

FOUNTAIN INN HIGH SCHOOL

Greenville County School District

Strategic Planning and Portfolio

2024-2025 through 2028-2029

Dr. Maureen Tiller

Principal, Fountain Inn High School

Dr. W. Burke Royster

Superintendent, Greenville County Schools

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Maureen Tiller
2.	Teacher	Jeff Hoffman
3.	Parent/Guardian	Melissa Marsh
4.	Community Member	Travis Lane
5.	Paraprofessional	Kee Robinson
6.	School Improvement Council Member	Amy Ballard
7.	Read to Succeed Reading Coach	N/A
8.	School Read To Succeed Literacy Leadership Team Lead	Lindsey Beam
9.	School Read To Succeed Literacy Leadership Team Member	Anna Shumpert

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.	Assistant Principal	Mac McDougal
11.	Student	Nikki Wu

** 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 <i>et seq.</i> (Supp. 2004))	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Academic Assistance, PreK–3</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, Grades 4–12</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parent Involvement</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Staff Development</p> <p>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.</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>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.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>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.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>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.</p>

<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>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.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Recruitment</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

Table of Contents

Introduction	6
Executive Summary	7
School Profile	9
Mission, Vision, and Core Values	13
Data Analysis and Needs Assessment	14
Action Plan	16

Introduction

In March 2024, Fountain Inn 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.

Materials and resources on which this current Portfolio is based include the Every Child Succeeds Act, the Read to Succeed Act, the SC Department of Education Strategic Plan, the State Technology Plan, The Greenville County Schools' Education Plan, and EEDA 2005. Current research in the areas of best practices, effective tools for technology integration and assessment principles that clearly and specifically relate to instruction and student learning provided the foundation of the professional development plan. In 2024-2025, the faculty and staff of Fountain Inn High will focus on effective strategies to develop student clubs and organizations as well as groups that include all stakeholders, facilitate PLCs that focus on student achievement and planning for all learners, utilize collaborative structures in the classroom, implement project-based learning structures, and engage students in reading and writing in all content areas.

Executive Summary

Fountain Inn High School was able to establish a culture of community before the doors opened to students and faculty in August of 2021. The mascot of Fury has taken on an identity for the school community: We are The Fury! Fury means intensity, extreme fierceness, rapid action, state of inspired exaltation or excitement. As we continue to cultivate a culture of community, we strive to include the following traits.

- We are INNovative, INNspired, and INNtentional.
- We are active problem solvers; developing innovative solutions to the challenges we face.
- We have the skills to rapidly adapt to an ever-changing world.
- We exalt each of our individual strengths and differences; recognizing diversity makes fierce.
- We are intentional in our actions; building strong traditions that demonstrate pride in ourselves, our school, and in our community.
- We bring intensity and excitement to all that we do.

The school community will build traditions and culture as the school grows each year. Our mission is to create a collaborative culture for all stakeholders through personalized, project-based learning. As our student body and faculty and staff grow each year, we will be presented with the unique challenge to merge two groups into the culture that is being created. Additionally, our increased enrollment has already maximized our learning spaces. The academic wing addition that will be completed by the 2025-2026 school year will give us the additional learning spaces that are needed so that we can continue to provide quality programs for our students. Our vision is to create pathways for every student so that students have a plan for themselves the day after graduation.

Findings for Student Achievement:

- For Algebra 1, Biology, and English 2 EOCs, Fountain Inn High has consistently ranked in the top 5 in the district for passage rate.
- As a new school, we continue to increase the number of dual enrollment and AP courses we offer on and off campus. In 2023-2024, 68 students took advantage of dual enrollment courses on and off campus. In 2023-2024, FIHS offered 8 AP courses with a total enrollment of 241 students. We increased the number of AP course offering by 5 courses from 22-23.

