School Portfolio
2024-25 through 2028-29

Wade Hampton High School

100 Pine Knoll Dr.
Greenville, SC 29609
864-355-0102 (office)
864-355-0194 (fax)

GREENVILLE COUNTY SCHOOL DISTRICT
DR. W. BURKE ROYSTER, SUPERINTENDENT

DR. CARLOS C. GRANT, PRINCIPAL

24-25 SC SDE COVER PAGE

SCHOOL NAME: Wade Hampton High School
SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*
**SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25** *(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.
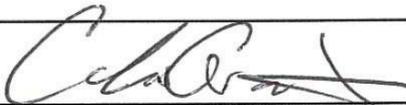
Assurances for the School Renewal Plans

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.
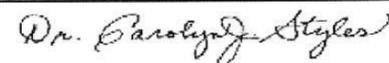
SUPERINTENDENT
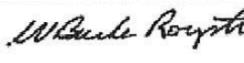
Dr. W. Burke Royster	*W Burke Royster*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Carlos Grant	*Carlos Grant*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*Dr. Carolyn J. Styles*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Pam Roberson	*Pam Roberson*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Katey Duty	*Katey Duty*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Pine Knoll Dr., Greenville, SC, 29609
SCHOOL TELEPHONE: (864) 355-0102
PRINCIPAL EMAIL ADDRESS: ccgrant@greenville.k12.sc.us

24-25 SC SDE Stakeholder Involvement

	Position	Name
1.	**Principal**	**Dr. Carlos Grant**
2.	**Teacher**	**Mrs. Meredith Smith**
3.	**Parent/Guardian**	**Mrs. Anjosia Ellberbe**
4.	**Community Member**	**Dr. Lisa Howell**
5.	**Paraprofessional**	**N/A**
6.	**School Improvement Council Member**	**Ms. Pam Roberson**
7.	**Read to Succeed Reading Coach**	**N/A**
8.	**School Read To Succeed Literacy Leadership Team Lead**	**Mrs. Katey Duty**
9.	**School Read To Succeed Literacy Leadership Team Member**	**N/A**

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

10.	**Instructional Coaches**	**Mrs. Kim Pauls**
		Mr. Michael Bailey

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

24-25 SC SDE Assurances

<table>
<tr><td rowspan="3">
☐ Yes
☐ No
☑ N/A
</td><td>
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).
</td></tr>
</table>

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

Academic Assistance, PreK–3
☐ Yes ☐ No ☑ N/A
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).

Academic Assistance, Grades 4–12
☑ Yes ☐ No ☐ N/A
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).

Parent Involvement
☑ Yes ☐ No ☐ N/A
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

Staff Development
☑ Yes ☐ No ☐ N/A
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.

Technology
☑ Yes ☐ No ☐ N/A
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

☑ Yes ☐ No ☐ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☑ Yes ☐ No ☐ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
☑ Yes ☐ No ☐ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
☐ Yes ☑ No ☐ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
☐ Yes ☐ No ☑ N/A	**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.

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

Table of Contents

Introduction

In March 2024, Wade Hampton High School stakeholders were charged with the task of renewing our 5-year plan to cover the period 2024-25 thru 2028-29.

The process for development of this plan begins at the start of each 5-year goal period with a committee of administrators, teachers, instructional coaches, parents, and community members.

Committee members analyze data from the latest SC Report Card and local data. Based on this data, committee members design an action plan that is presented to and approved by the entire faculty. The renewal process includes student, parent, and community partner input through SIC and PTSA, giving all stakeholders an opportunity to reflect on the direction, success, and needs of our school.

The school's Instructional Coaches combines individual committee and stakeholder efforts into the comprehensive report that this portfolio represents.

