



GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS

SCHOOL PORTFOLIO

(SCOPE 2024-2025 THROUGH 2028-2029)

UPDATE: 2024-2025

Dylan Hudson, Principal
1 Vardry Street
Greenville, South Carolina 29601
864-355-5500

Greenville County Schools
Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Greenville Senior 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.

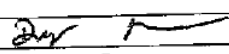
Assurances for the School Renewal Plans

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.

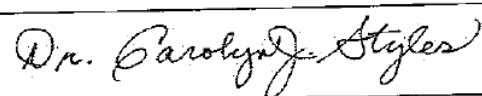
SUPERINTENDENT

Dr. W. Burke Royster		4/8/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Dylan Hudson		3/10/25
PRINTED NAME	SIGNATURE	DATE

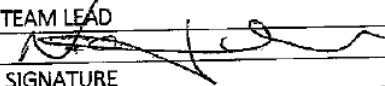
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		4/8/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. KJ Jacobs		4/8/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Nickie Templeton		3/10/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1 Vardry Street, Greenville, South Carolina 29601

SCHOOL TELEPHONE: (864) 355-5500

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

1. PRINCIPAL: Mr. Dylan Hudson
2. TEACHER: Ms. Lindsey Zika
3. PARENT/GUARDIAN: Ms. Elizabeth Palmer
4. COMMUNITY MEMBER: Mr. KJ Jacobs, SIC Chair
5. PARAPROFESSIONAL: Ms. Monica Barnett
6. SCHOOL IMPROVEMENT COUNCIL: Ms. Corynn Rhodes
7. READ TO SUCCEED READING COACH: Mrs. Blair Haag
8. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD: Dr. Nickie Templeton
9. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM MEMEBER: Ms. Lindsay Beaman

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

- ASSISTANT PRINCIPAL: Dr. Nickie Templeton
- INSTRUCTIONAL COACH: Ms. Blair Haag
- MAGNET COORDINATOR: Ms. Kathryn Rowan
- TEACHER: Mr. Russ Bunce
- GUIDANCE COUNSELOR: Ms. Adelaide Fackler
- STUDENT: Ms. Asia McGhee (11th)
- STUDENT: Ms. Margaret Rowan (12th)
- PARENT: Mr. David Virtue
- SCHOOL LITERACY LEADERSHIP TEAM: Ms. Lindsay Beaman, Ms. Amanda Catherman, Ms. Kennedy Kathleen, Mr. David Slagle, Ms. Katie West, Ms. Amy Cawthon, and Ms. Megan Whitworth

ASSURANCES FOR SCHOOL PLAN
(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the school complies with all applicable Act 135 requirements.

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

<input type="radio"/> No <input type="radio"/> N/A	and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> 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 type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> 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.
<input type="radio"/> Yes <input checked="" type="radio"/> No	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

<input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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

Greenville Senior High's school portfolio was developed to document the changes for a five-year period beginning with 2023-2024 and ending 2028-2029. The portfolio reflects the needs of the school as determined by its own self-reflection and needs assessment, but also the recommendations of district, state, regional and community entities. Specific stakeholders that provided vision and leadership during this process include the Leadership Team, the Administrative Team, SIC, PTSA, the Freshman Academy staff, department and course level teams, teachers and student organizations.

Three key areas of focus include:

- Emphasizing an improved graduation rate with instructional, truancy, and individualized strategies for students along with ACT and EOC preparation.
- Developing curriculum focused on the newly adopted Common Core standards
- Improving the effective use of technology in the classroom

Materials and resources on which this current Portfolio is based include the No Child Left Behind legislation, the SC Department of Education Strategic Plan, the State Technology Plan, the Greenville County Schools' Education Plan, the Ten Key Practices of High School That Work and EEDA 2005. Current research in the areas of best practices, effective use of technology in the classroom and the adoption of the Common Core standards provided the backbone for development of the professional development plan. The faculty and staff of Greenville High will focus on effective strategies to improve graduation rate and student expectations, the effective use of technology, and the implementation and development of Common Core standards across the curriculum.

EXECUTIVE SUMMARY

Greenville High Academy of Law, Finance, and Business has a proud tradition of excellence in academics, school spirit and athletics. We have a diverse student population with the heritage of four or more generations attending Greenville High School. The community is excited to accept the challenge of working with the students, parents and guardians, faculty and staff members and the Greenville community in meeting the challenges of public education in the 21st century. Our mission is to provide opportunities for students that will enable them to become productive citizens and lifelong learners. Our vision is that of a community working together to encourage and foster individual academic and personal achievement. Our belief is that each student can be successful. Greenville continues to advance the achievement of students in all instructional programs and encourages personal growth. We are proud of the following successes in our school programs:

Freshman Academy common planning provides teachers opportunities for continued collaboration, resulting in the continued decline of 9th grade failures.

Curriculum revision provides additional instruction time for students at-risk in English and math. Peer tutoring, extended day instruction, and the willingness of individual teachers to work with students on an as-needed basis insure that each individual has optimal opportunities for academic success.

Practice EOC tests were conducted to target at-risk students. This process identified students and provided data for modified instruction in English and math classes and high stakes courses such as Biology and US History. In addition students were targeted for extra help in HSAP Math and English classes. The results hopefully will lead to gains in the first-time HSAP pass rate and an overall gain on End-of-Course tests in the same period of time.

Ninth grade at-risk students and EOC students receive additional remediation through the USA TestPrep program, an online researched based program.

