	11.8% A, B, C (2016-17)	School Projected LEP	15	18	21	24	27
EOCEP English 1 SC SDE Website		School Actual LEP NA	NA	<i>waiver</i>			
EOCEP English 1 SC SDE Website	37% A, B, C (2016-17)	District Projected LEP	40	43	46	49	52
EOCEP English 1 SC SDE Website		District Actual LEP 48	34	<i>waiver</i>			
EOCEP English 1 SC SDE Website	28.4% A, B, C (2016-17)	School Projected PIP	31	34	37	40	43
EOCEP English 1 SC SDE Website		School Actual PIP 36.5	43.7	<i>waiver</i>			
EOCEP English 1 SC SDE Website	45% A, B, C (2016-17)	District Projected PIP	48	51	54	57	60
EOCEP English 1 SC SDE Website		District Actual PIP 56	50	<i>waiver</i>			

EOCEP Algebra 1 SC SDE Website	10.7% A, B, C (2016-17)	School Projected Hispanic	14	17	20	23	26
EOCEP Algebra 1 SC SDE Website		School Actual Hispanic 23.0	NA	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	37% A, B, C (2016-17)	District Projected Hispanic	40	43	46	49	52
EOCEP Algebra 1 SC SDE Website		District Actual Hispanic 33	35	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	9.6% A, B, C (2016-17)	School Projected AA	13	16	19	22	25
EOCEP Algebra 1 SC SDE Website		School Actual AA 12.2	9.3	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	27% A, B, C (2016-17)	District Projected AA	30	33	36	39	42
EOCEP Algebra 1 SC SDE Website		District Actual AA 24	21	<i>waiver</i>			

EOCEP Algebra 1 SC SDE Website	8.8% A, B, C (2016-17)	School Projected SWD	12	15	18	21	24
EOCEP Algebra 1 SC SDE Website		School Actual SWD 4.1	3.2	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	10% A, B, C (2016-17)	District Projected SWD	13	16	19	22	25
EOCEP Algebra 1 SC SDE Website		District Actual SWD 6	7	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	8.3% A, B, C (2016-17)	School Projected LEP	11	14	17	20	23
EOCEP Algebra 1 SC SDE Website		School Actual LEP 22.6	NA	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	36% A, B, C (2016-17)	District Projected LEP	39	42	45	48	51
EOCEP Algebra 1 SC SDE Website		District Actual LEP 34	23	<i>waiver</i>			

EOCEP Algebra 1 SC SDE Website	15.1% A, B, C (2016-17)	School Projected PIP	18	21	24	27	30
EOCEP Algebra 1 SC SDE Website		School Actual PIP 18.3	17.5	<i>waiver</i>			
EOCEP Algebra 1 SC SDE Website	31% A, B, C (2016-17)	District Projected PIP	34	37	40	43	46
EOCEP Algebra 1 SC SDE Website		District Actual PIP 29	29	<i>waiver</i>			
EOCEP Biology SC SDE Website	45.8% A, B, C (2016-17)	School Projected Hispanic	49	52	55	58	61
EOCEP Biology SC SDE Website		School Actual Hispanic 33.4	NA	<i>waiver</i>			
EOCEP Biology SC SDE Website	47% A, B, C (2016-17)	District Projected Hispanic	50	53	56	59	62
EOCEP Biology SC SDE Website		District Actual Hispanic 35	37	<i>waiver</i>			

EOCEP Biology SC SDE Website	32.7% A, B, C (2016-17)	School Projected AA	36	39	42	45	48
EOCEP Biology SC SDE Website		School Actual AA 22.6	16.2	<i>waiver</i>			
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected AA	43	46	49	52	55
EOCEP Biology SC SDE Website		District Actual AA 27	24	<i>waiver</i>			
EOCEP Biology SC SDE Website	25.1% A, B, C (2016-17)	School Projected SWD	28	31	34	37	40
EOCEP Biology SC SDE Website		School Actual SWD 5.7	5.7	<i>waiver</i>			
EOCEP Biology SC SDE Website	18% A, B, C (2016-17)	District Projected SWD	21	24	27	30	33
EOCEP Biology SC SDE Website		District Actual SWD 11	11	<i>waiver</i>			

EOCEP Biology SC SDE Website	27.8% A, B, C (2016-17)	School Projected LEP	31	34	37	40	43
EOCEP Biology SC SDE Website		School Actual LEP 25	NA	<i>waiver</i>			
EOCEP Biology SC SDE Website	40% A, B, C (2016-17)	District Projected LEP	43	46	49	52	55
EOCEP Biology SC SDE Website		District Actual LEP 31	25	<i>waiver</i>			
EOCEP Biology SC SDE Website	54.5% A, B, C (2016-17)	School Projected PIP	58	61	64	67	70
EOCEP Biology SC SDE Website		School Actual PIP 31.5	30.0	<i>waiver</i>			
EOCEP Biology SC SDE Website	48% A, B, C (2016-17)	District Projected PIP	51	54	57	60	63
EOCEP Biology SC SDE Website		District Actual PIP 35	34	<i>waiver</i>			