Executive Summary

Findings for Student Achievement

- WHHS's graduation rate fell to 84.2% in the 2022-23 school year.
- Student Achievement metrics, including EOC scores and AP enrollment and performance, continue to exceed both district and state averages.
    - A notable exception is the percent of ML (multi-lingual) students who met progress towards the proficiency target. WHHS data in this category lags behind both district and state data.
- The percentage of AP students who scored a 3 or higher on an AP exam increased from 78.6% in 2021-22 to 81.4% in 2022-23.
- The enrollment for AP courses increased from 435 students (23.8%) in 2021-22 to 455 students (24.8%) in 2022-23.
- The enrollment for dual enrollment courses increased from 153 students (17.2%) in 2021-22 to 206 students (24.9%) in 2022-23.

Findings for Teacher & Administrator Quality

- The teacher attendance rate increased from 92.6% to 92.8% in the 2022-23 school year.
- The number of inexperienced teachers teaching in has decreased from 29.6 to 21.2 in 2022-23.

Findings for School Climate

- WHHS students collected over $281,000 in donations for the Center for Developmental Services in the fall of 2022. In addition, students raised over $282,000 for The Family Effect in the fall of 2023.
- On the state report card, 95.2% of parents reported that their children feel safe at school. However, the number dropped to 87.9% when parents responded to the statement, "My child's teachers and school staff prevent or stop bullying at school."

Challenges

- Although the ML population has increased with noticeably more students with proficiency scores at the beginning and non-speaking levels, the ML teacher allocation from GCS is still below the state guidelines for ML support.
- The percentage of students in poverty decreased from 52.4% in 2021-22 to 49.5% in 2022-23.

Awards & Accomplishments

- GCS Teacher of the Year Top Ten Finalist 2021, 2022, 2023
- 2021, 2022 U.S. News and World Reports "Best High School" ranked #1 in Greenville
- 2021, 2022 College Board AP Computer Science Female Diversity Award Winner
- Washington Post "America's Most Challenging High Schools"
- RAMP Designated School Counseling Program
- Gold Honor Student Council

- SC Outstanding Student Council of the Year
- SC State board of Education PTSA Gold Volunteer Award
- SC Association of Athletic Administrators Principal of the Year
- 13 National Board Certified faculty members
- SC Representative to the HOSA International Conference
- Youth in Government Outstanding Delegate 2021, 2022
- Academic Team NAQT HSNCT Greenville County Champions 2023
- Academic Team NAQT HSNCT National Qualifier 2023
- 2020-2021 SCASC Vice President and Parliamentarian
- 2021-2022 SCASC District Chair
- 2022-2023 SCASC Recording Secretary, Corresponding Secretary and District Vice Chair
- 2023-2024 SCASC District Vice Chair
- Silver Banner Award Level: FBLA
- National Gold Student Council of Excellence

School Profile

School Community

   Wade Hampton High School (WHHS) is one of 15 public high schools in the Greenville County School District. The Wade Hampton community is ethnically and socio-economically diverse. Extending from the farmlands north of Paris Mountain eastward through the golfing community of Pebble Creek nearly to Greer and then southward to beyond Greenville High, our 1731 students come from rural, urban, and suburban neighborhoods. They live in homes as varied as distressed trailers, public housing, modest single-family dwellings, and multi-million dollar mansions.

   Local leaders, including city officials and community activists, collaborate with school administrators to foster an enriching educational environment. Historical events such as alumni achievements and cultural celebrations are celebrated, contributing to a sense of pride and tradition.

   Facilities at Wade Hampton High School are modern and well-maintained, providing students with a conducive learning environment. Facilities include the three-story school building with multiple gymnasiums, weight-lifting facility, athletic stadium and athletic complex. Additionally, the school is situated adjacent to the Greenville County School District's Fine Arts Center. Parental involvement is encouraged, with active participation in events, fundraisers, and volunteering opportunities. The Parent-Teacher-Student Association (PTSA) and School Improvement Council (SIC) play crucial roles in facilitating communication between stakeholders and supporting school initiatives. Parents are regularly involved in the school store (Generals Store) and Spirit Week events.

