Carolina High School & Academy

School Portfolio

Jeremy Carrick, Principal

2725 Anderson Rd.
Greenville, SC 29611

Greenville County Schools

Dr. W. Burke Royster, Superintendent

Scope of Plan: 2024 – 2025 through 2028 – 2029

<p align="center">**SCHOOL RENEWAL PLAN COVER PAGE**</p>

SCHOOL NAME: Carolina High School

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-2029 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-2026 *(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	*[signature]*	03/14/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Jeremy Carrick	*[signature]*	03/14/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*[signature]*	03/14/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Micaela Perez	*[signature]*	03/14/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2725 Anderson Rd., Greenville, SC 29611
SCHOOL TELEPHONE: (864) 355-2300
PRINCIPAL E-MAIL ADDRESS: jcarrick@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Jeremy Carrick
2.	Teacher	Sara Lloyd
3.	Parent/Guardian	Micaela Perez
4.	Community Member	Will Broadus
5.	Paraprofessional	Rebecca Pridgeon
6.	School Improvement Council Member	Odina Suarez
7.	School Read To Succeed Literacy Leadership Team Lead	N/A
8.	School Read To Succeed Literacy Leadership Team Member	N/A

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

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

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

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

Yes No **N/A**	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes No N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes No **N/A**	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes No **N/A**	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
Yes No **N/A**	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

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

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INTRODUCTION TO THE CAROLINA HIGH SCHOOL & ACADEMY PORTFOLIO

Carolina High School & Academy utilizes a Professional Learning Community (PLC) approach to meticulously document our school's growth and improvements, demonstrating our commitment to ongoing enhancement in all areas. The portfolio serves as a practical tool for self-assessment, communication among staff, continuous improvement, and accountability.

Aligned with the educational principles advocated by Solution Tree experts such as Rick DuFour and Robert Eaker, our selected portfolio categories represent the essential aspects we believe will contribute to CHS's journey towards excellence. Each category explains its purpose, summarizes our current status as a school, and outlines our next steps for improvement.

This portfolio serves as a living document, providing tangible evidence of our school's identity, vision, goals, plans, progress, and achievements. It takes into account our student demographics, needs, and partnerships, demonstrating how we implement our overarching school plan to enhance student success. In the final section, readers can see the progress we've made and how our efforts contribute to creating a positive learning environment.

We invite you to explore this comprehensive portfolio, which tells the story of our ongoing efforts to improve and prepare our students for success in the future.

Portfolio Leadership Team
Jeremy Carrick   Principal
Wanda Littlejohn   Instructional Specialist
Brian Ferguson   Assistant Principal
Dalton Knight   Assistant Principal
Kimberly Starks   Assistant Principal
Nena Stone   Assistant Principal
Kate Buhr   Instructional Coach
Katie Smith   Instructional Coach
Regina Duck   Magnet Coordinator
Thomas Fair   Athletic Director
Liz Martin   Guidance
Rebecca Pridgeon   School Secretary
Nicol Cruz   Bookkeeper

All staff members were involved in the development of the school mission statement and school action plan.

EXECUTIVE SUMMARY

Student Achievement

Teachers at Carolina High School and Academy keep abreast of the latest methods of delivering instruction through rigorous professional development opportunities offered at both the district and school level. Teachers have also taken advantage of staff development opportunities that are offered through the nearby universities in addition to attending local and national conferences. Because we recognize that students learn in different ways, teachers are encouraged to try a variety of instructional strategies to meet the needs of all students. We encourage all staff to be involved in professional development opportunities to increase student learning. Our highest priority is to implement the learned strategies to carry out our vision and closing the achievement gaps we have identified. Teachers are encouraged to work together in collaborative teams at the departmental level to plan vertically to ensure a continuum of learning that makes sense for all students. Teachers are also encouraged to perform cross-curricular planning to help students make connections between content areas.

Through analyzing our achievement and opportunity gaps, we have identified the critical need to elevate the rigor of our curriculum for all students. We firmly assert that the Professional Learning Community (PLC) process is the optimal approach to realize this objective. By integrating grade-level standards-based instruction, differentiated instructional methods, and deeper learning practices, we anticipate a significant enhancement in our students' educational outcomes.

Using Student Achievement Data

We systematically use data to drive our decisions about the instructional program. The data has been made available to all teachers, parents, and students. In using the data, the teachers are making data-driven instructional decisions to help move all students to the next level.

We have used data in the following ways:
- Identifying areas of weakness on EOCEP exams to improve curriculum and scheduling.
- Using graduation rates to closely identify what percentage of growth we need to satisfy the requirements of the next level on the State Report Card.
- In the classroom, teachers use diagnostic tests, writing samples, quizzes, tests, group work, and other forms of assessment to determine student progress. These types of assessments are helpful in shaping instructional strategies to accommodate the students' different learning styles.

With PowerTeacher, GCSource, MasteryConnect, Ellevation, Progress Learning, and Enrich, teachers will be able to access the test data on their students more quickly. This will help us to address the achievement gaps more effectively.

Student Support Systems

Recognizing that some students need support beyond that which is available in the classroom, CHS has worked with the district to provide a variety of special services.

We have five teachers that serve students with disabilities through a co-taught model and educational support classes. We also have two self-contained special education teachers that offer multiple core and

elective classes and five ESOL teachers. When a teacher believes that a student has special needs that require attention, the student is referred to the Evaluation Support Team. The purpose of the Evaluation Support Team is to try to match student needs with resources that are available through the school, district, and community.