Findings for Teacher and Administrator Quality:

- The faculty of FIHS has increased each year as the school has populated another cohort of students. The 2023-2024 school year included 65 Teachers, 1 Principal, 3 Assistant Principals, 1 Freshman Administrator, 1 Instructional Coach, and 5 School Counselors.
- The number of teachers increased from 48 in 2022-23 to 65. Coping with this expansion has presented a challenge in effectively onboarding the new teaching staff. To address this, we have implemented a multifaceted approach, leveraging coaching cycles, mentorship programs, and tailored professional development initiatives. These efforts aim to facilitate the seamless integration of our substantial influx of new team members.

Findings for School Climate:

- On the state report card, 94.2% of teachers, 85.9% of students, and 89.3% of parents reported that they were satisfied with the learning environment.
- On the state report card 94.3% of teachers, 84.7% of students, and 82.8% of parents reported that they were satisfied with the social and physical environment.
- We raised \$35,158.26 during Spirit Week for Habitat for Humanity.

- We have experienced successful parent involvement through family nights, open houses, IEP meetings, 504 meetings, and dual enrollment meetings.
- Last year, we successfully exited five students from our ML program and touted the highest percentage in GCSD.
- We continue to implement Day to RISE for our students. In the fall of 2023, students participated in 20 college visits and 75 job shadowing opportunities. We will have a second Day to RISE in the spring of 2024.
- For the first time in the history of the school, band, chorus, and orchestra all received ratings of *Superior with Distinction* at their state concert performance festival.
- We hosted our first CTE Summit and had participation from 19 businesses, schools, and organizations.
- Our athletic programs have experienced success over the last three years. Notably, in the 2022-2023 academic year, the school had its first track state champion in the 400m in AAA classification.
- In the 2023-2024 academic year, boys and girls cross country finished in the top 5 of the state with 4 all region runners. There were an additional 20 all-region athletes representing 10 sports.
- Our Robotics Team qualified for state and national competitions.

School Profile

School

644 Quillen Avenue
Fountain Inn, SC 29644
Telephone: (864) 452-1800
Fax: (864) 452-1825
www.greenville.k12.sc.us/fihs

Grades: 9-11

Enrollment: 1172

School Location: 0.6 miles from Main St. in Fountain Inn

Principal: Dr. Maureen Tiller

Email: mtiller@greenville.k12.sc.us

Fountain Inn High School opened for the first time in August of 2021. This is the first completely new high school in nearly 50 years in Greenville County and the first time the city has had its own high school since 1956. The original Fountain Inn High School closed in 1957 with the opening of Hillcrest High. The mascot, the Fury, selected by students and community members, is represented by a phoenix which symbolizes rebirth. The navy, gray, and maroon colors are a combination of the former segregated high schools in the area. Fountain Inn, SC was chartered on Christmas Eve in 1886. Historically, Fountain Inn served as a crossroads for Native Americans and later a Stagecoach stop between Columbia and Asheville. During the Greenville area textile mecca, the Woodside Cotton Mill brought residents to the Fountain Inn area until it shut down in the 1980s. Today, while the mill has been razed, you can still find many of the mill homes that date back to 1910 just a few miles from the high school. Today, the city boasts a booming high-tech advanced manufacturing industry that played a large role in the planning and development of Fountain Inn High School.

Fountain Inn High has a smaller learning community with a focus in advanced manufacturing, engineering and computer science called the Institute of Automation and Engineering (IAE). The institute houses the technology necessary for students to complete pathway programs in STEM-related fields, including engineering, mechatronics, machine tool, and computer science. Industry partners including ZF Transmissions, ABB, and Michelin, among others helped plan the institute space. In addition, the building has a state-of-the-art auditorium, large band and choir rooms, an art classroom with kiln room, and a film studio. There are two computer labs designated for CAD (Computer-aided design) equipped with 24 desktop PCs in each. The building also has five science labs.