   Partnerships with local businesses, colleges, and nonprofit organizations enhance educational opportunities for students. These collaborations offer internships, mentorship programs, and resources that supplement the curriculum and prepare students for future endeavors. Overall, the school community around Wade Hampton High School is characterized by collaboration, pride, and a commitment to academic excellence.

School Personnel

Certified Faculty and Staff

Administrators... 6
Teachers.. 96
% Teacher Attendance....................................... 92.8%

In addition to the 98 classroom teachers, WHHS has two Instructional Coaches, one Athletic Director, one Freshman Academy Coordinator, one school Testing Coordinator, one Technology Integration Specialist, seven School Counselors, and one School Librarian.

	Our School	Change from Last Year
Average teacher salary	$57,893	Up from $55,779
Percent of teachers returning from previous year – current year	87.8	Up from 79.3
Percent of teachers returning from previous year – three year average	84.4	Up from 81.9
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Percent of inexperienced teachers	21.2	Down from 29.6
Number of inexperienced teachers	21	Down from 34
Percent of out-of-field teachers	9.1	Up from 3.5
Number of out-of-field teachers	9	Up from 4

Wade Hampton High School, March 2024

Student Population

The WHHS student body is ethnically diverse and includes 52.5% White, 18.0% Black or African-American, 22.1% Hispanic/ Latino, 2.8% Asian, 0.5% American Indian or Alaska Native, 0.5% Native Hawaiian or Other Pacific Islander, and 3.6% Two or More Races. Enrollment includes 260 students (15.0%) with disabilities more severe than speech disabilities, and 662 students (38.2%) who are identified as Gifted. In 2023-2024, 51.9% (899 students) of our student population were identified as pupils in poverty. In 2023-24, the number of multilingual learners identified in the student population was 270 students (15.6%). The non-English languages represented in the school include Arabic, Burmese, Dari, Japanese, Pohnpeian, Russian, Spanish, and Vietnamese.

Major Academic & Behavioral Features/ Programs/ Initiatives

OnTrack:

At WHHS, OnTrack serves as a comprehensive intervention tool to address and improve student behaviors, including grades, discipline, and attendance issues. By systematically monitoring and analyzing student data, OnTrack enables educators to identify at-risk students early and implement targeted interventions tailored to each student's unique needs. This approach allows for proactive rather than reactive measures, offering support in areas such as academic tutoring, counseling, and behavior modification programs. The ability to track progress in real-time facilitates adjustments to interventions, ensuring they are effective and meet the evolving needs of our students. Ultimately, OnTrack empowers our school to foster a supportive environment that promotes student success and well-being.

PLCs:

At WHHS, Professional Learning Communities (PLCs) play a crucial role in supporting best instructional practices. We utilize the four key questions of PLCs—What do we want students to learn? How will we know if they have learned it? What will we do if they haven't learned it? What will we do if they already know it?—to guide our collaborative efforts. Through regular meetings, teachers engage in data analysis, curriculum planning, and instructional strategies development to ensure alignment with learning objectives and student needs. By focusing on these questions, PLCs facilitate targeted interventions, differentiated instruction, and continuous improvement, ultimately enhancing student achievement and fostering a culture of collective responsibility for student success.

Freshman Academy:

At WHHS, the Freshman Academy serves as a vital support system to promote student success during the transition to high school. Through a combination of academic and socio-emotional support, the Freshman Academy provides a nurturing environment where students receive personalized attention, mentorship, and guidance. Highly nurturing teachers, after school tutoring programs, and incentives are designed to address the unique needs of freshmen, helping them acclimate to the demands of high school life while fostering a sense of belonging and community. By prioritizing early intervention, building relationships, and providing comprehensive support, the Freshman Academy plays a crucial role in laying the foundation for academic achievement and overall well-being throughout high school and beyond.