Summary of Progress

Over the past three years, we have gone through a transitional period as we strive to elevate student achievement. In pursuit of this goal, we have embraced the Professional Learning Community (PLC) process to guide our endeavors. Central to our approach has been the cultivation of a collaborative work environment, wherein teachers engage in the analysis of student data. Through this process, we collaboratively formulate plans to extend and remediate student understanding, grounded in evidence gleaned from data analysis.

Next Steps

We are focused on implementing and being stewards of the mission and vision of Carolina High School and Academy. Our goal is to continue to use data to improve our instruction and to do so in a way that is collaborative. To accomplish this, we plan to:

- Incorporate best teaching practices into our tier one instruction
- Examine student assessment data regularly, as a whole faculty, collaborative teams, and in department level teams
- Establish collaborative teams of teachers to prepare lessons/learning experiences that foster a culture of rigorous learning for all students
- Provide meaningful professional development for the staff that is geared toward implementing the mission and vision of the school
- Implement a tier two intervention period to support students that need remediation and extension

Teacher and Administrator Quality

We strive to improve our instructional and organizational priorities, because improvement must be continuous and rigorous. As a staff, we are constantly evaluating all aspects of the school to ensure effective instruction and success. All teachers and administrators of the school are focused on student achievement and providing the most positive educational experience for all students. Teachers and administrators are continually working together to evaluate and refine instructional practices.

Summary of Progress

In the past three years, there has been a notable emphasis on enhancing teacher and administrator quality within our professional learning community. Our school, characterized by collaborative learning and continuous improvement, serves as a platform for educators to share best practices, engage in reflective dialogue, and collectively address challenges in the school.

Next Steps

- Ensure all staff members are collaborating and sharing instructional strategies and learning from each other's experiences, and utilizing data to ensure student mastery
- Ensure all instruction is standards-based and the South Carolina Standards are implemented

- Ensure all teachers are being observed on a regular basis and provided effective feedback
- Continue to reflect on and evaluate all areas of the school to ensure the most efficient use of resources are used to positively impact student achievement and classroom instruction
- Ensure the staff continues to participate in professional development activities that are rigorous, relevant, and in line with the goals of the school

School Climate

We have continued to improve the school climate by providing students with a safe and inviting learning environment. The entire school at the beginning of the year spends time building classroom culture in order to prepare students for the school year and establish a clear understanding of the protocols, norms, and expectations. The willingness and ability of our entire staff to develop positive relationships with students as well as to communicate with one another has allowed for a proactive approach in addressing students' feelings and behaviors. Teachers continue to learn and develop ways to connect with our students and cultivate a safe and positive learning environment for everyone. This year, teachers are receiving professional development on understanding how to reach their students through a variety of strategies. There is also a Climate and Culture Committee to promote school spirit, engage staff, and provide a positive climate in the school building.

Summary of Progress

Teachers and administrators have been working to improve the learning environment in the building. With a focus on providing students with a rigorous and relevant curriculum model, students have noticed a positive change and desire to learn through these authentic, challenges, and collaborative experiences. Students describe the staff members as being part of their family and the staff members often treat students like they are their own children.

Next Steps

- Ensure all instruction is rigorous and challenging for students
- Ensure students are being held accountable for their learning
- Continue to provide support for students during instruction
- Continue to provide students with relevant learning experiences that challenge them inside and outside of the classroom
- Continue to build upon school spirit and school pride in the building
- Increase AP offerings and passing rates
- Increase dual credit opportunities
- Maintain and increase enrollment numbers
- Build knowledge base of multilingual learners and students with disabilities

Significant Challenges

- The poverty index is 86.9%, with a 100% free lunch status, which presents many challenges for our students physically, emotionally, socially, and academically
- A highly transient school population hinders learning continuity
- Many students work part-time and full-time jobs to support their families
- There is a large population of special education students resulting in a max graduation rate of 98% each year
- The Hispanic population has increased to 54.1% of the overall student population
- On average 48.1% of students enter the 9th grade reading below grade level

- Student attendance rates are consistently low each year, with last year's being 86.54%
- Parental support and involvement are consistently low

Significant Accomplishments

Athletics (2022-2023)
- Region 3 3A All Region
  - Javius Burton - Football
  - Damarian Copeland – Football
  - Benita Diaz - Volleyball
  - Andrea Gonzalez - Girls Tennis
  - Zanterio Spurgeon - Basketball
  - Michael Garrett - Basketball
  - Steven Escorza - Boys Soccer
  - Erick Aleman - Boys Soccer
  - Adrian Segura - Boys Soccer
  - Claudio Batista Arroyo - Baseball
  - Marilyn Garcia - Girls Soccer

Region 3 AAA Coach of the Year

Phillip Kistler - Girls Tennis

Athletics (2023-2024)

- Region 3 3A All Region
  - Ki'Moiray Holland - Football
  - Ja'Sean Bowens - Football
  - Brad Baker- Football
  - Neperian Harris – Football
  - D'Marcus Riley – Football
  - Josiah Fleming - Football
  - Andrea Gonzalez-Martinez- Girls Tennis
  - Diondre Jamerson - Basketball

Athletics (2024-2025)
- Region 3 3A All Region
  - Aylancia Gordon - Volleyball
  - Mison Smith - Football
  - Neperian Harris - Football
  - Ja'Sean Bowens - Football

Fine Arts (2023-2024)
- 2nd Painting- 33rd Annual AUHSAE
- 3rd Drawing- 33rd Annual AUHSAE
- 3 Scholastic Arts Competition Acceptances

