

BLUE RIDGE HIGH SCHOOL

PRINCIPAL: ASHLEY WARDLAW

DISTRICT: GREENVILLE COUNTY SCHOOLS

SUPERINTENDENT: W. BURKE ROYSTER



2024-2025 THROUGH 2028-2029

UPDATED SPRING 2025

COVER PAGE

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Blue Ridge High School

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (one year)

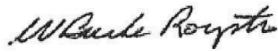
Required Signature Page

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		1/29/25
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ms. Ashley Wardlaw		1/29/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		1/29/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Olivia Booth		1/29/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mr. Joel Perkin		1/29/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2151 Few's Chapel Rd, Greer SC 29651

SCHOOL TELEPHONE: (864) 355-1800

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

STAKEHOLDER INVOLVEMENT

Position	Name
1. Principal	Ashley Wardlaw
2. Teacher	Tamara Sloan
3. Parent/Guardian	Layne Austin
4. Community Member	Trey Thompson
5. Paraprofessional	Tyler Grove
6. School Improvement Council Member	Olivia Booth
7. Read to Succeed Reading Coach	Joel Perkin
8. School Read to Succeed Literacy Leadership Team Lead	Joel Perkin
9. School Read to Succeed Literacy Leadership Team Member	Laura Treffinger
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)	

ASSURANCES

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	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).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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>

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INTRODUCTION

The Blue Ridge High School portfolio, crafted with care and dedication, serves as a testament to our ongoing evolution and commitment to excellence. #HearUsROAR. This living document not only captures our journey but also serves as a platform for self-assessment, communication, and accountability among our staff, students, parents, and community.

The portfolio of Blue Ridge High School contains our vision, goals, plans, and the evidence of our progress. It showcases our partnerships, demographic understanding, and our relentless pursuit of enhancing student achievement. Each section offers a glimpse into the collective efforts that make our school a nurturing environment for our students.

Crafted collaboratively by a team of educators, the narrative within the portfolio reflects insights gathered from staff, students, parents, and community members. It is a reflection of our shared commitment to continuous improvement and innovation.

We strive to build strong **R**elationships with all stakeholders, create an **O**rganization that promotes the **A**chievement of all students, and **R**allies our community behind our great school.
#HearUs**ROAR**.

EXECUTIVE SUMMARY

In accordance with South Carolina Curriculum Standards, Blue Ridge High School (BRHS) gathers and analyzes data on student academic achievement through standardized test results and other student performance sources. Examples of these standardized tests include the American College Test (ACT), Scholastic Aptitude Test (SAT), SC End of Course Exams (EOCs) and the WIN (Worldwide Interactive Network Ready to Work assessment) as the main indicators of measuring student achievement. It is mandatory that all students in their third year of high school take the WIN. The ACT and SAT are taken voluntarily by any junior or senior. In addition, students who are enrolled in Algebra I, English II, Biology, and US History are assessed using End-of-Course Exams. A summary of BRHS students' scores follows. Finally, BRHS teachers use formative and summative assessments to regularly monitor student progress and modify instruction as needed. These assessments provide a variety of evidence that achievement goals have been met. Throughout each semester, teachers communicate and collaborate with colleagues in order to improve student performance.

STUDENT ACHIEVEMENT

EVIDENCE OF STRENGTHS

- Instruction is aligned with state learning standards, as well as with national, state, and district goals and expectations of student learning.
- Students are actively involved in the learning.
- Science teachers used hands-on laboratory experiences to emphasize standards.
- Various types of grouping strategies are used in the classroom to help students understand instruction and to encourage active participation.
- Advanced Placement courses are offered in English, Math, Science, Social Studies, and Art.
- Learner expectations are clearly stated in district curriculum guides and South Carolina frameworks.
- Advance Placement (AP), Dual Credit, Honors, and College Prep courses are offered.
- Career and Technology courses are offered, which include Family and Consumer Sciences, Business Education, and Agriculture Education.
- Blue Ridge High has a strong arts program. Our choral students, band members, and visual art students have received numerous honors and awards.
- Special education classes are provided (inclusion, resource, and self-contained).
- Appropriate methods of unbiased assessment are chosen based on class, district, and state goals.
- Expectations for assignments are conveyed before assessments are taken. Thus, students have a clear understanding of the expectations before beginning an assignment.

EVIDENCE OF NEED

- Continue to use Universal Design for Learning strategies (UDL) to reach all learners.
- Continue to focus on the progress of students with disabilities and Black students.

- Even though progress has been made in the use of different types of assessments, more variety would be beneficial.
- Continue using online software to enhance student preparation for the ACT, SAT, WIN, and EOC.
- Continue using MasteryConnect as a means of creating common assessments to give teachers the opportunity to collaborate with fellow colleagues and identify best practices to help effectively teach content standards.
- Continue working with at-risk students.

TEACHER AND ADMINISTRATOR QUALITY

EVIDENCE OF STRENGTHS

- The school collaboratively develops a school wide plan for improvement.
- Teachers analyze student achievement on classroom assessments, common unit assessments, benchmark assessments, and standardized tests in order to determine how to best help students succeed.
- Faculty council (consisting of administrators, instructional coaches, department chairs, and front office representatives) was developed to aid in the decision making processes .
- Collaboration with Blue Ridge Middle School has aided student success.
- District committees and school staff are working to better align instruction with those specific goals and objectives.
- Departmental meetings allow opportunities for sharing ideas and support.
- Teachers use multiple sources of data to make instructional decisions: school report card, classroom assessments, Individual Education Plans (IEPs), and observations.
- Teachers work cooperatively on creating common syllabi for courses. Teachers provide syllabi to students and parents. The syllabi are aligned to the state curriculum standards and include classroom expectations, grading policies, and an outline of course content.
- Teachers provide syllabi and outlines of courses on their websites.
- Teachers meet at school, district, and state levels to receive and share knowledge in updating the curriculum.
- Departmental meetings are held bi-monthly to address curriculum related issues and to share ideas.
- Faculty professional developments focus on improving student achievement through the PLC process.
- Teachers use a variety of assessments: standardized tests, objective tests, essays, daily work, homework, portfolios, projects, rubrics, grading scales, and performance assessments.

EVIDENCE OF NEED

- Opportunities for peer observations are needed.
- Vertical team meetings are needed to allow opportunities for sharing ideas and support.
- Additional departmental planning opportunities are needed in order to continue our focus on refining curriculum foundations as standards continue to change.

SCHOOL CLIMATE

EVIDENCE OF STRENGTHS

- SIC meetings are held monthly to discuss how community and parent representatives can contribute to the school improvement process.
- Return to the Ridge Rally was implemented in 2022 to welcome all families back to school in August.
- Tiger Rush is an event for rising 9th graders to come to the high school to learn more about classes, clubs and athletics.
- In 2022-2023 BRHS scored Excellent in the School Climate indicator on the School Report Card.
- In 2023-2024 BRHS had the highest School Climate score amongst all GCS high schools
- In 2022-2023, over 95% of teachers responded they were satisfied with the learning environment on the latest school report card survey.
- In 2022-2023, over 98% of teachers responded they were satisfied with the social and physical environment on the latest school report card survey.
- In 2022-2023, over 85% of students responded they were satisfied with the social and physical environment and learning environment on the latest school report card survey.

EVIDENCE OF NEED

- In 2022-2023, less than 80% of parents responded they were satisfied with the school-home relations on the latest school report card survey.

SIGNIFICANT CHALLENGES

Over the last three years, Blue Ridge High School has faced several significant challenges, including: Multilingual Learner (ML) Support & ACCESS Test Performance and Graduation Rate.

We strive to ensure ML students receive the necessary academic and language support to succeed, particularly on the ACCESS for ELLs test, which measures English language proficiency. We have a unique ML population with varying levels of English proficiency. We have a lack of engagement of ML families and overcoming cultural/language barriers. We have strengthened ML tutoring and intervention programs and increased our focus on improving listening, speaking, reading, and writing skills in all courses.

Maintaining and improving the school's graduation rate, ensuring all student subgroups, including MLs and students from disadvantaged backgrounds, continue to be challenges. We have expanded our use of credit recovery and intervention programs and fostered stronger collaboration with middle school (BRMS) through bridging initiatives like the Math & Science Switcharoo.