Mission, Vision, and Beliefs

Mission

Our mission is a compelling statement that serves to unify our efforts and engage our community. An effective mission must stretch and challenge the organization, yet be achievable. Our mission is tangible, values-driven, energizing, and highly focused. It has a finish line for its achievement, and it is proactive. The mission of Wade Hampton High School is -- Educate. Inspire. Empower.

Shared Vision

Our vision centers on a shared philosophy that we must serve our diverse student body with a personalized plan for all students beginning at their current academic level and guiding them to graduation and beyond, fully prepared and confident to contribute to society.

Purpose

The purpose of Wade Hampton high school is to educate and inspire students to become responsible, discerning, productive citizens empowered to change the world.

Beliefs

Our beliefs are the core of who we are, what we do, and how we think as we teach and lead Wade Hampton students.

Educate

- We believe that all students, regardless of individual differences, will thrive in a safe, nurturing environment where respect is modeled and diversity is celebrated.
- We believe that a rigorous, standards-driven curriculum is the foundation of our educational program.
- We believe in the three-fold approach of the Profile of the South Carolina Graduate and will seek to impart World Class Knowledge, World Class Skills, and Life and Career Characteristics.

Inspire

- We believe in cultivating strong relationships with all students to ensure educational success.
- We believe in the core attributes of Leadership, Integrity, Perseverance, Teamwork, Responsibility, Compassion, Communication, and Work Ethic. We will actively seek opportunities to engage our students in discussion around these attributes and celebrate demonstrations of these attributes.

Empower

- We believe that high school graduation is the beginning and not the end. We will strive to launch students into their next endeavor by ensuring that each and every student is college or career ready upon graduation.

Data Analysis and Needs Assessment

2022-23 SC SDE School Report Card

Student Achievement Needs Assessment

WIN Ready to Work
Percentage of students who received Silver, Gold, or Platinum certificates for the school year years 20-21 & 21-22. Percentage of students who received Achievement Levels 2-5 for the school year 22-23.

Both require a Career Readiness Assessment and a certificate/ credential.

Year	Level 2	Level 3	Level 4	Level 5	Total
2023	15.0%	17.8%	45.2%	2.6%	80.6%

Year	Bronze	Silver	Gold	Platinum	Total
2022	22.5%	25.5%	18.1%	20.5%	86.6%
2021	12.4%	54.8%	17.1%	2.2%	86.5%

End-of-Course Exams

Algebra I EOC

Year	% Passing	% Proficient	% A	% B	% C	% D
2023	83.0%	69.1%	26.5%	21.1%	21.5%	13.9%
2022	81.0%	57.8%	20.0%	18.0%	19.8%	23.2%
2021	80.5%	60.2%	22.1%	18.0%	20.1%	20.3%
2020	Covid-19	Covid-19	Covid-19	Covid-19	Covid-19	Covid-19

Biology I EOC

Year	% Passing	% Proficient	% A	% B	% C	% D
2023	68.0%	55.9%	30.5%	12.8%	12.6%	12.1%
2022	75.1%	62.4%	29.7%	15.6%	17.1%	12.7%
2021	76.7%	63.9%	28.4%	17.5%	18.0%	12.8%
2020	Covid-19	Covid-19	Covid-19	Covid-19	Covid-19	Covid-19

English 2 EOC

Year	% Passing	% Proficient	% A	% B	% C	% D
2023	83.4%	76.5%	42.1%	20.0%	14.4%	6.9%
2022	82.5%	70.1%	33.1%	18.8%	18.2%	12.4%
2021	86.0%	73.6%	25.1%	25.1%	23.4%	12.4%
2020	Covid-19	Covid-19	Covid-19	Covid-19	Covid-19	Covid-19

US History and Constitution EOC

Year	% Passing	% Proficient	% A	% B	% C	% D
2023	73.2%	56.8%	27.1%	16.2%	13.5%	16.4%
2022	69.6%	56.4%	26.0%	15.1%	15.3%	13.2%
2021	74.5%	55.1%	16.3%	18.2%	20.6%	19.4%
2020	Covid-19	Covid-19	Covid-19	Covid-19	Covid-19	Covid-19