- First in Class, Best Music Performance, and Best Visual Performance at Boiling Springs Festival of Bands
- Espirit de Corps Award at the C. Philip McIntyre Tournament of Bands
- 4th Place Finish at Gaffney Reservation Tournament of Champions
- Excellent Rating at SCBDA 3A Upper State Marching Band Championships
- 7 students accepted into the Newberry College Honor Band Clinic
- 6 students accepted into the Limestone University Honor Band Clinic
- 7 students in the Inaugural Carolina Winter Guard Program
- SCBDA Region 1 Honor Band Clinic: Katia Jimenez-Ramirez
- Greenville All-County Honor Band Clinic: Katia and Mauricio Jimenez-Ramirez
- Excellent Rating at SCBDA Concert Performance Assessment
- Superior Rating at Carowinds Festival of Music

Fine Arts (2024-2025)

Scholastic's National Art Competition 2024

- Regional Gold Key: Drawing - Emily Jimenez Gonzalez
- Regional Gold Key: Drawing - Isabel Ramon-Rosas
- Regional Gold Key: Drawing - Vanessa Ignacio-Mendoza
- Regional Gold Key: Drawing - Itza Lopez

Greenville County District Art Competition 2024

- 2nd place: Painting - Emily Jimenez Gonzalez

School Report Card

- Life Scholarship: 19.9% students eligible
- Palmetto Fellows: 0.0% students eligible
- Student Success Rate: 75.1%
- Graduation Rate: 77.9%

SCHOOL PROFILE

The School Community

Carolina High School, located in Greenville County, was established in the 1956 -1957 school year as a 9th – 12th grade public high school to serve the students from both Welcome High School and Parker High School upon their closings. With fifteen high schools located within the Greenville County School District's borders Carolina was selected as a magnet school beginning in the 1995 – 1996 school year. This led to Carolina High School becoming Carolina High School and Academy. The specialized curriculums for Carolina include both a Pre-Engineering Program and a Health Professions Program. At its peak, the enrollment for Carolina was approximately 1300 students; however, these numbers have decreased over the years as needs and composition of the community have changed.

Today, Carolina High School and Academy has approximately 953 students who are served by 65 classroom teachers, including three academy teachers and an academy program coordinator. The original Carolina High School building was demolished in 2006 to make way for the new facilities currently used today. The new building includes 52 classrooms, three gymnasiums, a new athletic facility, a library, an auditorium, and athletic/amenities.

Carolina's current student population consists of 29.3% African Americans, 54.1% Hispanic/Latinos and 11.6% Caucasians, with the remaining 5.0% classified as other than those noted. Currently, freshmen compose 30.3% of the student population, sophomores 22.6%, juniors 24.4%, and seniors make up 22.6% of the total enrollment. The magnet program has a current enrollment of 38 students which makes up approximately 3.8% of the student population. Currently, 100.0% of the student population is on Free/Reduced Lunch. This number reflects the school's poverty index of 86.9%. Our primary feeder schools—Tanglewood Middle School, Lakeview Middle School, and Berea Middle School—each have a poverty index of over 85%.

In 2022, Mr. Jeremy Carrick became the principal.

Geographic Location

Greenville, South Carolina, is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2020 census data, Greenville County has more than 525,534 residents, an approximate 15.0% increase since the 2010 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations such as Michelin, General Electric, Hitachi and BMW to the region.

According to the 2020 census data, the homeownership rate in Greenville County was 67.9%. The median annual household income for Greenville in 2020 was $71,728 while 9.6% of the population were living below the poverty level.

There are twelve universities and colleges in the local area: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville College, Southern Wesleyan University, Spartanburg Methodist College, USC Upstate, Tri-County Technology College and Wofford College.

Carolina High School and Academy Community

According to 2020 census data, the average per capita income was $45,291, while 23.7% of families reported living in poverty. Approximately 30.2% of adults are high school graduates while 18.9% have Bachelor's Degrees or better. Residents reported ethnicity as 42.5% Caucasian, 29.1% African-American, 27.1% Hispanic and 0.7% Asian. 80.7% of households reported English as the primary language. The workforce includes the following types of jobs:

Manufacturing	15.4%
Sales and Office Occupations	14.0%
Service Occupations	32.1%
Construction and Maintenance	12.1%

Employment Status

Our community is largely employed in the same area in which they live, with approximately 58.0% working in zip code area 29611. (Source: U.S. Census Bureau, Census 2020.)

Housing Information

Percentage of Household

Homeownership Rate	54.8%
Married Couple Family	32.7 %
Female Householder, No Husband Present	35.2%

Housing Occupancy
Occupied housing units 13,778

School Facilities

Carolina High School and Academy and the district are both committed to providing a safe and clean environment for learning. A safety plan, which includes all procedures for fire, tornado, earthquake, bomb threat evacuation and other emergencies, is in place and is updated yearly. Teachers have supervisory duties before classes, between classes and during lunch. The school nurse and other designated personnel are trained in First Aid/CPR.

Specific safety concerns regarding all buildings and grounds at the school site are handled by the school district maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of custodians performs basic cleaning and maintenance operations in every classroom every day.

Other aspects of the school/district safety program include:
- District safety committee
- Bus evacuation drills
- Evacuation drills
- Lock down drills
- Fire safety inspections
- Campus supervision
- Two AED's
- Team of first responders
- Certified Athletic Trainer

Classroom Discipline/Learning Climate

Carolina High School and Academy provides a disciplined, but stimulating, learning climate. Parents are encouraged to become involved in our school community by helping with their child's homework and actively supporting their child's successes. Student discipline is the responsibility of all Carolina High School and Academy stakeholders.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, CHS offers many opportunities for student participation and recognition.