The Career Development Facilitator (CDF) to the staff enables students to develop Individual Graduation Plans based on their specific academic needs and career choices. The CDF and counselors met with students and parents for the purpose of academic planning during the spring registration process.

Student computers are available for use in the Media Center, a Writing Lab, the Foreign Language Lab, four business classrooms, an engineering lab and six portable wireless labs. In addition an iPad mobile cart was added in 2012-2013. Two additional computer labs were installed in April of 2012 to accommodate the growing finance and marketing portion of the

magnet program. Chromebook carts have been added to enhance a personalized learning environment for all students.

Project Lead the Way (PLTW), implemented in 2006, continues to expand its offerings. In February 2009 the Greenville High program earned national certification. Students who successfully complete the year-long course (Principles of Engineering and/or Introduction to Engineering Design) and pass a national exam are eligible for college credit. In May 2009, forty Greenville High students earned college credit at Clemson University and the University of South Carolina. Based on the success of PLTW courses, a second-tier course, Digital Electronics (DE) was added for the 2010-2011 school year.

In August 2009 Greenville High officially became the Academy of Law, Finance, and Business. Extensive planning involving the faculty and staff, students, and the community during 2008-2009 led to the development of an enriched magnet program grounded in hands-on experiences, rigorous classroom instruction, and innovative teaching strategies. The first Mock Trial team participated in competition in 2010 and has continued to compete annually. Other accomplishments include:

Although Greenville High School is successful in many areas of student achievement, we face the challenge of meeting the needs of a diverse student body. Due to the demographics of our attendance area, we know that a good portion of our students enter school with skill levels below high school expectations. We continue to challenge ourselves to accelerate student performance and raise the expectations for rigor and success in all academic areas. Key areas identified for improvement include:

- Declining on-time graduation rates
- Failing to meet ESEA in Math and English Language Arts, particularly the subgroups of African American males, special education students and individuals eligible for free and reduced lunch
- Struggling readers in all grade levels and across all academic abilities.

Based on meetings with stakeholders, the following performance goals have been identified:

Goal Area: Student Achievement

- Increase the percentage of students who graduate on-time in four year.
- Increase the pass rate on End of Course tests.

Goal Area: Teacher/Administrative Quality

- Increase the number of teachers using data to drive classroom instruction.
- Increase the number of teachers using literacy and technology strategies in daily classroom instruction.

Goal Area: School Climate

- Decrease the number of referrals for tardies.

- Decrease the number of referrals for disrespect and disruptive behavior.

Some of our accomplishments include:

2021-2022

- Consistently Named to America's Most Challenging High School – Washington Post
- Consistently Ranked in South Carolina on US News – One of America's Best High Schools – US News
- Largest High School Magnet Program in Greenville County
- Variety of AP and Honors offerings
- Nationally certified Project Lead the Way computer science program
- Graduation Rate consistently above state average
- EOC scores are consistently above state average
- GHS had 35 AP Scholars with Distinction, 25 AP Scholars with Honor, and 74 AP Scholars
- Magnet focus courses of Law, Finance and Business with 84 Magnet Distinction Awards – 6-12 hours of Dual Credit available in focus areas
- 33 college credits offered
- Partnerships with Greenville Tech, University of South Carolina, SC Governor's School and Presbyterian College to offer the most dual credit courses in the district
- Fully integrated partnerships with GE, McMillian Pazdan Smith, and Greenville Federal Credit Union
- 40 competitive athletic teams with overall athletic GPA 4.131
- Advanced technology to enhance a personalized learning environment
- 27 students named as Palmetto Fellow Scholarship Recipients
- The Branch at Greenville High is a student-run credit union inside the school – partnered with Greenville Federal Credit Union, 1st of its kind in South Carolina
- Established small learning community using an inclusive Freshman Academy model – Freshman Academy small learning community
- 3 4A State Championships in Speech and Debate

2022-2023

- Consistently Named to America's Most Challenging High School – Washington Post
- Consistently Ranked in South Carolina on US News – One of America's Best High Schools – US News
- Variety of AP and Honors offerings
- Nationally certified Project Lead the Way computer science program
- Graduation Rate consistently above state average
- EOC scores are consistently above state average
- GHS had 38 AP Scholars with Distinction, 24 AP Scholars with Honor, and 86 AP Scholars
- Magnet focus courses of Law, Finance and Business with 86 Magnet Distinction Awards – 6-12 hours of Dual Credit available in focus areas
- 27 college credits offered
- 15 AP and 55 Honors Offerings

- Partnerships with Greenville Tech, University of South Carolina, and Presbyterian College to offer the most dual credit courses in the district
- Fully integrated partnerships with McMillian Pazdan Smith and Greenville Federal Credit Union
- 40 competitive athletic teams with overall athletic GPA 4.47
- Advanced technology to enhance a personalized learning environment
- 37 students named as Palmetto Fellow Scholarship Recipients
- The Branch at Greenville High is a student-run credit union inside the school – partnered with Greenville Federal Credit Union, 1st of its kind in South Carolina
- Established small learning community using an inclusive Freshman Academy model – Freshman Academy small learning community
- 36 South Carolina Academic Achievement Honors Awards
- State Champion Speech & Debate
- Academic Team National Qualifiers