Teachers in specialized subjects like art, band, and chorus have designated teaching spaces while others are assigned studio classrooms based on their courses for the semester. Teachers have a dedicated space in the faculty planning room that serves as an office. All instructional spaces as well as flex classrooms, large rooms divisible with whiteboard partitions, have audio enhancement options with surround sound as well as the latest 4K Promethean board technology. The furniture in the classrooms is mobile to allow multiple configurations to best fit the day's lesson.

The student collaborative spaces are open work areas for students to be able to work together in various grouping arrangements or for instructional strategies that need more space than the traditional classroom space offers. The collaborative spaces for students are visible from most classrooms, meaning teachers can supervise group work in both settings. The open space balances providing freedom for students while maintaining structure and support in instruction. All students received a Chromebook at the beginning of the school year and this technology is utilized to personalize instruction and remove the physical walls of a classroom so that learning can take place anytime and anywhere.

In the spring of 2024, we will break ground on a new academic wing that will house additional classrooms, a school counseling suite, two commons areas, and two faculty planning rooms. A two-classroom addition will be constructed off of the fine arts wing to house theater and orchestra classes. These additions are projected to be completed and opened by the 2025-2026 school year.

We have set the foundation for a house system to help with the transition and growth through high school. All students will be put into a house and then grades will be split in each house into advisory. Advisors will stay with their groups for four years. 14 houses are named after prominent road names in Fountain Inn. Each house is also associated with a trait from the Profile of the SC Graduate.

Athletic facilities include a football stadium, soccer stadium, baseball field, softball field, four tennis courts, rubberized track, weight room, multi-purpose room, two gymnasiums, and three practice fields - one designated for the band. Stadium seating will be expanded to accommodate the additional increased enrollment of students and visitors and will be completed by the 2024-2025 school year.

Attendance Area and Community

The Fountain Inn community continues to experience economic growth and is currently undergoing a revitalization project of the downtown area. This project will seek to continue to add to the current vibrant downtown area of restaurants and shops that host various family-friendly events throughout the year including cultural arts and musical performances. There are a large number of homes close to the downtown area, so it is not uncommon to see families on golf carts and walking to have dinner or shop in the evenings and on the weekends.

As the southernmost high school in Greenville County Schools, the attendance area stretches from the Five Forks area in the north to the Gray Court area of Laurens County in the south. The attendance area encompasses the south-eastern part of the Golden Strip in the west stretching to the Greenville County line to the east. While the school community demographics do not show the diversity of the area, the school community is diverse by socio-economic level. A large number of students come from sub-divisions and lower to middle-class homes in the attendance zone. The balance of students comes from apartments and housing in government-subsidized areas.

Certified Staff Data

Table 1: Years of Experience

0-5	6-10	11-15	16-20	21-25	26+
23	22	14	11	6	3

Table 2: Education

Bachelors	Bachelors +18	Masters	Masters +30	Doctorate
16	3	42	10	3

Table 3: Additional Endorsements

Gifted/Talented	AP
13	9

Student Population Data:

Table 1: Demographics

Grade Level	Total in Grade	Male	Female	Asian	Black or African American	Hispanic	American Indian or Alaska Native	Two or more races	Native Hawaiian or Other Pacific Islander	White
9	425	233	192	8	100	47	1	25	2	242
10	380	107	173	6	96	40	4	21	1	212
11	367	199	168	6	92	46	2	14	0	207

Table 2: Key Demographics

Pupils in Poverty	Gifted and Talented	504	Special Education	AP Enrollment
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604	398	71	321	232
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Programs and Initiatives:

- Academic Success Center
- Academic Team
- Advanced Placement
- Analog Horror Club
- Archery
- Band and Color Guard
- Beta Club
- Big Men Read
- Chess Club
- CTE Summitt
- Day to R.I.S.E.
- Drama Club
- Dual Enrollment
- Employability Credential
- Environmental Club
- ESOL
- Fashion Club
- Fellowship of Christian Athletes
- FIRST Robotics
- Freshman Success
- Future Teacher Academy
- German Club
- HOSA
- INNclusive
- INNvision Production
- Institute of Automation and Engineering
- Interact
- International Club
- Manga Club
- National Art Honor Society
- Project Lead the Way
- Spanish Club
- Student Council
- Students in Action
- Tabletop Role Playing Game Club
- Unified Sports/Special Olympics
- Winter Guard
- Work Based Learning, Internships, Apprenticeships
- Youth in Government

Mission, Vision, and Core Values

Vision:

Creating pathways to the future for every student.