The school recognizes student achievement by offering incentives such as benchmark testing celebrations each semester, t-shirts and hoodies, certificates, honor roll luncheon, award banquets, and midyear grade promotions. Students are encouraged and expected to maintain appropriate behavior at all times. Student handbooks and other information about school and classroom policies are distributed and discussed on a regular basis.

Subject matter and courses are reviewed on a regular basis. Curricula have been developed in alignment with state academic standards and local needs. All stakeholders are encouraged and welcomed to be active participants in this process.

Counseling and Other Student Support Services

Students at CHS receive a broad range of quality support services from an outstanding staff. Carolina High School and Academy has four full time guidance counselors and one part time counselor. The goal of our counseling department is to support the personal, social, emotional, educational, and career development of all students. Counselors work with all stakeholders to help each student become a responsible and productive citizen as well as take steps toward achieving their goals.

A district social worker upon school requests along with two mental health counselors work with all stakeholders to ensure that all students attend school on a regular basis and to make home visits for students who do not attend school regularly.

Carolina High School also provides intensive EOC preparation, career guidance, and college preparation. Our students also can take advantage of Virtual School to keep them on track for graduation.

The On-Track program, teachers, administrators, Behavior Interventionists, counselors, and other stakeholders use data and open lines of consistent communication to wrap around and support students in our 9th through 12th grades who may be struggling in the areas of attendance, academics, or behavior.

Our school is a host site for a free GHS telehealth clinic for students to have access to a nurse practitioner on our campus at scheduled times each month.

Communities in Schools has an established presence on campus and diligently works to support all students through small group sessions, one-on-one sessions, and being an advocate for students who may need additional support.

Partnerships

Carolina High School and Academy envisions our families, staff, and community working together to help our children succeed. This goal is a shared responsibility. We see a need to explore and develop new strategies in an attempt to involve our community because we believe that proactive cooperation will help us and our students meet the challenges of a fast-paced, ever-changing world.

We have developed a partnership initiative, as a part of our comprehensive school wide improvement plan, to ensure that our partners have the opportunity to contribute to and benefit from these endeavors. We foresee a reciprocal agreement between the school and community members. We already have many reciprocal opportunities for our students and would like to expand this effort. We want continuous long-term relationships which will help to educate all students, provide possible shadowing/internships, and will in turn train future professionals in these fields. It is our belief that our students have much to offer, as well as learn from, their community. We will continue to look for ways to develop two-way partnerships.

Carolina High School and Academy has established partnerships with parents, community leaders, and businesses in order to enhance the educational experience and prepare our students for life beyond high school. Following are examples of existing partnerships:

- Guest speakers in classrooms from local government and law enforcement agencies and local media and military representatives are utilized to help develop students into successful citizens.
- Business leaders on Career Day speak to classes to introduce students to different businesses for the purpose of developing students into quality employees.
- Local businesses and individuals, including alumni, donate money, supplies, and services to support various academic, athletic, and arts endeavors.
- Several engineering firms and manufacturing businesses volunteer through mentoring, financial contributions, and sponsorship of engineering competitions to support the Carolina Academy Engineering program.
- The school works closely with Greenville Technical College to involve students in career fairs, technical classes, Early College classes, and to bring speakers to talk to classes. Other colleges and universities also speak to various classes and student groups during the Carolina High and Academy College Fair each year.
- The Department of Motor Vehicles provides a Third Party Testing Program at Carolina High.
- Mrs. Canal, Job Coach, provides opportunities for non-paid training and job shadowing for 11th graders and paid work experiences for 12th graders.
- Greenville Health System has created an intense course for students in the Health Academy

- Vocational Rehab opens cases for qualified students to help with job training and support.
- Welcome Baptist Church
- Reconcile Church
- Grace Church
- YMCA
- General Electric
- Army and National Guard
- Fellowship of Christian Athletes
- Tanglewood Community Watch Group
- Hispanic Alliance
- Clemson University
- Greenville County EMS Star Program
- Prisma Health Science Career Center

Community Leadership Description

The community leadership of Carolina High School and Academy is composed of an assortment of individuals and professionals. Leaders in business, law, technology, engineering, law enforcement, finance, military, journalism, the arts, hospitality, education, health professions, and government influence the community of Carolina High School. From informing and educating the students on a variety of career options to providing mentoring, inspiration and support, these leaders impact the Carolina community in a positive way. The following list is a sample of leaders who help:

- GE Community Leader - Ms. Kat Coffman, GE Corporation
- MedEx Program Coordinator - Mr. Al Squire
- Vocational Rehabilitation - Randall Vincent
- Greenville County Sheriff's Office
- United Ministries
- Upstate Hispanic-American Women's Association – Sara Montero
- Fluor Corporation - Nicholas Williams and Cesar Rodriquez
- Diversity Leadership Institute – The Riley Institute
- United Community Bank
- Hispanic Alliance - Adela Mendoza
- Capital Partners – Matt Reeves and Amy Poon
- PRISMA Health Systems – Dr. Christen Hairston
- Home Depot – South Pleasantburg Store
- Alpha Kappa Alpha Sorority, Inc.
- Herff Jones

School Personnel

In the 2023-2024 school year, the teaching staff at Carolina High School and Academy included 49 teachers. 71.4% of these teachers have advanced degrees. 82.4% returned from the previous year. The staff is 44.9% male teachers and 55.1% female teachers. In the year of 2024, the average salary was $59,520 and the overall student to teacher ratio is 33.3 to 1.