2023-2024

- 36 South Carolina Academic Achievement Honors Awards
- 37 South Carolina Palmetto Fellows Scholarships
- 230 Eligible for South Carolina Life Scholarships
- 86 GHS Magnet Distinction Awards
- \$14 Million for Class of 2022 Scholarships
- 38 AP Scholars with Distinction
- 24 AP Scholars with Honor
- 86 AP Scholars including 1 International Diploma
- 2021-2022 Athletic GPA 4.47
- 11 Senior Athletes sign college scholarships
- 35 All State Athletes, 62 All Region Athletes
- 4 State Championships, 10 Region Championships, 3 Upper State Championship, 11 All Star Game Participants
- International Thespian Society: 2 International Thespian, 5 National Thespian, 4 Honor Thespian; 11 President's List Scholars, 1 Vice President's List Scholars
- SCTA State Theatre Festival 2022: 4th place "Single Black Female", Excellence in Acting Award, Excellence in Design Award
- 6 Students selected to All County and 5 All Region and 2 All State Band
- Palmetto Gold and Silver Awards Program GOLD Winner
- Named Top 200 in Magnet Schools by U.S. News and World Report
- 4 All County, 11 All Region and 1 All State Orchestra Students
- Received Superior Rating at 4A Upperstate Band Championship
- Named Best High Schools – Niche Report
- Named America's Most Challenging High School – Washington Post
- Ranked Within SC on US News World Report

2024-2025

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- 37 South Carolina Palmetto Fellows Scholarships
- 230 Eligible for South Carolina Life Scholarships
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- 35 All State Athletes, 62 All Region Athletes
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- International Thespian Society: 2 International Thespian, 5 National Thespian, 4 Honor Thespian; 11 President's List Scholars, 1 Vice President's List Scholars
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- Ranked Within SC on US News World Report

SCHOOL PROFILE

Greenville High School is an inner city school located a few blocks away from the downtown areas of the city of Greenville. Founded in 1776 as a trading center, Greenville was chartered as a city in 1869 and grew to become a leading textile and manufacturing area. Far-sighted leadership kept the city of Greenville viable by recruiting industry and corporate headquarters when retail businesses relocated in the 1950's and 1960's. Today, the city of Greenville is the center of business, entertainment, and culture in the county. A strong revitalization effort of the downtown area is in progress and making great strides.

Located in a picturesque setting near downtown, Greenville High School Academy of Law, Finance, and Business is rich in tradition. The Wall of Fame exhibits many plaques recognizing distinguished graduates dating back over a century. Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners. Academically grounded and motivated for success, today's graduates are well prepared to enter the workforce or to attend the finest colleges and universities across the nation. Pride in the community and in its heritage permeates the school.

The school is composed of a heterogeneous group of students who function well together. The socioeconomic status within the attendance area varies from the most poverty stricken to the most affluent. While some students enter the halls with a strong academic background, others enroll with a skill level below high school expectations. The unique combination of these varied backgrounds provides a setting where students can develop skills for life as well as find a more complete perspective of the makeup of their society. Most importantly, students will experience academic opportunities with technological and curricular support for all programs.

Students who enroll in Greenville High School become ingrained in the continual building of character that has been the tradition for generations. The opportunity to be involved in a traditional high school with the many outlets for school and community involvement is an asset for our students. This will continue as it is a vital part of the educational process. Graduates will not only have an academic or career focus, but they will also have developed these character building skills to use throughout life.

The Greenville High community is proud of our history-rich campus and facilities. Our main building was first used in 1938. It has been modified and renovated over the past seven decades, but has still retained that Greenville High School spirit of quality academic endeavor that has marked out graduates from that time on. Greenville High School underwent an extensive renovation in 2006. We now have 81 state-of-the-art classrooms, a new classroom wing, and a new gym.

Greenville High School launched a new Magnet Academy of Law, Finance, and Business in 2009-2010. This unique specialized program (an extension of Greenville High's core academic program), with its learning-based activities, develops students' understanding of a wide variety of topics and issues. Highlights of the program include a rigorous and relevant curriculum, opportunities for job shadowing and real world experiences such as Mock Trial, Forensics and Virtual Enterprise.

LAW: Students who are interested in pursuing a career in the legal profession or in law enforcement will be engaged in stimulating challenging instruction that introduces them to topics in law, criminal justice, and public policy.

FINANCE: Students, who are interested in serving our community or managing their own personal finances, will be introduced to such topics as banking, securities, and financial planning. This will prepare them to compete in a changing specialized profession that is driving our global society.

BUSINESS: Students who are interested in understanding the sound decisions that must be made in the global context of business and its impact on society will be offered courses that apply to real world situations.

Jason Warren, principal leads an Administrative Team of four assistant principals, one instructional coach (IC) and one half-time career development facilitator (CDF). In addition to the Administrative Team, leadership structures include the School Leadership Team composed of the principal, the IC, and department chairs from all content areas, guidance and the media center and the School Improvement Council (SIC).

Greenville High has a staff of 104 educators. Fifty-nine are female; 31 are male. Three teachers are National Board Certified. In 2022-23 there were 21 new teachers to GHS.

The staff includes five full-time counselors, one media specialist, and one technology integration specialist. The school district funds an Instructional Coach and a 0.5 Career Development Facilitator. The current staff includes both veteran teachers and those new to the teaching profession. Three are recognized as National Board Certified Teachers. The percent of teachers returning from the previous year was 82.7%. Part of the turnover is due to retirement and teacher relocation, the administration intends to do all that it can to support and encourage teachers to return.