SIGNIFICANT AWARDS, RESULTS, AND ACCOMPLISHMENTS

2024

- Corps of Cadets placed top 10 at 3A State marching competition. Highest placement since 2018
- Seven students auditioned and made it into the Region 1 Honor Band
- Six students auditioned and made it into the Greenville County Honor Band
- Winterguard placed 2nd in their class at the CWEA Premiere at White Knoll High School
- Greer Sports Star Football Player of the Week
- Greer Touchdown Club Player of the Week
- FCA Upper State Football Player of the Week
- Region 2-AAAA Cheer Coach of the Year
- Region 2-AAAA Cheer Region Champions
- Greenville Tournament Champions- Volleyball
- AAAA Upper State Ladies Golf Champions
- Two students made Region Orchestra
- Ten students made All County-Orchestra
- Robotics Club Judges Award
- Robotics Club Skills Award
- Robotics Club Tournament Champion Award, Build Award, and Excellence Award
- Inaugural Year - The Blue Ridge Tiger Fishing Team has over 60 anglers competing in virtual tournaments or in one of two boating tournaments.
- Honorable mention for the 2024 Bassmaster High School All-State Fishing Team
- Blue Ridge Fishing Team won 1st place at Lake Lanier out of 29 teams
- Blue Ridge Fishing Team won first place at Clark's Hill (J. Storm Thurmond Lake)
- Blue Ridge Fishing Team caught the biggest fish out of over 400 student anglers
- Blue Ridge Fishing Team in the top 25 out of over 200 teams in the 2024-2025 Tournament Season with SC Bass Nation
- BRHS Choir invited to participate in the collaborative choir for the Rivertree Singers Holiday Concert
- BRHS Choir invited to participate in the collaborative choir for the North Greenville University Choir Spring Concert
- BRHS Choir invited to perform at the Biltmore Estate Candlelight Christmas Evening
- Fourteen students successfully auditioned into the 2025 All State Choir
- Twelve students involved in the 2024 Region Honor Choir
- Fifteen students involved in the 2024 District Honor Choir
- BRHS Choir earned Superior with Distinction rating at the 2024 CPA Evaluation
- HOSA Club competed at the State Competition

2023

- Orchestra earned excellent ratings at CPA
- Choir received Superior Ratings
- Corps of Cadets qualified for 3A State and were selected to perform in Washington DC at the National Memorial Day Parade

- Air Force JROTC earned Distinguished Unit with Merit
- Second publication of "Tigers Tigers Burning Bright" creative writing journal
- Student Council raised more than \$74,000 for the Make a Wish Foundation, the largest spirit week donation in BRHS history
- National Honor Society has performed more than 2000 hours of community service this school year
- Beta Club is a Club of Merit and a Club of Distinction for 2024 with students from all grade levels represented
- Sister School to Hebei Global Village International School in China
- Five students made All County Orchestra, 1 make Region 2 Honors Orchestra, and 1 made SC All State Orchestra
- BRHS had its first ever Robotics Club competition team
- Five students made the Greenville All County Band, 4 students make the Region 1 honor band, with 3 qualifying to audition for All State, one student awarded a contract to march with Spirit of Atlanta Drum and Bugle Corps this summer
- Eighteen students participate in Region Choir, 13 students participate in District Choir, 15 students made All State (the most students of any Greenville County School)
- BRHS Choir student was the state's highest scoring Soprano 1 SC for All State auditions and another student was the state's #9 scoring bass for All State Auditions
- BRHS Choir performed at Biltmore Estate and at the Greenville Chorale Christmas Concert
- Boys Golf All-State Team 2023
- Boys Golf Upper State Individual Champion 2023
- Wrestling Qualified for AAA Playoffs 2023
- Wrestling region champion and state qualifier 2023
- Girls Golf region champions 2023
- Girls Basketball region champions
- Baseball region champions
- State champion powerlifter

2022

- Orchestra earned excellent ratings
- Chorus invited to sing at Biltmore Estate and with the Greenville Chorale
- Corps of Cadets qualified for 3A State
- Inaugural publication of "Tigers Tigers Burning Bright" creative writing journal
- Student Council raised more than \$40,000 for the Emerson Rose Heart Foundation during Spirit Week in the Fall of 2022
- National Honor Society has performed more than 2000 hours of community service this school year
- Beta club is a Club of Merit and a Club of Distinction for 2022 with students from all grade levels represented
- Both Greenville County representatives for the state-wide STEM signing day are BRHS Tigers
- Nine students earned all-county honors, two earn all-region, and one make all-state
- Eighteen students participated in the district honor choir and 14 in the all-state choir (the most of any GCS school)

- Eight students qualified for all-county honors band, 10 qualified for Region 1 honor band, one was selected to tour with an honors band in Sydney, Australia, and one selected for the county Jazz Honor Band
- One student placed first in the region for FBLA
- 25 students earned a perfect score on the Fall-Winter EOC test
- Region champions Girls Golf 2022
- Upper State champions Girls Golf 2022
- Girls Golf individual state champions 2022
- Girls Tracks individual state champions 2022
- Football All-State selections 2022
- Boys Golf region champions 2022
- Boys Football held the highest GPA among all football teams in Greenville County 2022-2023
- Girls Basketball region champions
- AAA Athletic Director of the Year by SCAAA
- Baseball region champions

SCHOOL PROFILE

SCHOOL COMMUNITY

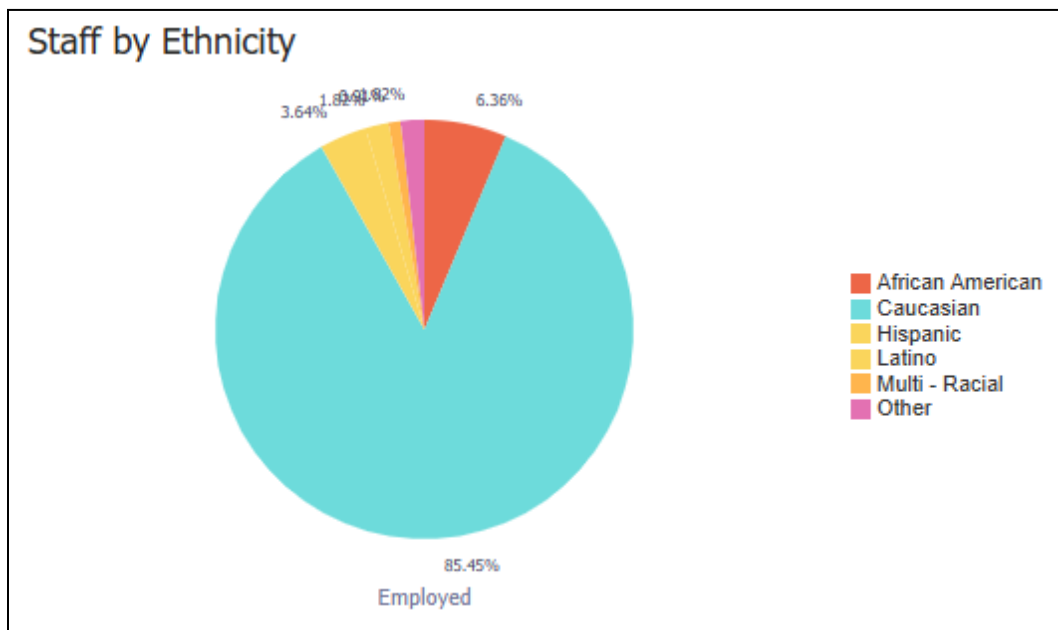
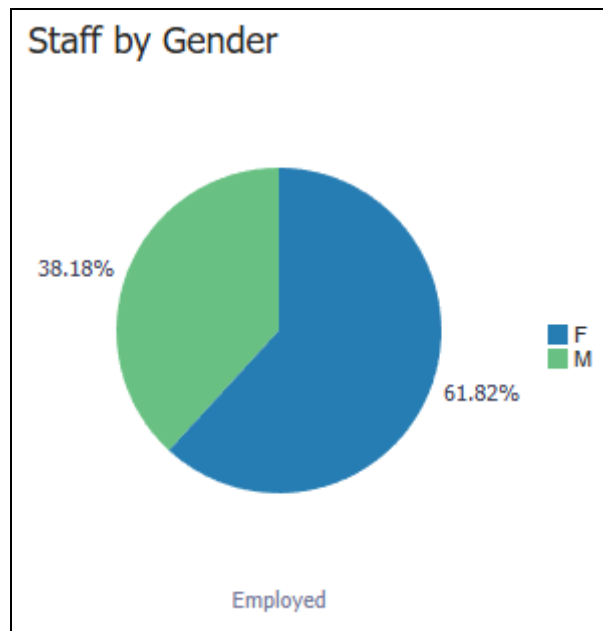
Blue Ridge High School is located in a rural community situated in the northern portion of Greenville County, South Carolina. It is nestled in the foothills of the Blue Ridge Mountains near the North Carolina border, between the cities of Greer and Travelers Rest. Though the school is not located in a designated town, it is within a close-knit community. Blue Ridge High School is one of 15 traditional high schools in Greenville County.

Blue Ridge High School was first established in 1954. The original building was located on Tyger Bridge Road. The current building was constructed in 1986 and the renovation/expansion project was completed in January 2006. When Blue Ridge High School first opened its doors, there were 339 grade eight through twelve students enrolled. Upon completion of the renovation project, the building capacity is now over 1,000 students, grades nine through twelve. There are currently approximately 1002 students and 73 certified faculty members.