Mission:

If we...

- Recruit, develop, and retain high-quality faculty and staff;
- Establish a learning environment that is safe, positive, collaborative, and engaging;
- Connect with industry and community partners to create pathways for students to explore interests, participate in real-world experiences, earn certifications, and reflect on their learning;
- Sustain and expand systems for support and enrichment for the school community;
- Engage all learners in current, relevant, rigorous, meaningful, and cross-curricular learning experiences;

then we will graduate students who are ready to take the next step in their lives with the skills required to be active members in their communities.

Core Values:

Leadership is the art of guiding others through effective communication, embodying dependability and service. It entails shouldering responsibility with confidence and integrity, understanding the weight of accountability, and the honor of upholding honesty. Its spirit is marked by passion and dedication, demonstrated through hard work and foresight. Credibility is earned through actions, honoring individuality while inspiring others to reach their fullest potential.

Community is a culmination of friendship, trust, and compassion, where individuals are embraced and find accordance in mutual understanding. It thrives on diversity, recognizing the unique contributions of each member, and fosters support through teamwork and acceptance. There is an awareness of the needs and struggles of others, leading to a culture of embracing and uplifting each other.

Innovation is the transformative process of bringing purpose and vision through imagination and exploration. It thrives on creativity and draws experience, encouraging curiosity and intelligence to drive progress. Innovation is fueled by curiosity, constantly pushing boundaries and seeking new possibilities to create impactful change.

Success is the culmination of continuous improvement and achievement, marked by substantial growth and fueled by intrinsic motivation and optimism. It is driven by ambition, recognizing both personal and collective potential, and is characterized by ongoing development and balance. Success requires boldness and toughness to confront challenges with persistence, embracing each obstacle as an opportunity for growth.

Data Analysis and Needs Assessment

[Link 22-23 SC SDE School Report Card](#)

Student Achievement Needs Assessment

End-of-Course Exams

Algebra I EOC

Year	% Passing	% Proficient	% A	% B	% C	% D
2023	76.7%	48.4%	12.2%	13.2%	23.0%	28.3%
2022	69.8%	39.9%	5.8%	10.4%	23.7%	30.0%

English 2 EOC

Year	% Passing	% Proficient	% A	% B	% C	% D
2023	90.6%	79.0%	40.6%	21.9%	16.5%	11.6%

G+

Fountain Inn High School will have its first graduating class in 2025. As of 2024, 56.88% of the the class of 2025 have earned G+. This cohort of students will continue to have opportunities to earn industry certifications, take dual enrollment and AP classes, and earn work-based learning hours.

Dual Credit/ Dual Enrollment

Year	Enrollment	# PIP
2024	68	21
2023	2	1
2022	0	0

2024 – 2025 Professional Development Plan

Professional development for 2024 - 2025 will continue to support teachers in using the five facilitators of engagement to implement effective, engaging, and rigorous learning experiences for students as well as cultivating a positive classroom culture. Also, intentional professional development and support will be provided to staff in order to continue to build a professional learning community and sustain rigorous, standards-based learning within our organization that includes backwards design planning and common formative and summative assessments.

PD Cycle Cohorts

Building Student Competence for Engagement: Teachers in this cohort will learn strategies to build student competence and work to implement those strategies in class. They will utilize a student feedback loop to reflect on their implementation and measure effectiveness to increase student engagement.

PBL Launch: Teachers in this cohort will learn what PBL is and receive support in planning one Gold Standard PBL Unit to implement during the semester they are in the cohort.