Table 1: Teacher Turnover

2022-2023	2023-2024
11%	9%

The non-instructional staff members are an integral part of our team and are encouraged to attend school meetings and functions. Their work is critical to the safety and quality of our instructional program. Clerical personnel are district trained. Our data clerk is district trained, as are our nurse, who is fully licensed. Our resource officer is a Police Academy graduate. Also, on the staff are five special education aides, a plant manager, thirteen custodial workers, one NJROTC instructor, and a food service staff of eleven. Non-instructional personnel serve on our School Improvement Council. They also meet with the faculty and the administrative team to express concerns, share insights, and help make decisions in areas in which they have expertise.

Table 2: School Enrollment by Grade Level

GRADE LEVEL	2021-2022	2022-2023	2023-2024	2024-2025
9 TH GRADE	503	492	492	407
10 TH GRADE	400	484	481	455
11 TH GRADE	345	416	416	390
12 TH GRADE	373	341	341	398
TOTALS	1621	1733	1730	1650

Table 3: School Enrollment by Ethnicity (Percentages)

ETHNICITY	2021-2022	2022-2023	2023-2024	2024-2025
CAUCASIAN	44.4%	43.1%	42.6%	42.7%
AFRICAN AMERICAN	23.4%	22.0%	22.7%	20.7%
HISPANIC	28.1%	29.3%	29.0%	30.5%
OTHER	4.1%	5.6%	5.7%	5.9%

Table 4: School Enrollment by Special Education (Percentages)

YEAR	2021-2022	2022-2023	2023-2024	2024-2025
SPECIAL EDUCATION %	9.5%	15.8%	19.8%	11.9%

This group continues to challenge the faculty and staff in terms of student achievement. Students with special needs are visible and included in all school activities and events. Because Greenville High is the inner-city hub for special education services and because of the excellent reputation of our program, many students are bussed to the school from outside of the attendance area. There are 7 special education teachers, three aides, and two itinerant specialists (vision and speech).

It is obvious from the above data that Greenville High School is an increasingly diverse population, reflecting its surrounding community. As we welcome the new to our community, we recognize many families who are second, third or even fourth generations at this school. We applaud this blend of old and new as we strive to meet the needs of each student.

MISSION, VISION AND BELIEFS

Mission Statement

Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners.

Our Beliefs

All individuals can learn.

Education is a lifelong process.

Each student is a valued individual, with unique intellectual, physical, social, and emotional needs.

Quality teaching requires both love of students and content matter.

Clear goals and high expectations for student achievement according to state and Common Core standards should guide the development of the curriculum and the design of instructional strategies and learning activities.

All individuals have the right to be treated equally with dignity and respect.

All individuals have the right to a physically and emotionally safe learning environment.

Parents and guardians should be responsible and accountable for actively supporting the learning process.

Education is a total community effort involving home, school, and business.

Our Vision

- Students will actively engage in learning.
- Students will develop a lifelong love of learning.
- Students, faculty, and parents (or guardians) will share a sense of unity and mutual respect.
- Students will meet all educational expectations.
- Students, faculty, and parents (or guardians) will together develop and nurture extracurricular interests and involvement.
- Students, teachers, parents (or guardians), and community will contribute to create an atmosphere of quality learning and to instill a lifelong desire for learning.

Our Expectations

- Teachers will incorporate a variety of strategies and resources to insure a relevant, challenging, and engaging learning environment.
- Teachers will promote meaningful learning opportunities both in and beyond the classroom.
- Teachers will plan instructional activities based on best practices that are informative and inspiring.

Curriculum will be:

*rigorous and meaningful.
designed to meet the needs of each individual. standards-based.
reflective of high expectations.
driven by what is best for every student.*

Instruction will be:

*structured with both student and teacher-centered practices. well planned by highly
qualified teachers.
based on best practices.
engaging to motivate students.*

Assessment will be:

*varied and appropriate to the content and grade level. reflective of different learning
styles.
ongoing.
linked to standards.
formative and summative.
based on mastery of skills and concepts.*

The learning environment will be:

*safe, inviting and nurturing.
consistent and fair.
clean and comfortable.*

DATA ANALYSIS AND NEEDS ASSESSMENT

District Expectations

Greenville County Schools' expectations for student learning are outlined in the district's Strategic Education Plan for 2024-2029. ***Charting a Steady Course for Excellence in Education*** clearly reflects the measures outlined in federal and state plans. The goals identified for Greenville County Schools are:

1. Raise the academic challenge and performance of each student.
2. Ensure quality personnel in all positions.
3. Provide a school environment supportive of learning.
4. Effectively manage and further develop necessary financial resources.
5. Improve public understanding and support of public schools.

The School Board identified Goal 1 as the primary goal with Goals 2-5 as support goals. All five goals are fully developed in the district's Strategic Education Plan. That plan, available at the district web site, contains objectives, strategies and resources for effectively achieving each goal. Goals 1, 2, and 3 relate directly to Greenville High's Action Plan.

Local Expectations at Greenville High School

A study of expectations at Greenville High School begins by referencing the school mission statement: Our mission is to foster excellence by empowering students to become critical thinkers, productive citizens, and lifelong learners.

Our school in many ways is not one school but two. One group consists of the higher-level classes--honors and AP classes which represent 40 percent of our population. A diverse and adequate number of AP courses are offered at the school. The other includes the vast majority of grade repeaters, Exit Exam failures, and the high dropout rate. The Action Plan developed for 2024-2029 attempts to meet the needs of both groups in an effort to increase rigor, promote critical thinking, and increase student performance for all students.