<p style="text-align:center">Student Population</p>

Carolina High School and Academy has had many highs and lows in enrollment. At one time, in the 60's, the enrollment reached a high of 1300 students. After several years of declining enrollment, the number of students began to increase again when the magnet school was established. The following charts and graphs provide significant data on enrollment trends, attendance, disability, ethnicity, Free/Reduced Lunch, etc.

Carolina High School & Academy Enrollment by Ethnicity 2022-2025

Population	2022-2023	2023-2024	2024-2025
Black	29.5%	29.0%	28.8%
Hispanic	52.0%	54.1%	54.8%
White	12.3%	11.4%	11.4%
Other	6.2%	5.5%	5.0%

Carolina High School & Academy Free/Reduced Lunch

Starting in the 2016-2017 school year, 100% of the students receive free breakfast and lunch daily and continue to do so at the present day.

Special Education

Approximately 16.5% percent of Carolina High School and Academy students are identified with special needs with a range of disabilities. The school provides several funded programs which focus on assisting "at risk" students and the special needs of all students—particularly those identified as exceptional. This assistance provides both during and after-school programs with specialized instruction. Carolina High School and Academy also has an English as a Second Language program as this population increases. In addition to those students with disabilities, Carolina serves thirteen students as mandated by Section 504 of the Rehabilitation Act of 1973 and its subsequent amendments. It is notable that the special needs populations and 504 groups have increased significantly in the most recent data collection period.

Percentage of Carolina High School & Academy Population with Disabilities

Disability	Number of Students	Percentage
Autism Spectrum Disorder	13	8.6%
Emotional Disability	5	3.3%
Intellectual Disability (mild)	5	3.3%
Multiple Disabilities	1	0.7%
Other Health Impairment	19	12.6%
Specific Learning Disability	107	70.9%
Visual Impairment	0	0.0%
Deaf/HH	1	0.7%
Grand Total	**151**	
State High School Diploma	124	82.1%
State High School Employability Credential	27	17.9%

Attendance

Student attendance rates at Carolina High School and Academy have increased over the past few years. Last year there was a decrease in student attendance rate by 1.0 percentage points.

Rate of Attendance 2021 – 2024
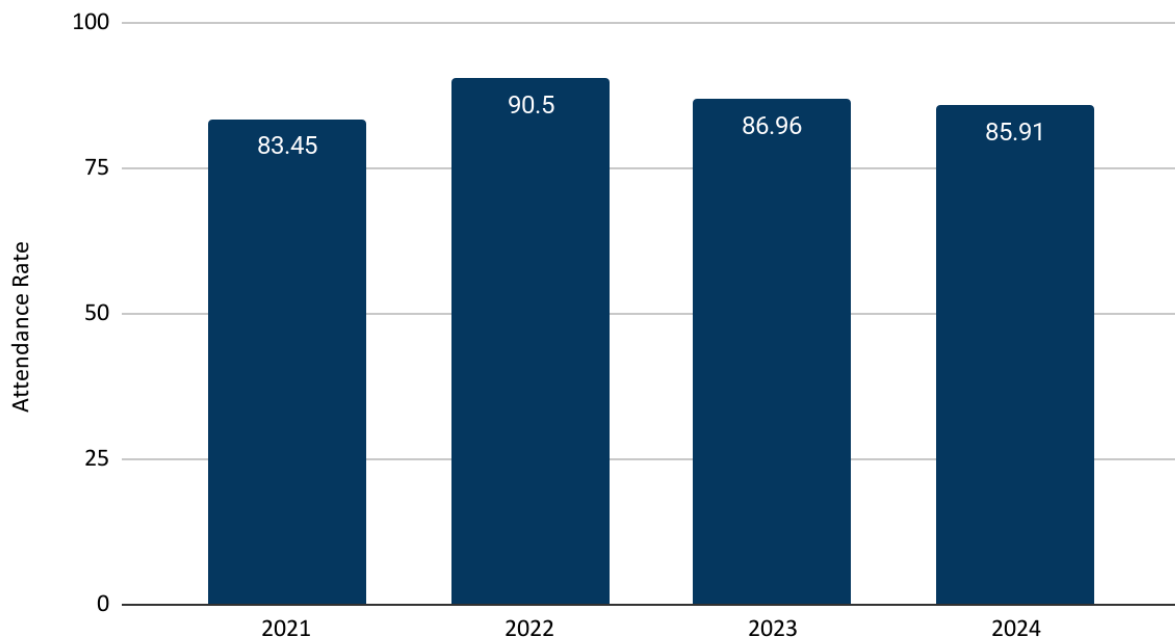
MAJOR ACADEMIC FEATURES

Magnet Program

Carolina High School features two magnet programs in which students from across the district can apply. These programs include Health Sciences and Engineering. The Health Science program has produced National Health Professions Winners. Students who enter the Health Science magnet will enjoy working in a project-based environment. The Engineering program features the nationally certified Project Lead the Way curriculum. Engineering students work in a project-based environment as well.

Advanced Placement Courses

- Chemistry
- Spanish Language

Technology

- South Carolina Virtual School-credit recovery
- Chromebooks
- Edgenuity
- IXL
- Read 180
- MasteryConnect
- Google Classroom
- Flocabulary
- Progress Learning
- Moby Max
- Code HS
- Goalbook
- Ellevation
- Pear Assessment
- Diffit
- Delta Math

MISSION, VISION, VALUES, AND BELIEFS

Mission Statement, Vision, and Beliefs

Mission: Our mission is to enrich our community by helping all students reach their full potential through engaging experiences that are challenging, authentic and embrace diversity.