PBL Continuing: Teachers in this cohort will refine a previously implemented PBL unit or create a new one. They will receive professional development around feedback during a PBL unit, structuring student work time, providing feedback throughout the unit, and designing project-based assessment rubrics.

Rigor in the Classroom: Teachers of AP and Honors courses will explore the Rigor rubric as developed by the International Center for Leadership in Education to deepen student understanding of content standards and provide engaging enrichment opportunities for these students.

Regularly Scheduled Meetings

Faculty meetings are offered once per month during teacher planning.

Lunch and Learns will be scheduled once a month surrounding topics as determined by the Instructional Leadership Team based on coaching conversations and classroom observations. Teachers can request optional workshops based on needs that arise during the school year, including technology they would like to explore further.

Teacher Instructional Leadership Team meetings will be held every other Monday morning to equip and empower department chairs as teacher-leaders, support clear communication at all levels of our organization, and provide feedback and opportunities for reflection on our progress

Department meetings will be held monthly to discuss PD from the district level pertaining to state testing, incorporating new standards, and common assignments/assessments; as well as relay important learning from the leadership team meetings

Collaborative Team meetings are held between teacher teams to follow the four critical questions and to promote students growth and development.

First Year and PAS-T Support

First year teachers and teachers who will be evaluated through PAS-T will also receive extra support and professional development. These teachers will receive PD on classroom management, planning and instruction, building rapport with students, and other topics as needed.

New Teacher Orientation

A new teacher orientation is designed for all teachers who are new to the school. During this professional development, teachers will participate in learning about our professional learning community and how to build a collaborative and engaging learning environment for students. Part of the day will include only our first year teachers who will engage in work to develop their classroom management plan given the resources and policies at FIHS.

School Climate Needs Assessment

2022-2023 SDE Survey Results

	Teachers	Students	Parents
Number of surveys returned	53	710	31
Percent satisfied with learning environment	94.2%	85.9%	89.3%
Percent satisfied with social and physical environment	94.3%	84.7%	82.8%
Percent satisfied with school-home relations	94.2%	94.0%	83.3%

Evaluation By Parents	Percent Agree/Strongly Agree	Total Responses
“My child feels safe at school.”	89.3%	31
“My child’s teachers and school staff prevent or stop bullying at school.”	70.0%	31
Evaluations By Teachers		
“I feel safe at my school before and after hours.”	100.0%	53
“The rules for behavior are enforced at my school.”	78.8%	53

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: 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 77% (2023) to 79.5%.

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)	77.5%	78%	78.5%	79%	79.5%
	77%	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 <i>C=Continue, M=Modify, F=Finish</i>
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 · PLCs and Collaborative Teams	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<ul style="list-style-type: none"> · Teacher Instructional Leadership Team · PLCs and Collaborative Teams 	N/A	N/A	Modify
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	<ul style="list-style-type: none"> · Teachers · Academic Specialists · Instructional Leadership Team 	N/A	N/A	Modify
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	<ul style="list-style-type: none"> · Teachers · Academic Specialists 	N/A	N/A	Continue
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> · Teachers in PLCs and Collaborative Teams 	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	2024-2029	<ul style="list-style-type: none"> · Administrative Team · Instructional Leadership Team · Academic Specialists 	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
grade-level instruction and standards.					
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> 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 students' mastery of math skills.					
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	<ul style="list-style-type: none"> Instructional Leadership Team PLCs and Collaborative Teams 	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	<ul style="list-style-type: none"> Instructional Leadership Team 	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	<ul style="list-style-type: none"> Instructional Leadership Team Administrative Team Academic Specialists 	N/A	N/A	Continue
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> Administrative Team Teachers 	N/A	N/A	Continue
5. Provide resources and workshops to help parents support their children's	2024-2029	<ul style="list-style-type: none"> Administrative Team Teachers School Counselors 	N/A	N/A	Modify

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
mathematical development at home.					