EOCEP US History and the Constitution SC SDE Website	36.4% A, B, C (2016-17)	School Projected Hispanic	39	42	45	48	51
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 46.5	NA	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected Hispanic	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		School Actual Hispanic 43	38	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	23.1% A, B, C (2016-17)	School Projected AA	26	29	32	35	38
EOCEP US History and the Constitution SC SDE Website		School Actual AA 33.3	20.5	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected AA	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual AA 36	33	<i>waiver</i>			

EOCEP US History and the Constitution SC SDE Website	21.4% A, B, C (2016-17)	School Projected SWD	24	27	30	33	36
EOCEP US History and the Constitution SC SDE Website		School Actual SWD 13.0	24.3	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	24% A, B, C (2016-17)	District Projected SWD	27	30	33	36	39
EOCEP US History and the Constitution SC SDE Website		District Actual SWD 25	19	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	30.8% A, B, C (2016-17)	School Projected LEP	34	37	40	43	46
EOCEP US History and the Constitution SC SDE Website		School Actual LEP 30.0	NA	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	34% A, B, C (2016-17)	District Projected LEP	37	40	43	46	49
EOCEP US History and the Constitution SC SDE Website		District Actual LEP 37	35	<i>waiver</i>			

EOCEP US History and the Constitution SC SDE Website	42.2% A, B, C (2016-17)	School Projected PIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		School Actual PIP 52.9	42.7	<i>waiver</i>			
EOCEP US History and the Constitution SC SDE Website	42% A, B, C (2016-17)	District Projected PIP	45	48	51	54	57
EOCEP US History and the Constitution SC SDE Website		District Actual PIP 44	40	<i>waiver</i>			
ACT Graduating Class	Composite 16.5 (2016-17)	School Projected Hispanic	17.0	18.0	19.0	20.0	21.0
ACT Graduating Class		School Actual Hispanic 15.5	16.8	<i>waiver</i>			
ACT Graduating Class	Composite 17.6 (2016-17)	District Projected Hispanic	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual Hispanic 17.3	17.8	<i>waiver</i>			

ACT Graduating Class	Composite 15.0 (2016-17)	School Projected AA	16.0	17.0	18.0	19.0	20.0
ACT Graduating Class		School Actual AA 15.6	14.4	<i>waiver</i>			
ACT Graduating Class	Composite 16.0 (2016-17)	District Projected AA	21.0	22.0	22.2	22.4	22.8
ACT Graduating Class		District Actual AA 15.7	16.2	<i>waiver</i>			

Note: Beginning in 2020-2021, English II EOCEP scores will replace English 1 EOCEP scores in the Academic Achievement calculations for SC SDE High School Report Cards.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Power Hour year-long for all students.	Continuous	EOC Teachers	0	NA	Attendance Logs of Sessions
2. EOC district benchmark and data analysis by EOC teachers.	Quarterly	EOC Teachers	0	NA	Benchmark Data and PLC Notes
3. All EOC teachers participate in a PLC that meets bi-monthly for data driven, standards based instructional planning.	Bi-Monthly	EOC Teachers	0	NA	Meeting Minutes
4. EL, SPED, Read 180, LanguageLIVE!, Content Recovery and Credit Recover Coursework	Continuous	Specified Teachers	0	NA	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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduation Rate	(2016-17) 85	School Projected	84	85	86	87	88
		School Actual 82.4	80.5	83.1			
Graduation Rate	(2016-17) 87	District Projected	86	87	88	89	90
		District Actual 84	85	86			

Employability Credentialing Rate	<i>Data will be reported in 2020-21</i>	School Projected			TBD	TBD	90
		School Actual					
Employability Credentialing Rate	<i>Data will be reported in 2020-21</i>	District Projected			TBD	TBD	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 9GR lists to determine students currently not on track to graduate in four years, assign to administration, and develop individual plans for acceleration.	Continuous	Administration	0	NA	4 Year Graduation Rate, 9GR Lists
2. Credit Recovery, Content Recovery and the SDP strategically to target students that need alternative means for success.	Continuous	Administration and Teachers	0	NA	Credit Recovery, Content Recovery, SDP
3.					