STUDENT ACHIEVEMENT

Student Achievement

Data from the most recent School Report Card (2014) indicated Greenville Senior High School is effective in some areas and is still working to improve in others. Our overall ratings have been good, as shown in the chart below.

Table 1: School Report Card Ratings

YEAR	SCHOOL REPORT CARD RATING
2020-2021	Not Rated in 2020 due to COVID-19 and a required waiver
2021-2022	Not Rated in 2021 due to COVID-19 and a required waiver
2022-2023	Good
2023-2024	Good

Table 2: Greenville Senior High School's Graduation Rate

YEAR	GRADUATION RATE
2020-2021	80.4%
2021-2022	89.6%
2022-2023	86.0%
2023-2024	87.9%

End-of-Course tests, one of the indicators on the School Report Card, continue to be an area of emphasis. Greenville Senior High is attributed to an ongoing school wide initiative using data with classroom instruction aimed at specific skills areas, the use of online test prep programs (USA Test Prep), and study sessions prior to exam days. In addition, teachers in the English, Math, Science and Social Studies Freshmen Academy departments meet during the summer and continue to meet throughout the school year. Periodically throughout the school year, the district's learning consultant for that content area meets to discuss Common Core expectations and strategies with the team. In addition, the purpose of these planning sessions is to continue the development of instructional strategies (best practices) aimed at increasing EOC scores. Closer scrutiny of EOC scores indicate that the subgroups who are identified as at-risk are the same subgroups who fail to score at 70% or better on EOC: African-Americans, Hispanics, subsidized lunch students and students with disabilities.

Table 3: Greenville Senior High School EOC Test Results

EOC	2020-2021 Pass Rate	2021-2022 Pass Rate	2022-2023 Pass Rate	2023-2024 Pass Rate
Algebra 1	Not administered in 2020 due to COVID-19 and a required waiver.	61.9%	71.2%	87.4%
Biology 1		59.1%	59.4%	65.6%
English 11		86.9%	86.4%	84.4%
US History		65%	70.3%	69.4%

Table 4: Greenville Senior High School EOC Test Results

EOC	A's	B's	C's	D's	F's
Algebra 1	67	61	94	91	47
Biology 1	135	52	59	61	155
English 11	176	73	66	70	79
US History	120	46	80	59	146

SAT and ACT are two college entrance tests available to students interested in attending a four-year college or university. Therefore, success on these tests translates into improved opportunities for Greenville High students after high school. Continued efforts towards appropriate test selection and better preparation for these tests have led to steady numbers in average composite scores over the past five years.

Table 5: Greenville Senior High School SAT Test Results by Area

YEAR	MATH	EVIDENCE-BASED READING AND WRITING	COMPOSITE SCORE
2020-2021	Not administered in 2020 due to COVID-19 and a required waiver.		
2021-2022	523	546	1070
2022-2023	518	542	1059
2023-2024	515	537	1052

Table 6: Greenville Senior High School ACT Average Grade Distribution

AVERAGE SCORE	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
2020-2021	Not administered in 2020 due to COVID-19 and a required waiver.				
2021-2022	21.7%	22.2%	22.9%	22.9%	22.5%
2022-2023	21%	20.7%	23.1%	22.0%	21.8%
2023-2024	21.9%	21.3%	23.0%	22.4%	22.3%

Table 7: G+

PERCENTAGE OF STUDENTS	G+ RATE
2020-2021	55.9%
2021-2022	59.1%
2022-2023	69.8%
2023-2024	80.78%

Table 8: Dual Credit

PERCENTAGE OF STUDENTS	DUAL CREDIT STUDENTS	PIP STUDENTS	PERCENTAGE
2021-2022	67		
2022-2023	160	41	26%
2023-2024	160	41	25.6%

Student achievement in Advanced Placement courses (AP) provides an indication of course rigor and student ability to meet such rigorous expectations. Performance in AP classes indicates readiness for post-secondary work. The percent of students scoring three or higher on AP exams remains steady. A major concern continues to be the small number of minority students enrolled in AP courses. Efforts have been made to address this trend. Beginning in 9th grade, teachers will work more closely with counselors and the career development specialist in an effort to align student achievement with academic goal setting. This includes insuring that all students experience academic rigor from the onset of their high school careers through 12th grade.

Table 9: Advanced Placement – Number of Exams Given

AP COURSE	2020-2021	2021-2022	2022-2023	2023-2024
ART HISTORY		5	13	6
BIOLOGY	125	104	119	117
CALCULUS BC	46	31	15	34
CHEMISTRY	44	26	32	25
COMPUTER SCIENCE PRINCIPLES	39	54	58	61
COMPUTER SCIENCE A		17	27	14
ENGLISH LANGUAGE	111	102	94	81
ENGLISH LITERATURE	107	76	88	105
ENVIRONMENTAL SCIENCE	20	30	58	144
EUROPEAN HISTORY	108	99	144	151
HUMAN GEOGRAPHY	124	137	132	125
MACROECONOMICS	24	52	50	34
PHYSICS I	40	28	21	27
PHYSICS II		29	10	
SPANISH LITERATURE	32	8	10	18
STATISTICS	70	44	56	53
US GOVERNMENT & POLITICS	49	32	54	31
US HISTORY	134	97	101	55
# OF EXAM GIVEN	1073	971	1082	1118