SCHOOL PERSONNEL DATA

In addition to the 73 certified faculty members; which include teachers, school counselors, athletic director, administrators, and media specialists; the following classified employees serve in support roles for the school:

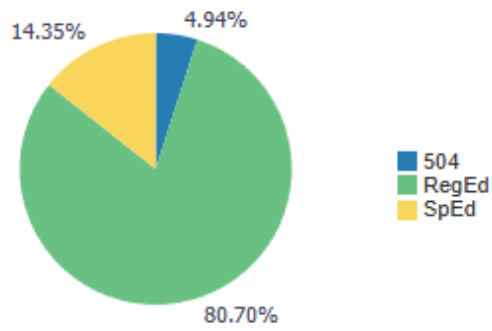
- Guidance Clerk - Pamela Stokes
- Attendance Clerk - Amanda DeHart
- Media Center Clerk - Alisha Bayne
- School Resource Officer - Officer C. Campos
- Licensed Nurse - Myranda Morgan
- Receptionist - Sherry Thornton
- Bookkeeper - Cheri Weidman
- Secretary - Miranda Cooke
- Certified Athletic Trainer - Katie O'Connor
- Full-time Substitute - Everett McAbee
- In-School Suspension (ISS) facilitator - Erica Lathen
- 3 Paraprofessionals working with Special Education Students - Tyler Grove, Richie Stevens, Lula Studley



STUDENT POPULATION DATA

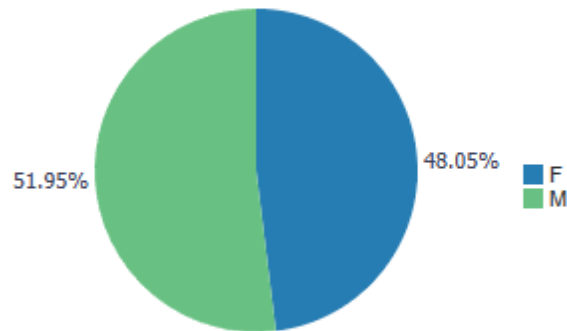
Approximately 49% of Blue Ridge High School students are identified as Pupils in Poverty. In addition, approximately 15% of BRHS students qualify for special education services. We offer special needs students support through resource classes as well as through self-contained classes. Students qualifying for the self-contained classes work towards an occupational diploma. Approximately 4.2% of BRHS students receive accommodations under section 504. Forty-four students are Multilanguage Learners and are provided assistance through an ESOL teacher and receive accommodations.

Students by Education Status

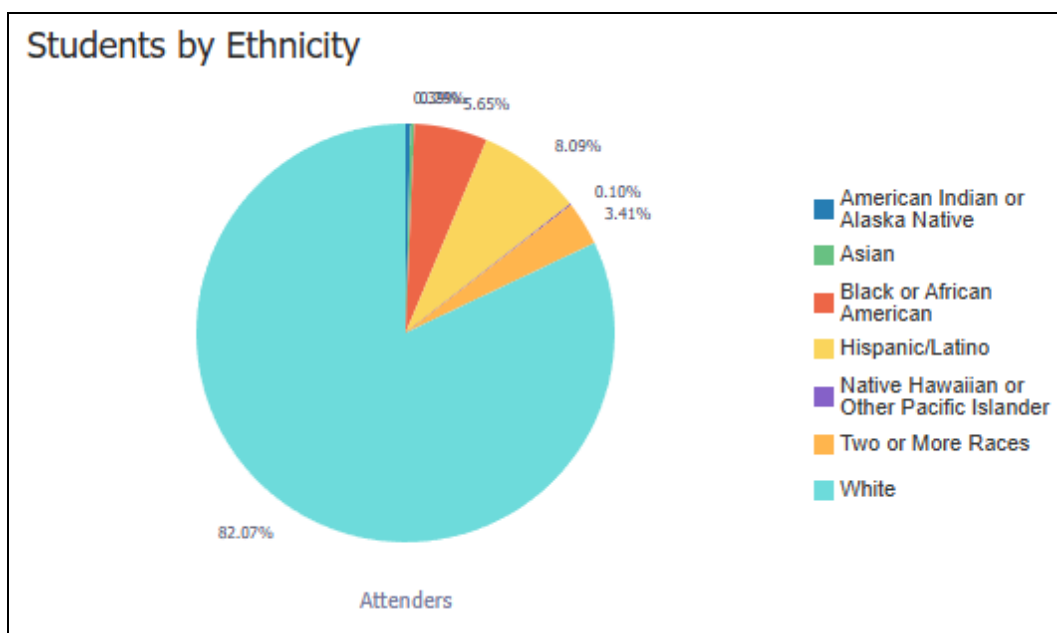


2024 - 2025 Enrolled

Students by Gender



Attendees



ACADEMIC AND BEHAVIORAL FEATURES/PROGRAMS/INITIATIVES

Blue Ridge High School promotes student involvement in extracurricular activities and programs. A wide array of offerings is available to students: Beta Club, Student Council, National Honor Society, AFJROTC, Spanish Club, Health Occupations Students of America, Future Farmers of America, Key Club, Drama Club, Robotics, HOSA, Adventure Club, and Fellowship of Christian Athletes. Currently, almost 50 percent of our student body is actively involved in our athletic programs, the Blue Ridge High School Corps of Cadets, and our Chorus and Orchestra. In addition, we offer Credit Recovery through VirtualSC for students needing to make up academic credits and Content Recovery through Edgenuity for students needing to make up a unit of a class. In addition, Blue Ridge High School is a Chinese Sister School and was host to 15 Chinese students this academic school year.

Blue Ridge High School currently uses the 4×4 Block. Using this model provides teachers with larger blocks of time for instruction that can be more student-centered. Teachers can also better incorporate project-based learning and inquiry learning experiences into the curriculum. The 4×4 Block model also allows teachers an opportunity to address differences in learning styles and intelligence modes. This model encourages students and teachers to work cooperatively as a community of learners who encourage and support each other.

At Blue Ridge High School, we have been very successful in our overall approach to educating children. Our daily operations have been established by the Leadership Team and Faculty Council, that includes input from the faculty and staff. In addition, BRHS has established an academic learning climate in which there is a focus on instructional goals. The decision-making process is collaborative and provides opportunities for meaningful involvement of school stakeholders. Progress in improving student achievement and instructional effectiveness is monitored frequently and is adjusted as necessary. Instruction at Blue Ridge High School is based on a standards- and

data-driven curriculum. Teachers make adjustments to the instructional process based on student learning needs and assessments of student learning. Instruction at BRHS has become more uniform and consistent by focusing on learning standards and implementing strategies for the EOC, WIN, ACT, and SAT. Curriculum at Blue Ridge High School is firmly centered on both state and district learning standards. The curriculum focuses on the diverse needs of all student learners and provides opportunities for acceleration and remediation in language arts, mathematics, science, and social studies. Blue Ridge High School continues to embrace the Personalized Learning Initiative, in which every student was issued a district-provided device for the use in and out of the classroom.

BRHS takes seriously the findings that early intervention leads to better outcomes for students and so implements the OnTrack protocols, identifying students who are starting to get off-track in attendance, behavior, or course grades and convening a group of counselors, administrators, and teachers to find the root cause of the student getting off track and develop interventions for each student. Also, after-school tutoring is offered twice a week in the media center for those students needing extra help in math, science, and English.

MISSION, VISION, AND BELIEFS

We will build strong **R**elationships with each other and hold each other to high expectations.

We collaborate to create an **O**rganization that promotes the **A**chievement of all students.

We will **R**ally our school and community around all that is unique and great about BRHS.

#HearUsROAR!

MISSION

Our mission is to offer each student interdisciplinary experiences that develop intellectual, social, physical, creative, and technological potential in a safe environment.

VISION

Our vision at Blue Ridge High School is to create a school where

- Each student will feel that the curriculum has prepared him or her for college and/or the workforce.
- The curriculum will be relevant, challenging and interesting.
- The curriculum will be always expanding, never stagnant, and changing to meet the needs of the student.
- Instruction will value student input.
- Instruction will be enhanced with technology when applicable.
- Varied methods of instruction will be used with emphasis on student involvement (Ex. hands on activities).
- Instruction will be accurate, well-planned, professional, and effective.
- Each student will be assessed proportionately on content and skills taught in the instructional process.
- Each student will be aware of the expectations that will be assessed.
- A variety of assessment techniques will be used.
- Assessment will be fair, accurate, and will require critical thinking.
- Students, teachers, and administration will feel pride and ownership in Blue Ridge High School.
- Blue Ridge High School will be safe, clean, comfortable and provide an atmosphere that is conducive to learning.
- Blue Ridge High's environment will reflect student accomplishments.
- Blue Ridge High School will set the standard for all other schools in the Southeast.

BELIEFS

We believe that

- The student is the center of the educational process.