Graduation Rate

Year	Grad Rate
2023	84.2%
2022	84.8%
2021	87.8%
2020	92.4%

G+

Year	% G+
2026	*TBD*
2025	*TBD*
2024	*TBD*
2023	78.1%

Advanced Placement (AP)

Year	Number of Exams Taken	% Passing with score 3-5
2023	813	81.4%
2022	729	78.6%
2021	833	72.4%
2020	979	63.0%

Dual Credit/ Dual Enrollment

Year	Enrollment
2025	*TBD*
2024	*TBD*
2023	185
2022	100

Teacher and Administrator Quality

📄 WHHS Professional Learning Calendar 2023-2024.pdf

School Climate Needs Assessment

2022-2023 SDE Survey Results

	Teachers	Students*	Parents*
Number of surveys returned	98	1675	46
Percent satisfied with learning environment	88.8%	82.6%	86.0%
Percent satisfied with social and physical environment	88.7%	81.3%	87.8%
Percent satisfied with school-home relations	86.3%	91.7%	84.2%

Student Safety

Evaluations by Parents	Percent Agree/ Strongly Agrees	Total Responses
"My child feels safe at school."	95.2%	46
"My child's teachers and school staff prevent or stop bullying at school."	87.9%	46
Evaluations by Teachers	**Percent Agree/ Strongly Agrees**	**Total Responses**
"I feel safe at my school before and after hours."	96.9%	98
"The rules for behavior are enforced at my school."	66.0%	98

Action Plan

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: **X** Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*   *(* required)*
Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from **80.54%** (2023) to **83.00%**.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Accountability and Quality Assurance			Projected (HS)	81.00%	81.50%	82.00%	82.50%	83.00%
	80.54%	TBD	Actual (HS)					
			Projected (District)	71%	73%	75%	77%	79%
	69%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	☐ Instructional Leadership Team	N/A	N/A	Continue
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	☐ Instructional Leadership Team ☐ Teachers	N/A	N/A	Although we have set school goals, we will begin setting individualized teacher and student goals for the Algebra I EOC.
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math	2024-2029	☐ Teachers ☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
into science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	☐ Administrators ☐ Instructional Leadership Team ☐ Academic Specialists	N/A	N/A	Continue
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	☐ Administrators ☐ Instructional Leadership Team ☐ Academic Specialists	N/A	N/A	Continue
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	☐ Instructional Leadership Team ☐ Academic Specialists	N/A	N/A	Continue
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	☐ Instructional Leadership Team ☐ Academic Specialists	N/A	N/A	Continue
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	☐ Instructional Leadership Team ☐ Administrators ☐ Academic Specialists	N/A	N/A	Continue
4. Foster a collaborative relationship between schools and parents.	2024-2029	☐ Administrators ☐ Teachers	N/A	N/A	Continue
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	☐ Administrators ☐ Teachers	N/A	N/A	Continue

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from **88.04%** (2023) to **90.50%**.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
			Projected (HS)	88.50%	89.00%	89.50%	90.00%	90.50%
GCS Accountability and Quality Assurance	**88.04%**	TBD	Actual (HS)					
			Projected (District)	87%	88%	89%	90%	90%
	86%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	☐ Teachers	N/A	N/A	Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	☐ Teachers ☐ Academic Specialists	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		☐ Instructional Leadership Team			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	☐ Administrators ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	☐ Teachers ☐ Instructional Leadership Team	N/A	N/A	Continue
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	☐ Teachers ☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue
4. Monitor students' needs in order to determine and use the best instructional	2024-2029	☐ Teachers ☐ Academic Specialists	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
practices to achieve mastery of ELA skills.		☐ Instructional Leadership Team			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	☐ Academic Specialists ☐ Instructional Leadership Team	N/A	N/A	Continue