TEACHER AND ADMINISTRATION QUALITY PROFESSIONAL DEVELOPMENT

In Results Now, Mike Schmoker argues persuasively that “unprecedented improvements” can occur in teaching and learning when leadership can be redefined on the basis of teams of teachers, administrators, support personnel and community members coming together to form professional learning communities (PLCs). The focus of learning communities is a desire to continuously seek and share learning in the form of current research and best practices which can then be acted upon in the school environment. The goal of PLCs is to enhance effectiveness as professionals so that students benefit. This arrangement has also been termed communities of continuous inquiry and improvement. Lucianne Carmichael stated, "Teachers are the first learners." Through their participation in a professional learning community, teachers become more effective, and student outcomes increase - a goal upon which we can all agree." (Carmichael, L. 1982, October. Leaders as learners: A possible dream. Educational Leadership, 40(1), 58-59.)

PLCs are characterized as follows:

*supportive and shared leadership,
collective creativity,
shared values and vision,
supportive conditions, and
shared personal practice.*

The Greenville High faculty and administration adopted school-wide goals and objectives during the 2009 – 2010 and has continued this initiative through the current school year. The overarching goal is for all students to graduate in four years. This is supported by the following objectives: increase pass rate on EOCE (Algebra 1, English 1, US History, Biology); increase rigor and relevance in all courses by providing focused professional development.

Initiatives focused on achieving these objectives for 2018-2019 include:

*EOC Initiative
Authentic literacy across the curriculum
Increased use of effective technology strategies*

The current model for professional development offers teachers a variety of sessions through the district and school setting. Professional development at the school level is presented in a wide variety of formats, such as before school, after school, during planning periods and virtually. Thus far, experiences have been limited to developing technology proficiency, while preparing for the 1:1 incentive. Greenville High will focus each month on a new Google Apps for Education tool. To implement new practices and to provide sustaining support or allowing for reflective practices, professional development sessions have provided teachers with active and engaging strategies that will promote effective teaching.

Additionally, days designated by GCSD for Professional Development are scheduled into the calendar early in the year. These days occur at the onset of the school year when teachers are busy getting their classrooms ready for students, at the end of grading periods or the last few days of school when teachers are finalizing grades, cleaning rooms and mentally checking out for the summer. We have moved to the next level—to make professional development more readily accessible, more relevant to practice and more embedded into the craft of teaching. We are closing the gap between what we know and what we do in each and every classroom at Greenville High. As Mike Schmoker states, “Any faculty could improve performance tomorrow if they never attended another professional development.” The key is small professional learning communities—core departments, the Freshman Academy team, the department chairs, the leadership team, the SIC— focused on continuous improvement in instructional practices which impact student achievement.

GHS PLCs will:

- analyze and disaggregate data,
- research and discuss strategies for improving student achievement by focusing on reading, writing and vocabulary development in content areas,
- develop and critically review common assessments,
- develop and reflect upon best practices for engaging students
- develop instructional strategies geared toward Common Core standards.

Our guiding principles within each PLC will be as follows:

- We accept learning as the fundamental purpose of our school and we are willing to examine all of our teaching practices in terms of their impact on learning.
- We are committed to working together to achieve our goal.
- We will assess our effectiveness bases on results rather than intentions.

Three critical questions serve as the foundation for our planning:

- What do we expect students to learn?
- How will we know students have learned?
- How will we respond when students have difficulty learning?

ADVANCED ACCREDITATION STANDARD 3: TEACHING AND LEARNING

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

ADVANCED ACCREDITATION STANDARD 4: DOCUMENTING AND USING RESULTS

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement effort.

GREENVILLE COUNTY SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT REQUIREMENT

- All teachers must participate in a minimum of 24 hours of professional development (PD) during each school year.
- At least 12 of these 24 hours will be offered by the school/principal.

PROFESSIONAL DEVELOPMENT EXCHANGE DAY(S)

- Teachers may earn 1 or 2 days off for PD received during “off contract” time from the day after school’s out in 1 year until the day school’s out the next year.
- “Off contract” time includes weekend, holiday, after school, and summer hours that are outside of the teacher’s regularly scheduled working hours.
- Hours used toward a day off can’t have been used to gain in-service credit for certificate renewal, college course credit, or a stipend. They can be part of the district yearly-required 24 hours.
- 7 hours of professional development may be exchanged for one day off.
- Days off must be taken on predetermined PD exchange days on the district calendar and be approved in advance by Mr. Warren.

STATE CERTIFICATE RENEWAL GUIDELINES

- New teachers with a SC Initial Certificate aren’t eligible to accrue renewal credit points toward certificate renewal until they have a SC Professional Certificate.
- Teachers with a SC Professional Certificate with less than a Masters degree must earn at least one 3-hour graduate level course from an accredited college or university and 60 renewal points or an additional 3-hour graduate course within a five-year validity period to renew their state Professional Certificate.
- Teachers with a SC Professional Certificate with a Masters degree or higher must earn 120 renewal credit pts, 6 college credit hours, or 60 renewal credit pts. & 3 college credit hours in a 5 year validity period to renew their certificate.

DEPARTMENT PROFESSIONAL DEVELOPMENT: *(TOPICS AND DATES SCHEDULED AS NEEDED)*

- Each teacher will be required to attend the session during an assigned department professional development.
- Attendance will be taken at each session and will be recorded on the Portal with recertification points.