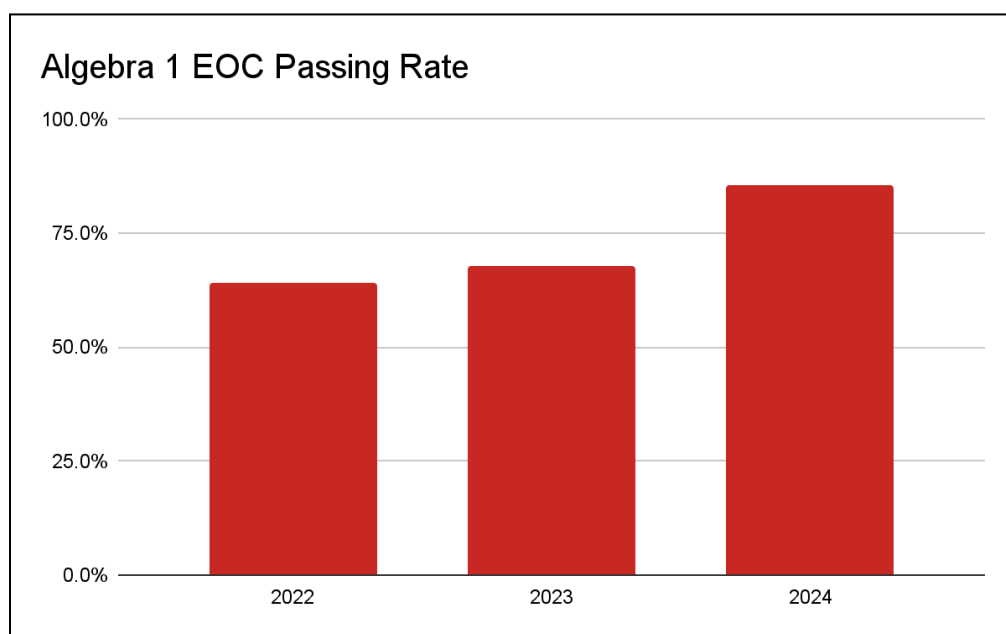
- Every student is a unique individual and that the curriculum should be designed to address a variety of learning styles, assessment techniques, and a broad range of interests.
- Every student should feel safe and secure in the school environment.
- Students should expect professionalism and support from all faculty, staff, and support personnel.
- Students should be nurtured and challenged to fully realize their gifts and skills.
- As an essential element of the educational process, each student must accept responsibility to be an active learner and supporter of the learning environment.
- We must offer the student interdisciplinary experiences which will prepare them as cooperative problem solvers and responsible decision-makers in the workplace.
- The academic program should adequately prepare students to meet or exceed established state standards.
- We have an obligation to help each student learn to deal with a technologically advanced 21st century in positive and creative ways.
- We must foster in all students an attitude of tolerance and understanding for cultural, physical, and other differences among people.
- Blue Ridge High School, as a partner with the home and community, should strive to exemplify characteristics of citizenship, self-sufficiency, and strong moral character.
- Blue Ridge High School, as a partner with the home and community, must teach individual responsibility for one's actions and acceptance of consequences appropriate to one's behavior.

DATA ANALYSIS AND NEEDS ASSESSMENT

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

EOCEP ALGEBRA 1 AND ENGLISH 2

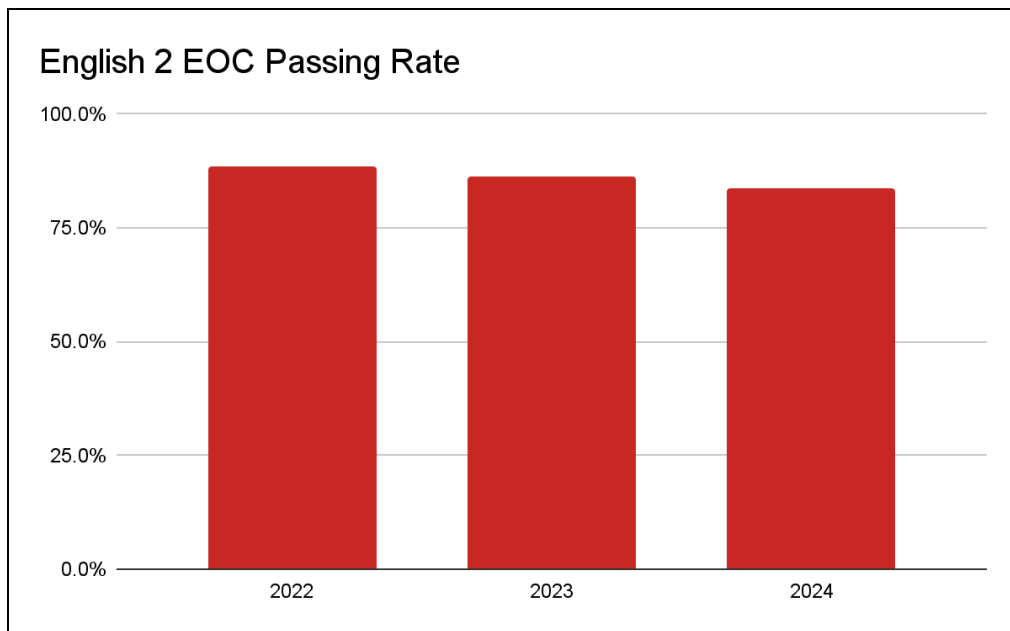
The percentage of students passing the Algebra 1 EOC was 64.2% in 2022, 67.7% in 2023, and 85.4% in 2024.



Results from 2024:

- 23.2% A
- 21.2% B
- 24.2% C
- 16.9% D
- 11.6% F
- 3.0% not tested

The percentage of students passing the English 2 EOC was 88.4% in 2022, 86.4% in 2023, and 83.6% in 2024.



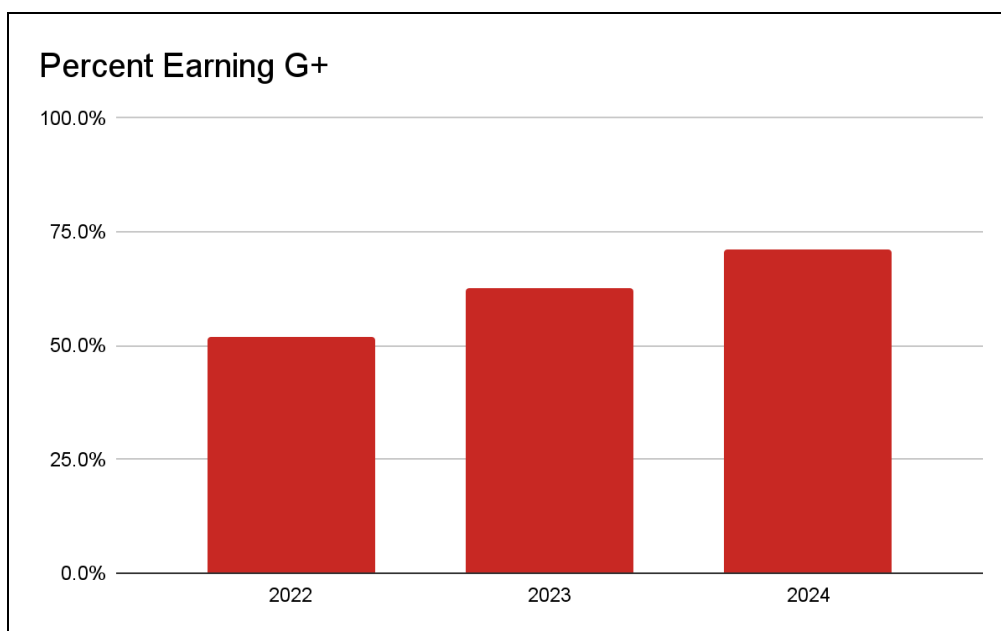
Results from 2024:

- 28.6% A
- 22.6% B
- 19.5% C
- 12.9% D
- 12.2% F
- 4.2% not tested

GRADUATION+ (G+)

Recognizing that jobs in today's workforce require more than a high school education, Greenville County Schools is committed to graduating students with a diploma plus a technical certification and/or college credit. Graduation Plus (G+) is a district-wide initiative from pre-K through high school to ensure all students are career and college ready.