GOAL AREA 1 – Performance Goal 3

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

Performance Goal 3: By 2029, the percentage of students who earn G+ will increase from **78.15%** (2023) to **88.00%**.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Accountability and Quality Assurance (GCSource)			Projected (District)	79%	83%	87%	91%	95%
	75%	TBD	Actual (District)					
			Projected (School)	80.00%	82.00%	84.00%	86.00%	88.00%
	78.12%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students engage in K-12 Career Exploration as outlined in Graduation Plus.					
1. Complete comprehensive scope and sequence of career related activities using district's College and Career Readiness platform	2024-2025	☐ CATE Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	☐ CATE Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue
3. Introduce diverse career options through interactive experiences, virtual tours, and guest speakers in order to help students identify their interests and strengths.	2025-2029	☐ CATE Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Facilitate internships, job shadowing, and work-study programs to provide students with real-world experiences, preparing them for post-secondary education and employment.	2024-2029	☐ CATE Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue
Action Plan for Strategy #2: Utilize Career Planner software so students can clearly articulate a 9-12 career path to plan their high school course experience.					
1. Implement district-wide course progression requirements for all core content courses.	2025-2026	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
3. Implement a district-wide course registration system (SchoolLinks) that ensures accuracy and precision in calculating both high school graduation requirements and pathway completion requirements.	2024-2025	☐ Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue
Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment.					
1. Attend district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential.	2024-2029	☐ Counselors	N/A	N/A	Continue
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	☐ CATE Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue

GOAL AREA 1 – Performance Goal 4

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

Performance Goal 4: By 2029, **45.00%** of all dual credit course enrollment will include Pupils in Poverty (PIP), up from **30.81%**.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool*			Projected (District)	28%	31%	34%	37%	40%
	25%	TBD	Actual (District)					
			Projected (School)	34.00%	37.00%	40.00%	43.00%	45.00%
	57 of 185 30.81%		Actual (School)					

*GCSD Reports 2; Validation STATE REPORTING; Dual Credit and PIP = Yes

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit/dual enrollment courses.					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Identify PIP students who meet prerequisites for dual enrollment courses and are demonstrating skills that would make them successful candidates for dual credit and honors courses.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
4. Establish peer support networks for PIP students participating in dual credit courses to foster a sense of community and provide mutual assistance.	2025-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day.					
1. High school counseling departments will attend training on Accuplacer readiness test administration.	2024-2029	☐ Counselors	N/A	N/A	Continue
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	☐ Counselors	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by **0.5** percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	11.50%	11.00%	10.50%	10.00%	9.10%
	12.20%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Identify areas of growth and barriers to teacher retention within the school as detected by the Upbeat data survey.					
1. Analyze the Upbeat data survey with a faculty council using the describe, ascribe, prescribe process.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a **10-point decrease** in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	56.80%	54.80%	52.80%	50.80%	48.80%
	58.80%	TBD	Actual (School)					

On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	☐ Teachers ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	☐ Teachers ☐ Counselors	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Increase leadership opportunities within the school during the school day.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		☐ Instructional Leadership Team			
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	☐ Teachers ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	☐ Teachers ☐ Administrators	N/A	N/A	Continue
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	☐ Teachers	N/A	N/A	Continue
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	☐ Teachers	N/A	N/A	Continue
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	☐ Teachers ☐ Administrators	N/A	N/A	Continue

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by **10 points**.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	26.42%	24.42%	22.42%	20.42%	18.42%
	28.42%	TBD	Actual (School					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation _C=Continue, M=Modify, F=Finish_
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	☐ Administrators	N/A	N/A	Continue
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.)	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by **10-percentage points**.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	☐ Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐ Counselors ☐ Administrators	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	☐ Teachers ☐ Counselors ☐ Administrators ☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	☐ Teachers ☐ Counselors ☐ Administrators	N/A	N/A	Continue