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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 91% (2023) to 93.5%.
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)	91.5%	92%	92.5%	93%	93.5%
	91%	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 <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> • PLCs and Collaborative Teams • Instructional Leadership Team 	N/A	N/A	Modify
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure	2024-2029	<ul style="list-style-type: none"> • PLCs and Collaborative Teams 	N/A	N/A	Modify

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
curriculum maps and resources fully support student success.		<ul style="list-style-type: none"> Instructional Leadership Team 			
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> PLCs and Collaborative Teams Instructional Leadership Team Academic Specialists 	N/A	N/A	Continue
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> PLCs and Collaborative Teams Instructional Leadership Team 	N/A	N/A	Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> PLCs and Collaborative Teams 	N/A	N/A	Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> PLCs and Collaborative Teams Instructional Leadership Team Academic Specialists 	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	<ul style="list-style-type: none"> PLCs and Collaborative Teams 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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> • PLCs and Collaborative Teams • Instructional Leadership Team • Academic Specialists 	N/A	N/A	Continue
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> • PLCs and Collaborative Teams • Instructional Leadership Team 	N/A	N/A	Continue
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> • PLCs and Collaborative Teams • Instructional Leadership Team • Academic Specialists 	N/A	N/A	Continue
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> • PLCs and Collaborative Teams • 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	<ul style="list-style-type: none"> • Administrative Team • Instructional Leadership Team • Academic Specialists 	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> • PLCs and Collaborative Teams • 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	<ul style="list-style-type: none"> • Instructional Leadership Team • Academic Specialists 	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	<ul style="list-style-type: none"> • Instructional Leadership Team • Academic Specialists 	N/A	N/A	Continue
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Academic Specialists 	N/A	N/A	Continue
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> • PLCs and Collaborative Teams • Instructional Leadership Team 	N/A	N/A	Continue
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Academic Specialists 	N/A	N/A	Continue

GOAL AREA 1 – Performance Goal 3

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

Performance Goal 3: *In 2022-23, Fountain Inn High School had students in grades 9 and 10. In 2023-24, Fountain Inn High School had students in grades 9 through 11. Beginning in 2024-25, Fountain Inn High School will have students in grades 9 through 12. Baseline data for this metric will be established at the end of the 2024-25 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
GCS Accountability and Quality Assurance (GCSource)			Projected (District)	79%	83%	87%	91%	95%
	75%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	N/A	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> · CTE Administrator · CTE Teachers · School Counselors 	N/A	N/A	Continue
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	<ul style="list-style-type: none"> · CTE Administrator · CTE Teachers 	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> • School Counselors 			
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	<ul style="list-style-type: none"> • CTE Administrator • CTE Teachers • School Counselors 	N/A	N/A	Continue
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	<ul style="list-style-type: none"> • CTE Administrator • CTE Teachers • School Counselors • WBL Coordinator 	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	<ul style="list-style-type: none"> • Instructional Leadership Team • Academic Specialists 	N/A	N/A	Continue
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	<ul style="list-style-type: none"> • PLCs and Collaborative Teams • Instructional Leadership Team • Administrative Team • School Counselors 	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· School Counselors	N/A	N/A	Modify
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	· School Counselors	N/A	N/A	Modify
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	· CTE Teachers · Instructional Leadership Team · Administrative Team · School Counselors	N/A	N/A	Continue
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	· School Counselors · Teachers · Instructional Leadership Team	N/A	N/A	Continue
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	· Teachers · Instructional Leadership Team	N/A	N/A	Continue

GOAL AREA 1 – Performance Goal 4

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

Performance Goal 4: By 2029, 40% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 30%.