AFTER SCHOOL MEETINGS AND PROFESSIONAL DEVELOPMENT: *(SCHEDULE ADAPTED AS NEEDED)*

1st Wednesday, 4:00—5:00: Department Head Meetings

2nd Wednesday, 4:00—5:00: Department Meetings

3rd Wednesday, 4:00-5:00: Faculty Meeting

4th Wednesday, 4:00—5:00: Professional Development

FRESHMAN ACADEMY PROFESSIONAL DEVELOPMENT:

Bi-Weekly Thursdays, 5th Period Planning: Freshman Academy

- Each Freshman Academy teacher will be required to attend the sessions.
- Attendance will be taken at each session and will be recorded on the Portal with recertification points.

PROFESSIONAL DEVELOPMENT AREAS OF EMPHASIS: 2024-2025

ELA

- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Science

- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies

- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Mathematics

- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages

- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

Table 1: Professional Development Calendar for 2024-2025

PROFESSIONAL DEVELOPMENT COURSE TITLE	MONTH
Raider Roles and Responsibilities Teacher Meeting	August, September, October, November, December, January, February, March, April
Monthly School-Wide Instructional Focus PDs	August, September, October, November, December, January, February, March, April
Bi-Monthly PLC Meetings	August, September, October, November, December, January, February, March, April
Personalized Monthly Choiceboard: Content-Specific, School-Wide Instructional Focus, Technology Focus	September, October, November, December, January, February, March, April
Monthly Faculty Meetings	August, September, October, November, December, January, February, March, April
EOC PLC: Benchmark Data Analysis & Reflections	Twice each semester

SCHOOL CLIMATE NEEDS ASSESSMENT

Significant Challenges

- Involving all stakeholders in the decision making process.
- Promoting continuous improvement in an already high performing school.
- Meeting the needs of all students to ensure college and career readiness.

Table 1: 2023-24 SDE School Report Card and Cognia Survey Results

SURVEY DETAILS	TEACHERS	STUDENTS	PARENTS
NUMBER OF SURVEYS RETURNED	85	1393	37
PERCENT SATISFIED WITH LEARNING ENVIRONMENT	94%	94%	94%
PERCENT SATISFIED WITH SOCIAL AND PHYSICAL ENVIRONMENT	97.6%	97.6%	97.6%
PERCENT SATISFIED WITH SCHOOL-HOME RELATIONS	90.5%	90.5%	90.5%

Table 2: Student Behavior Data

# STUDENTS	1+ REFERRALS	2+ REFERRALS	PERCENT OF STUDENTS WITH AT LEAST 1 REFERRAL RECEIVING 2 OR MORE REFERRALS
1906	859	585	68.10%

Table 3: Attendance, Absenteeism, and Truancy

CHRONIC ABSENTEEISM STUDENT COUNT	TOTAL STUDENT COUNT	CHRONIC ABSENTEEISM RATE
508	1870	27.7%

Table 4: Student Attendance Rate

2020-2021	2021-2022	2022-2023	2023-2024
92.9%	93.3%	92.7%	93.2%

Table 5: Parent Teacher Conferences

2020-2021	2021-2022	2022-2023	2023-2024
4,053	4,333	4,325	4,125

Table 6: Volunteer Hours

2022-2023	2023-2024
6,750	6,600

Table 7: Student with Backpack Contacts

2022-2023	2023-2024
72.3%	78.4%

Greenville Senior High Academy of Law, Finance and Business
School Portfolio

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 71% (2023) to 81%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Accountability and Quality Assurance			Projected (HS)	73%	75%	77%	79%	81%
	71%	87.4%	Actual (HS)					
			Projected (District)	71%	73%	75%	77%	79%
	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	2024-2029	Instrucational Leadership	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
targets based on the principal and school goal setting process.		Team (ILT)			
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	ILT and Algebra 1 PLC Team Members	NA	NA	
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	Faculty Council Instruction Team and ILT	NA	NA	
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	NA	NA	
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	NA	NA	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Algebra 1 PLC Team Members and ILT	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	NA	NA	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	ILT	NA	NA	
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 Coaches and Algebra 1 PLC	NA	NA	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Coach	NA	NA	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	ILT and Algebra 1 PLC	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Foster a collaborative relationship between schools and parents.	2024-2029	SIC and PTSA	NA	NA	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Math Department Chair and Algebra 1 PLC	NA	NA	

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 86% (2023) to 91%.

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%	88%	89%	90%	91%
	86%	84.4%	Actual (HS)					
			Projected (District)	87%	88%	89%	90%	90%
	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	English 2 PLC and ILT	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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 PLC and ILT	NA	NA	
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Coaches	NA	NA	
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	English 2 PLC, Jan Tyner, On Track Team	NA	NA	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	English 2 PLC	NA	NA	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	English teachers, ILT, and Academic Specialists	NA	NA	
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 PLC and ILT	NA	NA	
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 PLC and ILT	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Faculty Council Instruction Team	NA	NA	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	English 2 PLC	NA	NA	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	English 2 PLC	NA	NA	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Instructional Coach	NA	NA	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	English 2 PLC, Media Specialists, District Specialists, ILT	NA	NA	
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	Instructional Coach	NA	NA	
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies	2024-2029	Instructional Coach and District Specialists	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
for success.					
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Instructional Coach, English Representative on Instruction Team, English 2 PLC, ILT	NA	NA	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	English 2 Teachers and ILT	NA	NA	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Coach	NA	NA	