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

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

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

PERFORMANCE GOAL: 10) By 2023, increase the percentage of graduates meeting Graduation Plus (G+) requirements.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	School Projected		56%	68%	79%	90%
		School Actual	43.75%	41.2%			
G+ Report in GC Source	Baseline will be established at the end of the 2018-19 school year	District Projected		56%	68%	79%	90%
		District Actual	45%	52%			

JROTC completers were not part of the 18-19 calculations due to data unavailability

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	School Counselors	N/A	N/A	PowerSchool Scheduling
2. Increasing vocational certificate opportunities – Law Enforcement and Agriculture	2018-2019	Law Enforcement Teacher Ag Science Teachers	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.)* (* required) ☐ District Priority

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	80	School Projected	83	87	90	93	96
		School Actual 83	83	90			
PowerSchool	(2016-17) 74	District Projected	77	81	84	87	90
		District Actual 80	82	89			

Students who took Foundations in Algebra in 9th grade, then took Intermediate Algebra in 10th grade were not considered to have completed Algebra I by the conclusion of their freshman year.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance, Academic, and Behavior Celebrations	1 per quarter	Freshman Academy Administrator	\$600	Freshman Academy Funds	Scheduled on school calendar
2. Class Meetings	1 per quarter	Freshman Academy Administrator	N/A	N/A	Scheduled on school calendar
3. Freshman Academy Faculty Meetings	Monthly	Freshman Academy Administrator	N/A	N/A	Scheduled on school calendar

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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	(2016-17) 33	School Projected	36	39	42	45	48
		School Actual 32	27	39			
PowerSchool	(2016-17) 52	District Projected	52	55	58	61	65
		District Actual 59	53	58			

The percentage represents the number of high students that are coded A in the GT Qualified field in PowerSchool, coded as AP in the High Achieving field in PowerSchool, and enrolled in one or more AP or IB courses for the current school year out of the total high school students that are coded A in the GT Qualified field in PowrSchool.

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, IB, and Dual Credit.	Continuous	Administration, Guidance, and IB Coordinator	NA	NA	PowerSchool Scheduling
2. IGP meetings	Continuous	School Counselors	N/A	N/A	Guidance Schedule
3.					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-2017	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected		Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity
GCS Human Resources Department		School Actual	Baseline established in 2019-2020	Gender Diversity = yes Ethnic Diversity = yes			
Employment report		District Projected		94%	96%	98%	100%
GCS Human Resources Department		District Actual 92 of 93 have gender diversity; 84 of 93 have ethnic diversity	89 of 93 have gender diversity; 85 of 93 have ethnic diversity	92 of 93 have gender diversity; 89 of 93 have ethnic diversity			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Recruiting Conferences	Continuous	Principal	N/A	N/A	Scheduled interviews
2.					
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	84.6	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91.3	84.6	Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.			
SC SDE School Report Card Survey	91.1	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	100	Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.			

SC SDE School Report Card Survey	I/S	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 91.5	100	<i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 84	93	<i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Regularly inform parents of school safety policies	2018-2019	Principal	N/A	N/A	Weekly school messengers
2. Maintain school safety plan	2018-2019	Safety Administrator	N/A	N/A	Drill schedule
3.					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 2.2%	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 2.3%	.02	5.0			
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	.10	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) 0.0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual .45	0.0	0.0			
GCS Expulsion Report from Kent Owens	(2016-17) 0.04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual 0.04	.10	.03			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Trauma Informed Leadership – Pilot	2018-2019	Instructional Coach Trauma Informed Specialist			
2.					
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	47	51	55	59	63
		School Actual I/S	47	<i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i>			
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	54	58	62	66	70
		District Actual Secondary 52	50	<i>Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Trauma Informed Leadership – Pilot	2018-2019	Instructional Coach Trauma Informed Specialist			
2.					
3.					

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

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 th day Attendance Report	(2016-17) 93	School Projected	95	95	95	95	95
		School Actual 93.8	94.3	95.5			
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance Mentor Program	2018-2019	School Counselors	N/A	N/A	Assigned teachers
2.					
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 6 Lonely ≤ 18 Angry ≤ 11	Afraid ≤ 6 Lonely ≤ 11 Angry ≤ 11	Afraid ≤ 5 Lonely ≤ 17 Angry ≤ 10	Afraid ≤ 5 Lonely ≤ 17 Angry ≤ 10	Afraid ≤ 4 Lonely ≤ 16 Angry ≤ 9
		School Actual Afraid – I/S Lonely – I/S Angry – I/S	Afraid ≤ 6% Lonely ≤ 18% Angry ≤ 11%	Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Data point not available due to state-wide school closures on March 17, 2020 – Covid-19 pandemic.	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. Trauma Informed Leadership – Pilot	2018-2019	Instructional Coach Trauma Informed Specialist			
2. PD led by school-based mental health counselor	2018-2019	Mental Health Counselor	N/A	N/A	School PD calendar
3.					