- Class of 2022: 52.1% earned G+
- Class of 2023: 62.5% earned G+
- Class of 2024: 71.0% earned G+



ADVANCED PLACEMENT

Blue Ridge High School offers a variety of Advanced Placement (AP) courses. Not all classes are taught each year due to student interest and scheduling conflicts. In the 2024-2025 school year, Blue Ridge High School has teachers certified to teach the following courses:

- AP Art and Design (2D, 3D, and Drawing)
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP English Language and Composition
- AP English Literature and Composition
- AP European History
- AP Human Geography
- AP Macroeconomics
- AP Music Theory
- AP Physics 1: Algebra-Based
- AP Statistics
- AP US Government
- AP US History
- AP World History: Modern

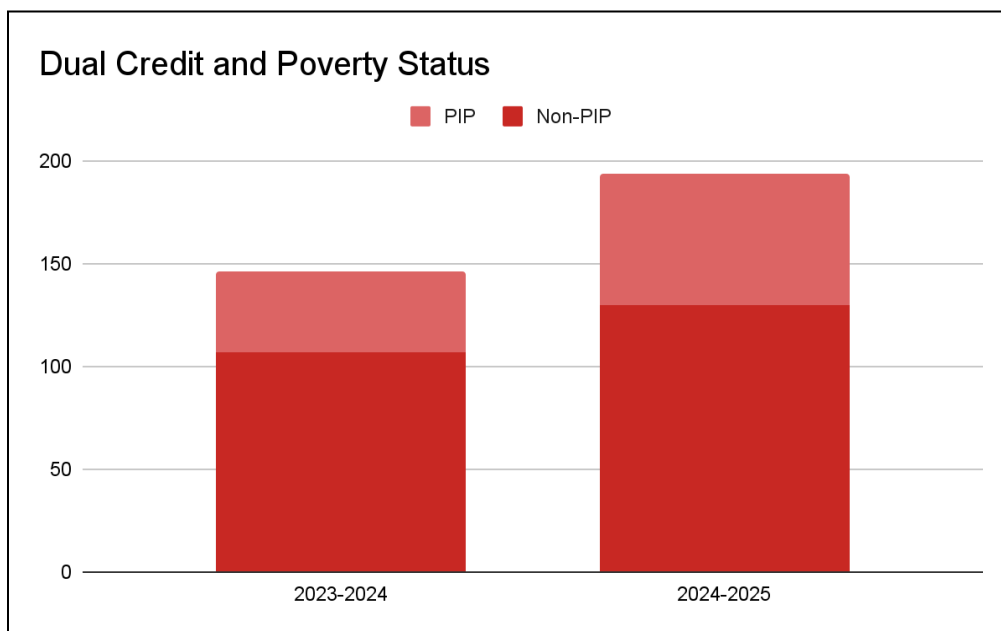
In the class of 2022, students earned college credit in 47 college classes, graduating with between 141 and 188 college credits, depending on the policies of the colleges the students attended.

In the class of 2023, students earned college credit in 62 college classes, graduating with between 186 and 248 college credits, depending on the policies of the colleges the students attended.

In the class of 2024, students earned college credit in 61 college classes, graduating with between 183 and 244 college credits, depending on the policies of the colleges the students attended.

DUAL CREDIT/DUAL ENROLLMENT

- In the 2023-2024 school year, of the 146 students enrolled in Dual Credit courses, 39 (26.7%) are identified as Pupils in Poverty.
- In the 2024-2025 school year, of the 194 students enrolled in Dual Credit courses, 64 (33.0%) are identified as Pupils in Poverty.



In the class of 2024, 87 students earned credit through dual credit classes.

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students. (<https://officialasvab.com>)

- In the class of 2022, two students scored 31 or higher on the ASVAB.
- In the class of 2023, one student scored 31 or higher on the ASVAB.
- In the class of 2024, five students scored 31 or higher on the ASVAB.

CATE CERTIFIED

Students can earn industry credentials and certifications through coursework and assessments during their high school career, making them immediately employable upon graduation. Industry certifications earned by Blue Ridge High students include OSHA-10, Microburst EmployABILITY Soft Skills, Hazardous Material Awareness, and Healthcare Providers Basic Life Support.

- In the class of 2022, 67 students earned CATE certifications..
- In the class of 2023, 73 students earned CATE certifications.
- In the class of 2024, 100 students earned CATE certifications.

WORK BASED LEARNING

Education for all students should be relevant and provide appropriate transitions to future careers and lifelong learning. Students can and should learn to apply their knowledge and skills to real life, real work, and real-world situations, both predictable and unpredictable.

The Education and Economic Development Act (EEDA) highlights work-based learning experiences supporting school-to-work opportunities, especially for students in grades 7-12 and into postsecondary education.

South Carolina's work-based learning opportunities are administered by regional career specialists; school district and school-level career specialists; and Perkins IV, Title I alliances. The efforts of these individuals and entities are aligned with the state's 12 Workforce Investment Act (WIA) regions.

Work-based learning opportunities in combination with identified career and technology education curricula support strong secondary and postsecondary education opportunities to prepare students for mid- and high-level technology careers in the 21st century. Students completing a strong academic and technical program will be well prepared to enter full-time employment or pursue postsecondary education options.

(<https://ed.sc.gov/instruction/career-and-technical-education/career-guidance/work-based-learning/>)

- In the class of 2022, 33 students demonstrated work-based learning.
- In the class of 2023, 66 students demonstrated work-based learning.
- In the class of 2024, 56 students demonstrated work-based learning.

EVIDENCE OF STRENGTHS

- Instruction is aligned to state learning standards, as well as with national, state, and district goals and expectations of student learning.
- Students are actively involved in the learning and observers give specific feedback regarding student engagement.
- Teachers use a variety of grouping strategies to encourage active participation and social learning.
- Learner expectations are clearly stated by teachers in every period, every day.
- Teachers use technology to intentionally enhance the learning process.
- Administrators are working much more diligently to document students with work-based learning credentials.
- Counselors are offering the ASVAB multiple times per year.
- Counselors are having special meetings with students who qualify for AP and dual enrollment classes to encourage them to sign up for the classes.
- PLCs of the EOC teachers are collaborating with other high schools to share recommendations for increasing student success.

- PLCs of the EOC teachers are visiting and working with teachers and counselors at Blue Ridge Middle School to ensure vertical articulation and appropriate placement of students in the transition between buildings.
- EOC teachers are getting more intentional about data analysis of student work, taking two full days each semester to analyze and respond to results of test data.
- BRHS offers a robust CATE program with a focus on students completing career pathways.
- Teachers use a variety of assessment and feedback strategies tailored to the needs of their students and appropriate to the content.

EVIDENCE OF NEED

- Students in historically underserved subgroups (students with disabilities, at-risk students, pupils in poverty, etc.) will continue to be a main focus.
- Assessments and coursework needs to be better aligned with the level of rigor of state and national assessments.
- Online tools can be used more frequently to support student learning.
- Vertical articulation to give students more access to honors, AP, and dual enrollment courses needs to be strengthened.
- The PLC process can be improved to increase overall student engagement and achievement school-wide.

TEACHER AND ADMINISTRATOR QUALITY

PROFESSIONAL DEVELOPMENT CALENDARS FOR 24-25

- July 2024
 - New Employee Orientation
- August 2024
 - [BRHS Bare Essentials](#), Unit Plans/Hub, Common Assessments, [Rope Teams and S1 Documentation](#), Priority Standards and DuFour's Question #1
- September 2024
 - PLCs(Rope Teams) and MagicSchool AI
 - Biology PLC and Team Teaching Collaboration with Travelers Rest High School
- October 2024
 - PLCs(Rope Teams) Checkpoints
- November 2024
 - PLCs(Rope Teams) Checkpoints, School Report Card and Teacher Role, Connecting Unit Plan to DuFor's 4 with Priority Standards and Student Engagement
- December 2024
 - PLCs(Rope Teams) and EOC Data Dives
- January 2025
 - PLCs(Rope Teams) [Rope Teams and S2 Documentation](#) and Rope Team SLO Goals and Documentation in Mosaic
 - [PD Bonanza](#)
- February 2025
 - PLCs(Rope Teams) and Teacher Learning Walks
 - [DIY PD](#)

- March 2025
 - PLCs(Rope Teams) and English 2 EOC Data Dive, Biology PLC and Team Teaching Collaboration with Woodmont High School
- April 2025
 - PLCs(Rope Teams)
 - Student Engagement Stations with Student Panel
- May 2025
 - PLCs(Rope Teams)
 - EOC Data Dives

EVIDENCE OF STRENGTHS

- The school collaboratively develops a school wide plan for improvement.
- Teachers are working collectively to Reach New Heights at ‘The Ridge’.
- PLCs are continuing to grow and see results.
- Professional development is offered monthly based on the recommendations of the teachers at BRHS.
- PLCs show effectiveness with student achievement results.