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 69% (2023) to 94%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Accountability and Quality Assurance (GCSOURCE)			Projected (District)	79%	83%	87%	91%	95%
	75.4%	81.0%	Actual (District)					
			Projected (School)	74%	79%	84%	89%	94%
	75%	80.78%	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	AP over CCR, AP over Data, Director of Counseling, Academic Specialist over CTE	NA	NA	
2. Evaluate career exploration opportunities that benefit students	2024-2029	SIC, CTE teachers, Director of Counseling	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and local businesses.					
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	SIC, CTE teachers, Director of Counseling	NA	NA	
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	SIC, CTE teachers, Director of Counseling	NA	NA	
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	Department Leadership Team, ILT, Director of Counseling	NA	NA	
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	Department Leadership Team, ILT, Director of Counseling	NA	NA	
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	Director of Counseling, ILT	NA	NA	
Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Attend district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential.	2024-2029	School Counselors	NA	NA	
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	School Counselors, CTE Teachers, ILT	NA	NA	
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	School Counselors, ILT, Teachers	NA	NA	
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	AP Teachers, School Counselors, Instructional Coach, ILT	NA	NA	

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, 41% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 26%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool*			Projected (District)	28%	31%	34%	37%	40%
	27.8%	30.1%	Actual (District)					
			Projected (School)	29%	32%	35%	38%	41%
	25%	25.6	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	2024-2029	Elementary School Counselors	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
higher level courses early.					
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	Director of Counseling, Teachers	NA	NA	
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	SIC, Counseling Department, ILT	NA	NA	
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	Counseling Department, ILT, Teachers	NA	NA	
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	Director of Counseling, Counseling Department, ILT	NA	NA	
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	Director of Counseling, Counseling Department, ILT	NA	NA	
Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day.					
1. High school counseling departments	2024-2029	Counseling Department	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
will attend training on Accuplacer readiness test administration.					
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	Counseling Department	NA	NA	
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	Director of Counseling	NA	NA	
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	Director of Counseling, Counseling Department, ILT	NA	NA	

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 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)					

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	Director of Counseling, Counseling Department, ILT	NA	NA	
2. If applicable, partner with Clemson	2024-2029	Director of Counseling,	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.		Counseling Department, ILT			
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	Director of Counseling, Counseling Department, ILT	NA	NA	

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)	10.5%	10%	9.5%	9%	8.5%
	11%	9%	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: Identify and expand targeted initiatives and collaborative efforts, by prioritizing professional development, a culture of appreciation and recognition, and implementation of a support system tailored to the diverse needs of our teaching staff.					
1. Continue the promotion and use of the SUCCESS @ GHS	2024-2029	Instructional Coach, Teachers, ILT	\$2,000.00	Local Funds	

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)	66.7%	64.7%	62.7%	60.7%	58.7%
	68.7%	68.10%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and	2024-2029	ILT	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	ILT	NA	NA	
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	Advisory Teachers, SIC, PTSA, All GHS Stakeholders	NA	NA	
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	ILT	NA	NA	
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	ILT, School Counseling	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	SIC, PTSA, Freshman Academy, ILT	NA	NA	
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	ILT, School Counseling	NA	NA	
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	ILT, School Counseling	NA	NA	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	ILT, School Counseling, Teachers	NA	NA	
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	ILT, School Counseling	NA	NA	
2. Increase leadership opportunities within the school during the school day.	2024-2029	ILT	NA	NA	
3. Continue and expand community partnerships to provide mentors and	2024-2029	ILT, School Counseling, Teachers	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
out-of-school time activities for students.					
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	SIC, PTSA, Student Council, ILT, Teachers	NA	NA	
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	ILT, Teachers/Staff	NA	NA	
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	ILT, Teachers/Staff	NA	NA	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	ILT, Teachers/Staff, School Counseling	NA	NA	
5. Provide student-centered interventions and resources for students who repeat	2024-2029	ILT, Teachers/Staff, School Counseling, Intervention	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.		Specialists			

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> 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)	27%	25%	23%	21%	19%
	29%	27.17%	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	ILT, Teachers/Staff, School Counseling	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	ILT, School Counseling, Attendance	NA	NA	
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	ILT, School Counseling, Intervention Specialists, Attendance	NA	NA	
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	Attendance, Intervention Specialist	NA	NA	
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	ILT, School Counseling, Intervention Specialists, Attendance	NA	NA	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	ILT, School Counseling, Intervention Specialists, Attendance	NA	NA	
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	ILT, School Counseling, Intervention Specialists, Attendance	NA	NA	

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	317, 534	327, 060	336, 872	346, 978	357, 387
		308, 285	Actual (District)					
			Projected (School)	4, 693	4, 833	4, 978	5, 127	5, 281
		4, 556	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	ILT, School Counseling, Intervention Specialists, Counseling Department	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	ILT, School Counseling, Intervention Specialists, Counseling Department	NA	NA	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	ILT, School Counseling, Intervention Specialists, Counseling Department	NA	NA	
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	ILT, School Counseling, SIC, PTSA	NA	NA	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	ILT, School Counseling, SIC, PTSA	NA	NA	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	ILT, School Counseling, SIC, PTSA	NA	NA	
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	ILT, School Counseling, SIC, PTSA, Clubs	NA	NA	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	ILT, School Counseling, SIC, PTSA, Clubs	NA	NA	
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	ILT, School Counseling, SIC, PTSA, Clubs	NA	NA	