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)	32%	34%	36%	38%	40%
	30%		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 <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> · School Counselors · Administrative 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	<ul style="list-style-type: none"> · School Counselors · Administrative Team · Instructional Leadership Team 	N/A	N/A	Modify

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> · School Counselors · Administrative 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	<ul style="list-style-type: none"> · School Counselors · Administrative Team · Teachers 	N/A	N/A	Modify
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	<ul style="list-style-type: none"> · School Counselors · Administrative Team · Teachers 	N/A	N/A	Modify
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	<ul style="list-style-type: none"> · School Counselors · Administrative Team · Teachers 	N/A	N/A	Modify
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	<ul style="list-style-type: none"> · School Counselors 	N/A	N/A	Continue
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	<ul style="list-style-type: none"> · School Counselors · Administrative Team 	N/A	N/A	Continue
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	2024-2029	<ul style="list-style-type: none"> · School Counselors · Instructional Leadership Team 	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students qualify and benefits of taking advanced coursework.					
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	<ul style="list-style-type: none"> • School Counselors • Administrative Team • Teachers 	N/A	N/A	Continue

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: Student Achievement* 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 <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> • Administrative Team • School Counselors • Teachers 	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	2024-2029	<ul style="list-style-type: none"> • Administrative Team • School Counselors • Teachers 	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Teacher placements and other opportunities for a path to education.					
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	<ul style="list-style-type: none"> · Administrative Team · School Counselors · Teachers 	N/A	N/A	Continue

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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)	N/A	N/A	N/A	N/A	N/A
	N/A	TBD	Actual (School)	N/A	N/A	N/A	N/A	N/A

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Identify and expand targeted initiatives and collaborative efforts, by prioritizing professional development, a culture of appreciation and recognition, and implementation of a support systems tailored to the diverse needs of our teaching staff.					
1. Prioritize personalized professional development in PLCs. Give teachers opportunities to attend conferences that support district and school goals as interested	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Teachers 	TBD	PD Funds	Continue
2. Recognize teacher leadership and commendable efforts monthly through the Pink Flamingo.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Teachers 	N/A	N/A	Continue
3. Implement PD cohorts to allow for teacher choice in professional learning while providing structured PD and coaching for first, second, and third year teachers.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team 	N/A	N/A	Continue

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: *In 2022-23, Fountain Inn High School had students in grades 9 and 10. In 2023-24, Fountain Inn High School had students in grades 9 through 11. Beginning in 2024-25, Fountain Inn High School will have students in grades 9 through 12. Baseline data for this metric will be established at the end of the 2024-25 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)	TBD	TBD	TBD	TBD	TBD
	TBD	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 <i>C=Continue, M=Modify, F=Finish</i>
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	2024-2029	Administrative Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
multi-disciplinary steering team of school and district-level leaders to monitor and 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	<ul style="list-style-type: none"> • Teachers • Administrative Team • 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	<ul style="list-style-type: none"> • Teachers • Administrative Team • Instructional Leadership Team • School Counselors 	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	<ul style="list-style-type: none"> • Instructional Leadership Team • Administrative 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	<ul style="list-style-type: none"> • Administrative Team • Teachers 	N/A	N/A	Continue
6. Teach interpersonal skills to students, including self-direction,	2024-2029	<ul style="list-style-type: none"> • Teachers • Administrative Team 	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.		<ul style="list-style-type: none"> • School Counselors 			
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	<ul style="list-style-type: none"> • Teachers • Administrative Team • School Counselors 	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	<ul style="list-style-type: none"> • Teachers • Administrative Team • School Counselors 	N/A	N/A	Continue
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> • Teachers • Administrative Team • School Counselors 	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	<ul style="list-style-type: none"> • Teachers • Administrative Team • School Counselors 	N/A	N/A	Continue
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> • Teachers • Administrative Team • School Counselors 	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> • Teachers • Administrative Team • School Counselors 	N/A	N/A	Continue
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	<ul style="list-style-type: none"> • Teachers • Administrative Team • School Counselors 	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	<ul style="list-style-type: none"> • Teachers • Administrative Team 	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	<ul style="list-style-type: none"> • Teachers • Administrative Team • Instructional Leadership Team 	N/A	N/A	Continue
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> • Teachers • Administrative Team • School Counselors 	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> · Teachers · Administrative Team 	N/A	N/A	Continue