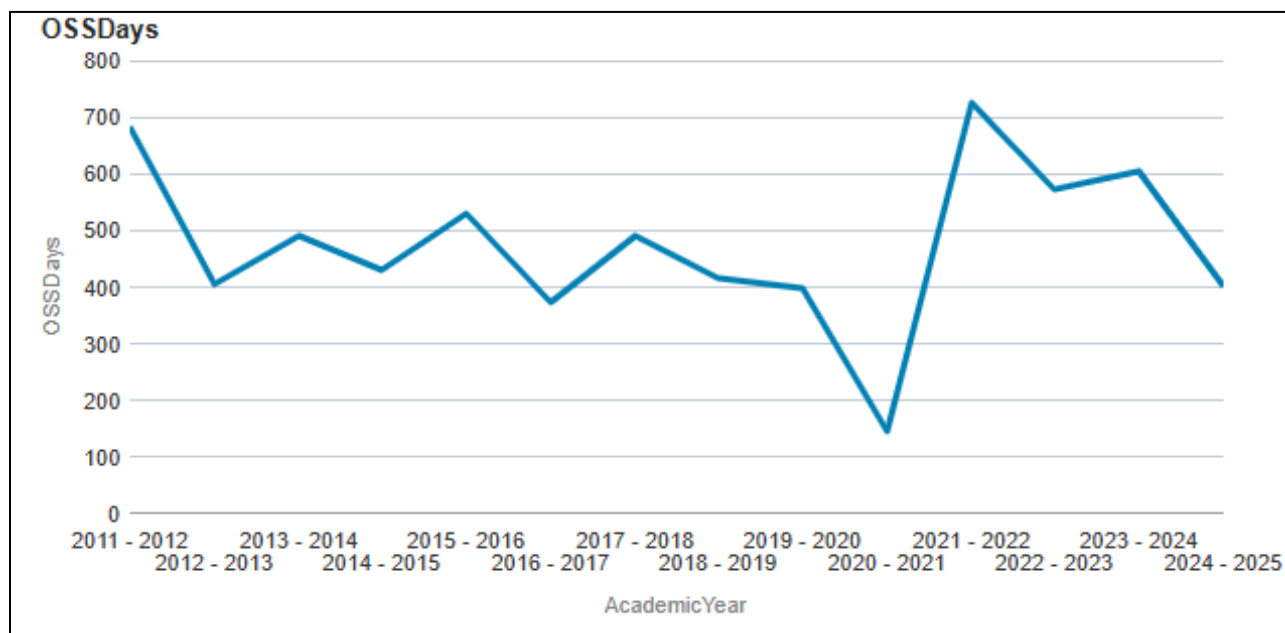
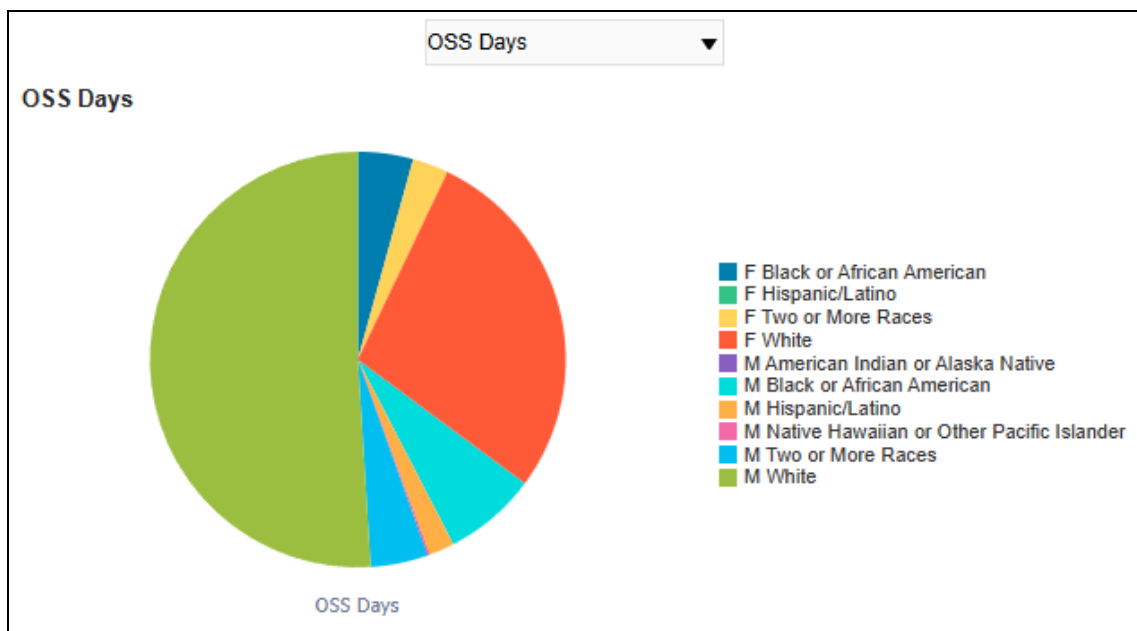
EVIDENCE OF NEED

- PLCs need to continue to focus on subgroup achievement, specifically students with disabilities.
- PLCs need to continue to utilize data analysis and power standards to increase student achievement.

SCHOOL CLIMATE NEEDS ASSESSMENT

STUDENT BEHAVIOR DATA

Gender & Ethnicity	# Students with Any Referral	OSS Days
F Black or African American	17	26
F Hispanic/Latino	15	0
F Two or More Races	10	17
F White	171	170
M American Indian or Alaska Native	2	0
M Black or African American	16	44
M Hispanic/Latino	22	12
M Native Hawaiian or Other Pacific Islander	1	1
M Two or More Races	13	27
M White	240	309
Grand Total	507	606