Shared Vision: Our vision is that all students will graduate with the knowledge, skills, experiences and attributes to achieve success beyond high school.

Curriculum will be or consist of…

- Academically Rigorous
- Authentic
- Applied Learning
- Active Exploration
- Adult Connections
- Effective Assessment Practices
- Standards Based
- Relevant
- Challenging

We envision a rigorous, standards-based curriculum that is relevant and innovative. It must be clear, concise, structured and sequential, yet flexible. We continue to work toward integration of an inquiry process and performance-based curriculum across content areas and a structure that encourages research and real-world application.

Instruction will be…

- Engaging
- Challenging
- Student-Centered
- Aligned with Assessment
- Differentiated according to Learning Styles
- Flexible
- Geared for Mastery

Such instruction must be facilitated by enthusiastic teachers, individualized, varied according to learning styles, and flexible. We must deliver accurate, current instruction that is conducive to critical thinking, provides real world experiences, and enhanced with technology. Teachers must use ongoing reflective assessment and research to monitor and adjust instruction.

Assessment will be or consist of…

- Aligned with Standards
- Mastery-Based
- Appropriate and Effective Feedback
- Differentiated
- Relevant
- Ongoing

The faculty recognizes that improved assessment will positively impact student achievement. Teachers must use varied assessment methods, including authentic, formal and informal, proficiency-based, and self-reflective strategies. The present climate demands assessment both consistent with standardized test formats and geared to address diverse learning styles.

Environment will be or consist of…

- Safe, Secure, Comfortable, and Caring
- Structured and Disciplined
- Unbiased
- Personalized
- Challenging and Engaging

Students will be…
- Engaging in experiences that are challenging and authentic
- Empowered to succeed as independent lifelong learners
- Adhere to and reach the high expectations we set forth and model
- Treated with respect and dignity

The faculty's vision for the school environment includes small class sizes, adequate instructional materials, and appropriately maintained technology and support within a state-of-the art facility.

Carolina High School and Academy's Beliefs:
The faculty and staff of Carolina High School and Academy believe:

- We believe in the power of learning together through a process of collaboration and collective exploration.

- We believe that together we create better solutions than anyone does by themselves.

- We believe in other people and their potential to continuously learn and grow.

- We believe that challenges are opportunities for new learning, and that problems are best addressed through careful study and reflection.

- We believe that we do the work we do in order to achieve higher levels of learning for all.

Student Achievement Needs Assessment

SDE School Report Card: [2024 School Report Card](#)

Overall Test Results for ACT

Average ACT Scores from 2021-2024 by Subject

	2021-2022	**2022-2023**	**2023-2024**
English	13.2	13.6	12.3
Reading	15.5	16.4	15.2
Math	14.9	15.6	14.5
Science	16.0	16.8	16.1
Composite	15.0	15.8	14.6
Writing	N/A	N/A	7.5

Percent of Students Meeting ACT College-Ready Benchmarks from 2021-2024

	2021-2022	**2022-2023**	**2023-2024**
English Benchmark (18)	9.1	23.8	8.5
Math Benchmark (22)	2.3	9.5	10.2
Reading Benchmark (22)	11.4	19.0	0.0
Science Benchmark (23)	4.5	11.1	0.0
All 4 Subjects	0.0	6.3	0.0

Overall End-of-Course Results

Percentage of Students Passing EOC with a C or higher by Subject 2021-2024

	2021	2022	2023	2024
Algebra 1	22.0%	14.6%	31.5%	31.2%
English 2	41.6%	33.3%	49.4%	59.2%
US History	19.7%	27.6%	23.2%	17.5%
Biology	22.7%	18.8%	19.9%	30.6%

Graduation Rate
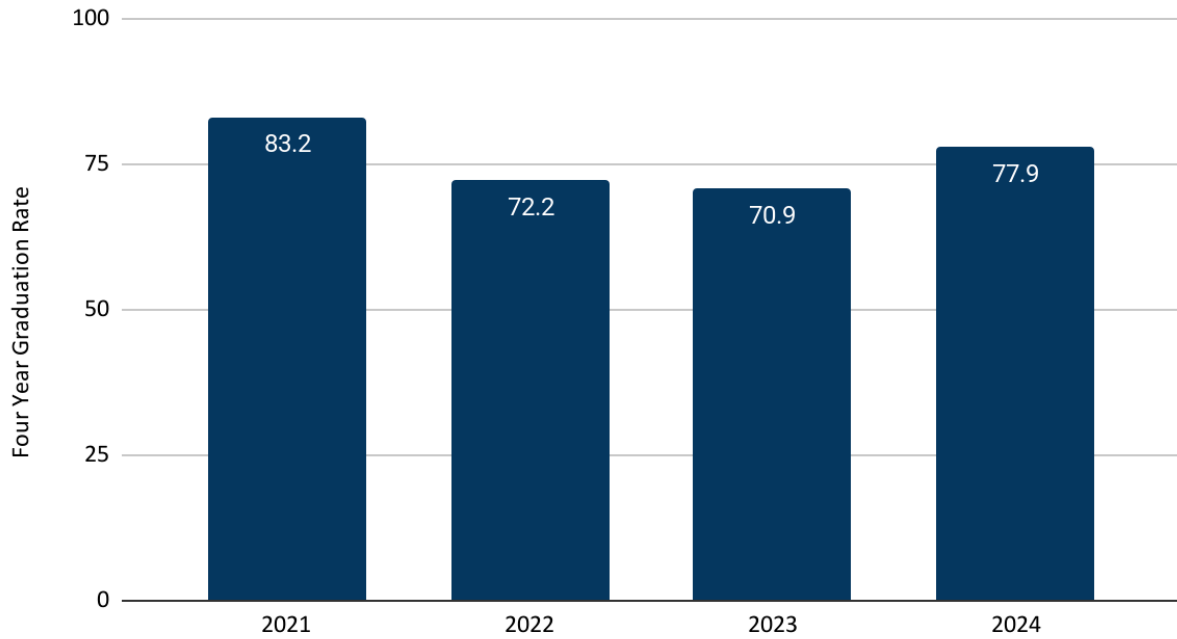
Overall Test Results for SAT