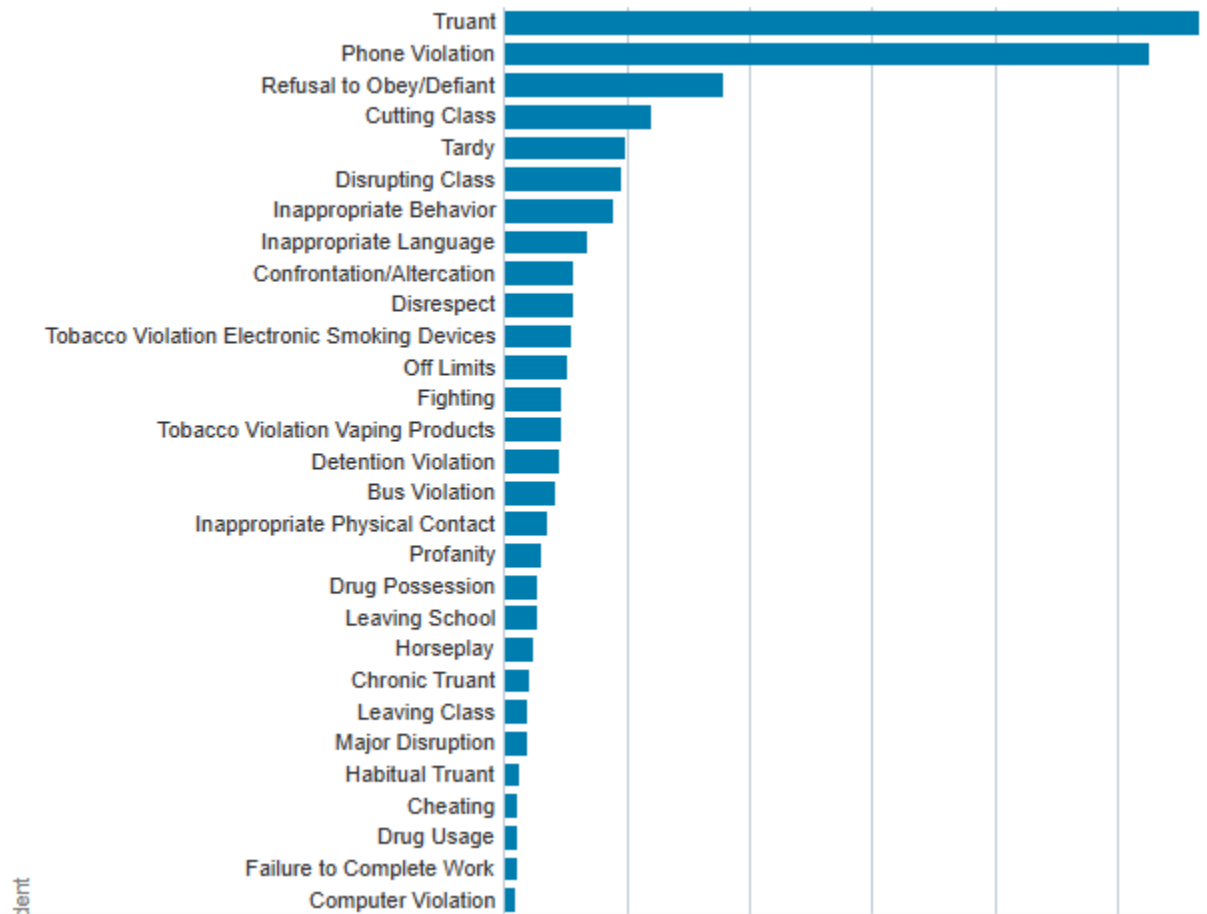


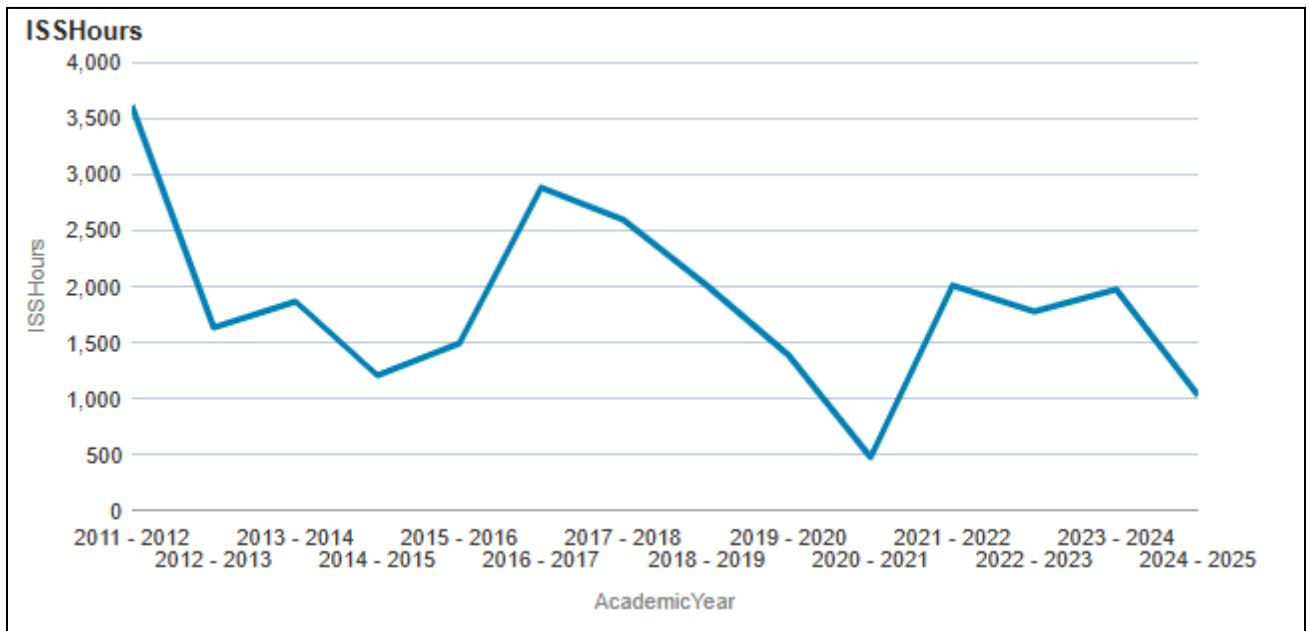
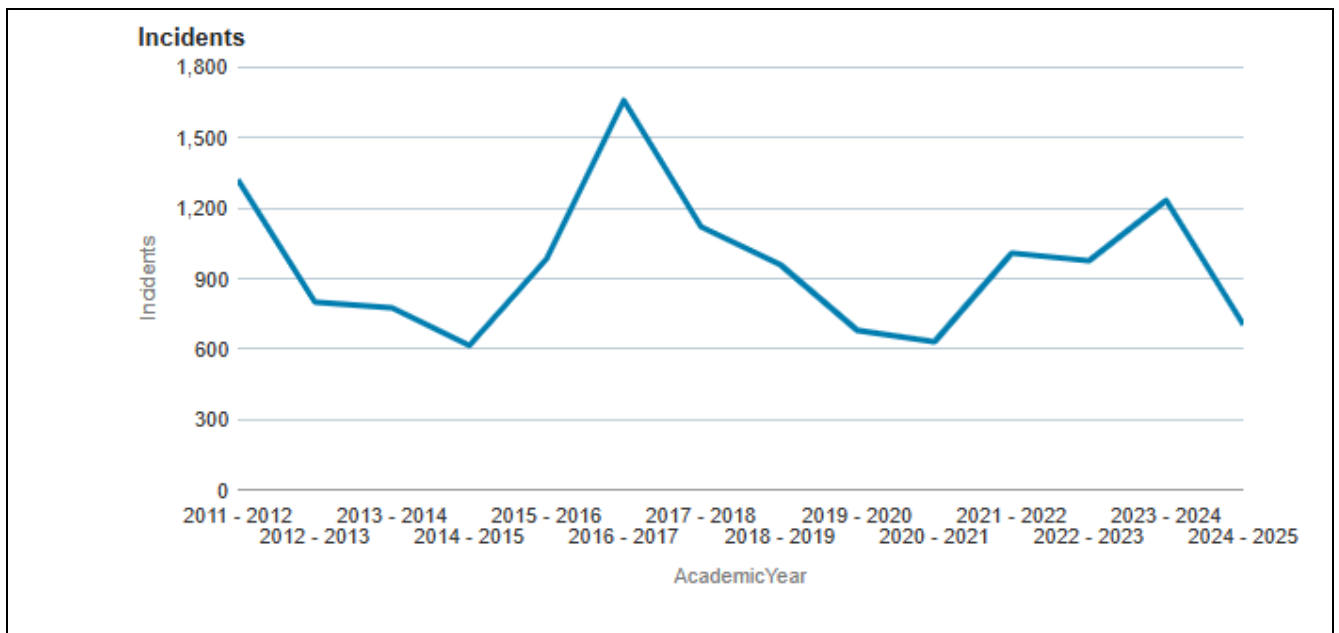
Referrals for a Location by Type

Blue Ridge High School (080)

AcademicYear	Incident	Referrals	% of Total	# Rank 1	# Rank 2	# Rank 3	# Rank 4	# Unranked	ISSHours	OSSDays	Bus SuspensionDays
2023 - 2024	Truant	282	22.85%	282	0	0	0	0	0	0	0
2023 - 2024	Phone Violation	262	21.23%	262	0	0	0	0	188	6	0
2023 - 2024	Refusal to Obey/Defiant	89	7.21%	89	0	0	0	0	310	32	0
2023 - 2024	Cutting Class	59	4.78%	59	0	0	0	0	281	5	0
2023 - 2024	Tardy	49	3.97%	49	0	0	0	0	184	13	0
2023 - 2024	Disrupting Class	47	3.81%	47	0	0	0	0	161	5	0
2023 - 2024	Inappropriate Behavior	44	3.57%	0	44	0	0	0	70	33	0
2023 - 2024	Inappropriate Language	33	2.67%	33	0	0	0	0	94	10	0
2023 - 2024	Confrontation/Altercation	28	2.27%	0	28	0	0	0	42	54	0
2023 - 2024	Disrespect	28	2.27%	28	0	0	0	0	81	16	0
2023 - 2024	Tobacco Violation Electronic Smoking Devices	27	2.19%	0	27	0	0	0	0	29	0
2023 - 2024	Off Limits	25	2.03%	25	0	0	0	0	108	6	0
2023 - 2024	Fighting	23	1.86%	0	23	0	0	0	0	121	0

Referrals





ATTENDANCE, ABSENTEEISM, AND TRUANCY

EWRS Location	GradeLevel	# Students			Total Absences			Total Unexcused			Avg Daily Attendance		
		Green	Yellow	Red	Green	Yellow	Red	Green	Yellow	Red	Green	Yellow	Red
Blue Ridge High School (080)	09	165	82	42	308	558	724	124	163	211	97.93%	92.44%	80.59%
	10	135	67	56	269	445	1,058	117	105	298	97.74%	92.55%	79.00%
	11	144	70	26	251	444	391	94	111	78	97.95%	92.80%	83.09%
	12	101	68	52	237	442	1,009	130	168	242	96.89%	91.96%	76.46%
Grand Total		545	287	176	1,065	1,889	3,182	465	547	829	97.69%	92.44%	79.23%

PARENT/TEACHER CONFERENCES

There were at least 360 parent/teacher conferences in the 2023-2024 school year.

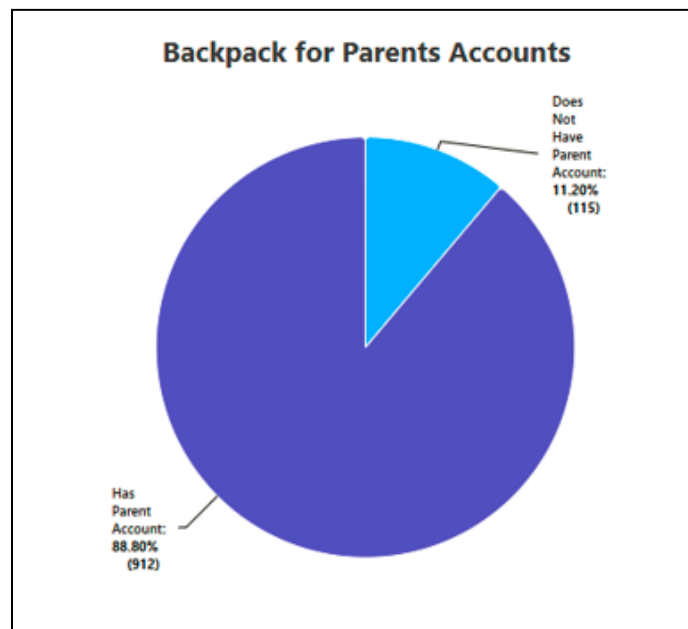
VOLUNTEER HOURS

There were 2239:05 volunteer hours logged in the 2023-2024 school year.

BACKPACK ACCOUNTS/LOGINS

Of the 985 parent backpack accounts, we can document 415 parents logging in (42.13%) in the 2023-2024 school year.

Below is a circle graph showing the number of backpack accounts currently.



SCDE SCHOOL REPORT CARD

2021-2022	2022-2023	2023-2024
60 Good	61 Good	64 Good

[Link to 2023-2024 SC SDE School Report Card](#)

EVIDENCE OF STRENGTHS

- SIC meetings are held monthly to discuss how community and parent representatives can contribute to the school improvement process.
- Staff Professional Development on School Report Card Indicators led by Administration
- Parent meetings for rising 9th students identified as at risk from the feeder middle school.
- Highest School Climate Score in all of GCS High Schools .
- Academic Achievement is in the Good category.
- College- and Career-Readiness is in the Excellent category.