Average SAT Evidence-Based Reading and Writing Score

	2020 – 2021	**2021-2022**	**2022-2023**	**2023-2024**
Average Score	468	450	432	431

Average SAT Math Scores

	2020-2021	**2021-2022**	**2022-2023**	**2023-2024**
Average Score	433	424	416	408

Average SAT Composite Scores

	2020-2021	2021-2022	2022-2023	2023-2024
Average Score	901	874	848	839

G+ Data 2021-2025

Course	2021-2022	2022-2023	2023-2024	2024-2025
AP Test 3+	10	12	7	6
Dual Credit	20	13	38	34
ASVAB	2	0	9	2
CATE Certification	61	81	152	113
WBL	25	15	33	34
College Ready	27	18	39	36
Career Ready	77	86	141	127
Any G+	88	89	147	140
Dual Enrollment/PIP			38	34

TEACHER AND ADMINISTRATOR QUALITY

Professional Development

The focus for our professional development plans this year was on building a professional learning community and best practices for tier one instruction. Last year, Solution Tree provided several professional sessions with our teachers and each Instructional Coach offered professional learning. The plan was developed based on learning walks that took place for the first seven

weeks of school to capture the reality of classroom instruction. As a result of those observations, it was evident that a plan needed to be put in place to address tier one instruction.

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[2024-2025 Plan](#)

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2025– 2026 Professional Development Plan

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Professional development for 2025 - 2026 will continue to support teachers in implementing effective, high-quality, and rigorous learning experiences for students as well as cultivating 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.

New Teacher Orientation
A new teacher orientation is designed for all teachers that 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.

Regularly Scheduled Meetings
- Faculty meetings offered once per month
- Teachers can request optional workshops based on needs that arise during the school year
- Guiding Coalition meetings will be held monthly to equip and empower department chairs as teacher-leaders, support clear communication at all levels of our organization, and provide feedback and opportunity 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
- Planning periods will be held periodically throughout the school year for professional development and to address continuous growth and improvement of the school

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.

School Climate Needs Assessment

SDE School Report Card (https://screportcards.com/ **)**

Overall School Climate Data

	Student Attendance Rate	**Students Suspended or Expelled for Violent or Criminal Offenses**
2021	83.45%	0.0%
2022	87.56%	0.0%
2023	86.96%	0.0%
2024	87.19%	0.0%

School Evaluation 2023-2024

	Number of Surveys	**Percent Satisfied with the Learning Environment**	**Percent Satisfied with Social and Physical Environment**	**Percentage Satisfied with School-Home Relations**
Teachers	59	87.3%	89.1%	53.8%
Students	781	86.6%	86.4%	92.3%
Parents	11	37.5%	33.3%	83.3%

Evaluations by Teachers, Students and Parents

Safety Evaluation 2023-2024
- 91.1% of teachers agreed or strongly agreed that they feel safe at school during the day

<u>Impact of COVID-19:</u>

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

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

- SC READY (English language arts and mathematics in grades 3–8);

- SCPASS (science in grades 4 and 6);

- End-of-Course Examination Program (English, Algebra, Biology, United States History

- and the Constitution) the requirement that these examinations count 20 percent has been

- waived;

- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness

- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators

- (myIGDIs™), and Teaching Strategies® GOLD); and

- Alternate Assessments – some students have already taken the alternate assessments.

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

- Grade 10 PSAT

- Ready to Work

- ACT, SAT

- AP, IB, Cambridge International

ACTION PLAN

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 53.3% (2023) to 65.0%.

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
AQA			Projected (HS)	57.0%	59.0% (Potential Gap w/ Standards Shift)	61.0%	63.0%	65.0%
	53.3%	54.9%	Actual (HS)					
			Projected (District)	80.0%	73% (Potential Gap w/ Standards Shift)	81.0%	82.0%	83.0%
	69.0%	78.7%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	Instructional Leadership Team (ILT)	N/A	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Algebra 1 Collaborative Team and ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	Guiding Coalition	N/A	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	District Academic Specialists and Curriculum Writing Teams	N/A	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	District Academic Specialists and Curriculum Writing Teams	$45,000	Title I	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Algebra 1 Collaborative Team and Instructional Coach with Math	N/A	N/A	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	ILT	N/A	N/A	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Instructional Coach with Math	N/A	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	Instructional Coach with Math and Algebra 1 Collaborative Team	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Coaches	N/A	N/A	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	ILT and Algebra 1 Collaborative Team	N/A	N/A	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	MTSS Team	N/A	N/A	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Math Department Chair, Math Department, Algebra 1 Collaborative Team, Instructional Coach with Math	N/A	N/A	C

GOAL AREA 1 – 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 65.2% (2023) to 85%.