EVIDENCE OF NEED

- Increase the number of parents completing school climate survey.
- Surveys show parents' concerns with the learning environment and/or school/home relations.
- Continue to improve with students with chronic absenteeism.
- Continue to improve ML progress.
- Continue to increase the graduation rate.

ACTION PLAN

GOAL AREA 1 (STUDENT ACHIEVEMENT): PERFORMANCE GOAL 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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 67.4% (2023) to 77.4%.
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)	69.4%	71.4%	73.4%	75.4%	77.4%
	67.4%	85.4%	Actual (HS)					
			Projected (District)	71.0%	73.0%	75.0%	77.0%	79.0%
	68.8%	78.3%	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	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Professional Learning Communities	\$0	n/a	C

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	<input type="checkbox"/> Academics department	\$0	n/a	C
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	<input type="checkbox"/> Academics department	\$0	n/a	C
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	<input type="checkbox"/> Academics department	\$0	n/a	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Professional Learning Communities	\$186 per PLC teacher per day	ATSI/Local Funds	C
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	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Parent-Teacher-Student Association <input type="checkbox"/> School Improvement Committee	\$0	n/a	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Counselors	\$0	n/a	C

GOAL AREA 1 (STUDENT ACHIEVEMENT): PERFORMANCE GOAL 2

Performance Goal Area: ☐ 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 86.1% (2023) to 90.1%.

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)	87.1%	88.1%	89.1%	90.1%	90.1%
	86.1%	83.6%	Actual (HS)					
			Projected (District)	87.0%	88.0%	89.0%	90.0%	90.0%
	86.2%	87.7%	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	<input type="checkbox"/> Instructional coaches <input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
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	<input type="checkbox"/> Academics department	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> English department faculty	\$0	n/a	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Instructional coaches <input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
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	<input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Professional Learning Communities	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Academics department	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> Instructional coaches <input type="checkbox"/> Academic specialists	\$0	n/a	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Instructional coaches	\$0	n/a	C

GOAL AREA 1 (STUDENT ACHIEVEMENT): PERFORMANCE GOAL 3

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
Performance Goal 3: By 2029, the percentage of students who earn G+ will increase from 62.5% (2023) to 82.5%.
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 (GCSOURCE)			Projected (District)	79.0%	83.0%	87.0%	91.0%	95.0%
	75.4%	81.0%	Actual (District)					
			Projected (School)	66.5%	70.5%	74.5%	78.5%	82.5%
	62.5%	70.3%	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	<input type="checkbox"/> Counselors	\$0	n/a	C
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	<input type="checkbox"/> Work-Based Learning Coordinator <input type="checkbox"/> Transition Liaison	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> CATE department faculty	\$0	n/a	C
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	<input type="checkbox"/> Work-Based Learning Coordinator <input type="checkbox"/> Counselors	\$0	n/a	C
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	<input type="checkbox"/> Academics department	\$0	n/a	C
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	<input type="checkbox"/> CATE department faculty	\$0	n/a	C
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	<input type="checkbox"/> Counselors	\$0	n/a	C
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	<input type="checkbox"/> Counselors	\$0	n/a	C
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	<input type="checkbox"/> Counselors <input type="checkbox"/> CATE department faculty	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	<input type="checkbox"/> Counselors <input type="checkbox"/> CATE department faculty	\$0	n/a	C
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	<input type="checkbox"/> Teachers of Advanced Placement courses <input type="checkbox"/> AP Coordinator	\$0	n/a	C

GOAL AREA 1 (STUDENT ACHIEVEMENT): 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, 40.3% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 25.3%.

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)	28.0%	31.0%	34.0%	37.0%	40.0%
	27.8%	30.1%	Actual (District)					
			Projected (School)	28.3%	31.3%	34.3%	37.3%	40.3%
	25.3%	26.7%	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	<input type="checkbox"/> Counselors	\$0	n/a	C
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	<input type="checkbox"/> Counselors	\$0	n/a	C

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	<input type="checkbox"/> Counselors <input type="checkbox"/> Work-Based Learning Coordinator	\$0	n/a	C
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	<input type="checkbox"/> Counselors	\$0	n/a	C
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	<input type="checkbox"/> Counselors	\$0	n/a	C
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	<input type="checkbox"/> Counselors	\$0	n/a	C
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	<input type="checkbox"/> Counselors	\$0	n/a	C
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	<input type="checkbox"/> Counselors	\$0	n/a	C
Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	<input type="checkbox"/> Counselors	\$0	n/a	C

GOAL AREA 2 (TEACHER/ADMINISTRATOR QUALITY): PERFORMANCE GOAL 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)	100%				

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	<input type="checkbox"/> Counselors	\$0	n/a	C
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	<input type="checkbox"/> Counselors	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Counselors	\$0	n/a	C

GOAL AREA 2 (TEACHER/ADMINISTRATOR QUALITY): PERFORMANCE GOAL 2

Performance Goal Area: ☐ Student Achievement* ☐ 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%
	10.4%	10.1%	Actual (District)					
			Projected (School)	8.9%	8.4%	7.9%	7.4%	6.9%
	9.4%	12.7%	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: Support onboarding of new teachers by building community, fostering positive relationships throughout the building, and building capacity to enhance student learning experiences.					
1. New teacher support PLC/ADEPT	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
2. New teacher orientation	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$200		C
3. Sunshine at the Ridge	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$10/each	faculty /Staff	C

GOAL AREA 3 (SCHOOL CLIMATE): PERFORMANCE GOAL 1

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☐ 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*	61.5%	54.1%	Actual (District)					
			Projected (School)	20.9%	48.9%	46.9%	44.9%	42.9%
	52.9%	51.1%	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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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 continuously improve an aligned system across all schools.	2024-2029	<input type="checkbox"/> OnTrack team	\$0	n/a	C
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
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	<input type="checkbox"/> Social-Emotional Learning Team	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> OnTrack Team	\$0	n/a	C
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	<input type="checkbox"/> Social-Emotional Learning Team	\$0	n/a	C
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	<input type="checkbox"/> Counselors <input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
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	<input type="checkbox"/> Social-Emotional Learning Team	\$0	n/a	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Social-Emotional Learning Team	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Counselors <input type="checkbox"/> Athletic Administrator	DOT physicals \$79 per teacher \$1.24 per mile	Local funds Field trip fundraisers	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Student Council <input type="checkbox"/> Counselors	\$0	n/a	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Counselors <input type="checkbox"/> School Improvement Committee	\$0	n/a	C
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	<input type="checkbox"/> Social-Emotional Learning Team <input type="checkbox"/> Faculty Council	\$0	n/a	C
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	<input type="checkbox"/> Social-Emotional Learning Team <input type="checkbox"/> OnTrack Team <input type="checkbox"/> Faculty Council <input type="checkbox"/> Counselors	\$0	n/a	C
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	<input type="checkbox"/> Social-Emotional Learning Team <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Professional Learning Communities	\$0	n/a	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Social-Emotional Learning Team	\$0	n/a	C

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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Counselors	\$0	n/a	C

GOAL AREA 3 (SCHOOL CLIMATE): PERFORMANCE GOAL 2

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☐ 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%
	24.2%	23.9%	Actual (District)					
			Projected (School)	24.6%	22.6%	20.6%	18.6%	16.6%
	26.6%	28.6%	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 <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Attendance clerk <input type="checkbox"/> Counselors	\$0	n/a	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Attendance clerk <input type="checkbox"/> Counselors	\$0	n/a	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> Attendance clerk	\$0	n/a	C
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> District office	\$0	n/a	C
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	<input type="checkbox"/> Counselors	\$0	n/a	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> Attendance clerk <input type="checkbox"/> School Improvement Committee <input type="checkbox"/> Counselors	\$0	n/a	C
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	<input type="checkbox"/> Attendance clerk <input type="checkbox"/> Counselors	\$0	n/a	C

GOAL AREA 3 (SCHOOL CLIMATE): PERFORMANCE GOAL 3

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

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

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
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	3,062	3,153	3,247	3,344	3,444
		2,973	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: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	<input type="checkbox"/> Guidance clerk <input type="checkbox"/> Counselors <input type="checkbox"/> Principal	\$0	n/a	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Guidance clerk <input type="checkbox"/> Counselors <input type="checkbox"/> Principal	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> School Counseling Department	\$0	n/a	C
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	<input type="checkbox"/> School Improvement Committee <input type="checkbox"/> Parent-Teacher-Student Association	\$0	n/a	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> School Improvement Committee <input type="checkbox"/> Parent-Teacher-Student Association	\$0	n/a	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> School Improvement Committee <input type="checkbox"/> Parent-Teacher-Student Association	\$0	n/a	C
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	<input type="checkbox"/> Counselors	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
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	<input type="checkbox"/> School Improvement Committee <input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C