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
AQA			Projected (HS)	81.0%	82.0%	83.0%	84.0%	85.0%
	65.2%	78.5%	Actual (HS)					
			Projected (District)	87.0%	88.0%	89.0%	90.0%	90.0%
	86.0%	88.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	English 2 Collaborative Team and ILT	N/A	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	English 2 Collaborative Team and ILT	N/A	N/A	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Coach with English, English Department Chair	N/A	N/A	C
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	MTSS, English 2 Collaborative Team	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Implement a range of assessment methods that measure student understanding.	2024-2029	English 2 Collaborative Team	N/A	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	English Department, ILT, District Academic Specialists	N/A	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	English 2 Collaborative Team, Instructional Coach with English	$45,000	Title I	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	English 2 Collaborative Team, ILT, Instructional Coach with English	N/A	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	ILT, Guiding Coalition	N/A	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	English 2 Collaborative Team, Instructional Coach with English	N/A	N/A	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	English 2 Collaborative Team, Instructional Coach with English	$10,000	Title I	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	ILT, Instructional Coach with English, District Academic Specialists	N/A	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	Media Center Specialist, English Department	$5000	Title I, Priority, Media Center Budget	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	2024-2029	Instructional Coaches, ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
students in building necessary reading skills.					
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	ILT, District Specialists	N/A	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	English 2 Collaborative Team, ILT, English Department Chair, Academic Specialists	N/A	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	English 2 Collaborative Team, Instructional Coach with English	N/A	N/A	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Coaches	N/A	N/A	C

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: By 2029, the percentage of students who earn G+ will increase from 49.55% (2024) to 57.55%

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
AQA (GCSource)			Projected (District)	79%	83%	87%	91%	95%
	75.0%	81.0%	Actual (District)					
			Projected (School)	49.6%	51.6%	53.6%	55.6%	57.6%
	47.6%	66.67%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	Instructional Coaches	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.	2024-2029	Counselors, Assistant Principal over CCR	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	Counselors, Magnet Coordinator	N/A		?
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	Assistant Principal over CCR	N/A		C
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	Counselors CTE Department Head	N/A		C
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	AP Teachers	N/A		C

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, 100% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 100%

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)	93.0%	95.0%	96.0%	98.0%	100.0%
	100.0%	85.2%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit/dual enrollment courses.					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	Counselors	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	Counselors, Assistant Principal	N/A		C
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	Counselors	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.	2024-2029	Counselors	N/A		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2024-2029	Counselors	N/A		
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2024-2029	Counselors, Assistant Principal for CCR, Magnet Coordinator	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	Counselors, Testing Coordinator	N/A		C
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	Counselors, Testing Coordinator	N/A		C
Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	Counselors	N/A		C
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	Counselors, Assistant Principal	N/A		C

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
HR			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	98.4%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	Administrator with CCR, CCR Counselor	N/A	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	World of Ed Honors Teacher	N/A	N/A	C
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	World of Ed Honors Teacher	N/A	N/A	C

GOAL AREA 2 – 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
HR			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	10.7%	Actual (District)					
			Projected (School)	15.5%	15.0%	14.5%	14.0%	13.5%
	16.0%	11.0%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: **Continue the PLC process by prioritizing professional development, a culture of appreciation, and effective collaborative teams that achieve goals and follow team norms.**					
1. Professional Development	2024-2029	Instructional Coaches, Instructional Specialist, Principal	N/A	N/A	C
2. Teacher Appreciation Activities	2024-2029	Instructional Coaches, Instructional Specialist, Principal\ OnTrack	N/A	N/A	C
3. Optional SEL development for staff benefit	2024-2029	Instructional Coaches, Instructional Specialist, Principal	N/A	N/A	C
4. One on One sessions with SEL coach	2024-2029	District SEL Dept.	N/A	N/A	C

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: 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)	70.85%	68.85%	66.85%	64.85%	62.85%
	72.85%	81.89%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	Guiding Coalition and ILT			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	Collaborative Teams, Instructional Team			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	Guidance, ILT, MTSS and OnTrack			C
4. Utilize training and support on classroom management and relationship building to new	2024-2029	Administrative Team, Instructional Team			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.					
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	Behavioral Health Counselors, CIS, On-Track			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	Teachers, Guidance Counselors			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	Guidance, Teachers			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	Administrative Team, Instructional Coaches			C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	Guidance, Behavioral Health, Admin			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	OnTrack			C
2. Increase leadership opportunities within the school during the school day.	2024-2029	Administrative Team, Department Heads			C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Guidance Counselors, OnTrack, MTSS, Administrative Team			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	2024-2029	Administrative Team, Guiding Coalition			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.					
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	Administrative Team, Behavior Interventionists, MTSS			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	Administrative Team, Guiding Coalition, MTSS			C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Advisory Teachers, Interventionists, OnTrack			C
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	Administrative Team, Behavior Interventionists, MTSS			C

GOAL AREA 3 – 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%
	22.9%	23.1%	Actual (District					
			Projected (School)	51.02%	49.02%	47.02%	45.02%	43.02%
	53.02%	53.19%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	Administration, MTSS	N/A	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	Administration, MTSS	N/A	N/A	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	Administration, MTSS	N/A	N/A	C
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	District Specialists	N/A	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	Administration	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	OnTrack, MTSS, Guidance Counselors	N/A	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	School Nurse, Administration	N/A	N/A	C

GOAL AREA 3 – 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)	2,972	3,061	3,152	3,246	3,343
		2,886	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
encourage and promote parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	Guidance Dept., OnTrack Facilitator	N/A	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	Climate and Culture Committee, On Track Facilitator, Guidance Dept..	N/A	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	Guidance	N/A	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	Leadership Team, Teachers, Guidance Counselors	N/A	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	Principal, Specific Teachers, Parents, Community Partners	N/A	N/A	C