



# **Hillcrest High School**

## **School Portfolio**

2025-2029  
25-26 Update

**Dr. Patrick Jarrett**  
Principal

**Dr. W. Burke Royster**  
Superintendent

# **Greenville County Schools**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Hillcrest 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.

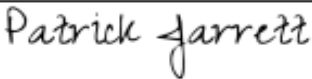
### Assurances for the School Renewal Plans

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**

<b>Dr. W. Burke Royster</b>		March 14, 2025
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

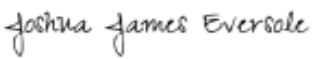
#### **PRINCIPAL**

<b>Dr. Patrick Jarrett</b>		March 14, 2025
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

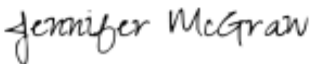
#### **CHAIRPERSON, BOARD OF TRUSTEES**

<b>Dr. Carolyn Styles</b>		March 14, 2025
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### **CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

<b>Mr. Joshua Eversole</b>		March 14, 2025
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### **SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

<b>Mrs. Jennifer McGraw</b>		March 14, 2025
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 3665 S. Industrial Drive, Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-3500

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

### Position Name

1. Principal	Dr. Patrick Jarrett
2. Teacher	Erica Acker
3. Parent/Guardian	Jennifer Southers
4. Community Member	Maria Bently
5. Paraprofessional	Angela Mahaffy
6. School Improvement Council Member	Meredith O'Malley
7. Read to Succeed Reading Coach	Maureen Prince
8. School Read To Succeed Literacy Leadership Team Lead	Jennifer McGraw
9. School Read To Succeed Literacy Leadership Team Member	Kristin Hallman

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**

### School Read to Succeed Literacy Team Members

Assistant Principal	Chad Smith
Teacher	Jennifer Southers
Teacher	Erica Acker
Teacher	Michael Burton
Teacher	Kristin Hallman
Teacher	Anna Cuyar
Teacher	Ashley Reid

**\*REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> 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="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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## **Introduction**

Hillcrest High School's Portfolio documents the achievements and areas of growth for our school across a five-year span. The school, as a community, works together to continuously review school-wide data and adjust accordingly, implement appropriate interventions, and design solutions for success.

Specific stakeholders that provided vision and leadership during this process include the Leadership Team, the Administrative Team, SIC, PTSA, department and course level teams, teachers, and student organizations.

Data is gathered from the State, the District, and our own self-reflections as a school.

Hillcrest High School continues to strive toward meeting and exceeding the goals set for:

- Student achievement
- Teacher and Administrator quality
- School Climate

Presentations for the purpose of information and discussion of school data are held annually for the faculty and administration, the School Improvement Council, and district personnel.



## **Executive Summary**

### **Student Achievement**

Each school year, we create goals based around our theory of action to emphasize over that school year. Progress toward all action plan goals is continuously monitored and a strong effort for continuous improvement in all goal areas is made. The work to achieve these goals is a collaborative effort within the school community.

For the 2024-2025 school year, the goals are:

- Graduation rate will increase to 93%
- Algebra 1 scores will improve 2%
- English 2 scores will improve 2%
- CCR will increase to 90%

### **Teacher and Administrator Quality**

Hillcrest High School's faculty demographics have remained fairly constant over the past few years. Twenty-two teachers hold one or more Advanced Placement certifications and twenty one teachers are endorsed to teach gifted and talented students. All teachers are teaching within their areas of certification and all of our teaching staff is highly qualified. Currently five faculty members hold National Board Certification. Increasing the population of highly-qualified staff with a diverse background will continue to be a focus as we move to hire for open positions. We have six administrators and one behavior interventionist.

### **School Climate**

Hillcrest High School has been a source of pride for the Simpsonville Community for almost six decades. It is located off of Interstate 385 South and is one of the largest high schools in the Greenville County School District. The student enrollment of approximately 1,844 students in grades 9 through 12 is highly diversified economically, culturally, ethnically, and racially. About 28% of our student body is African American, 51% is Caucasian, 14% is Hispanic and 7% are of other ethnicity. As the poverty index increases, we continue to work on opportunities for teacher growth in how to support students in poverty in both the classrooms and the school community.

### **Achievements and Challenges**

#### **Awards**

Hillcrest High School is proud of the accomplishments of its students and of the programs it has to offer. The agricultural program is one of the largest and most successful in the state. We have one of the most highly decorated choral departments in the state, as well as an outstanding band program. Visual art students continue to win awards and participate in the local Artisphere. Hillcrest High School also offers a variety of opportunities for student involvement. We field a complete selection of sports teams which expanded several years ago to include swimming and lacrosse. Our athletic accomplishments are numerous with our Wrestling, Track, Football, Boys' Basketball and Girls' Volleyball teams recently being ranked among the top in the state.

One of the challenges Hillcrest High School has experienced is adapting to our steady increase in our poverty rate. Our 2024 poverty index was 47.5. Due to the large geographic area the school draws students from, the size of the school, and the transient nature of a segment of the student population, we continue to have challenges that we face on an ongoing basis, but as a school, we are working towards data driven interventions and supports. Additionally, working through the impacts of COVID on instruction, student achievement, and outcomes continues to be an area of focus.

Hillcrest High School continues to take steps to improve student achievement. These measures include better monitoring of student records and the impact of student matriculation on the graduation rate, as well as being proactive in identifying our students who are at-risk. The administrative team places emphasis on common planning, common assessments and student centered lessons to improve EOC passage rates.

## **School Profile**

### **School Community**

The local community of Simpsonville strongly supports and believes in Hillcrest High School. Both athletic and academic booster clubs are strong and actively involved in providing support in the form of time and money for our students. In addition, we have an extremely active PTSA who support the whole school community. Hillcrest has a strong career education program which the community supports through student employment and job shadowing opportunities. Hillcrest High School is a large comprehensive public high school; however, it maintains a hometown school atmosphere. Many parents and community members are Hillcrest High School graduates and continue to support the school long after graduation. Hillcrest High School is dedicated to providing a safe, positive learning environment which brings together the resources of the staff, family, and community to create the best future possible for our students.

The physical facility at Hillcrest was completed in 1992. This makes it the oldest school in the district that has not had a major renovation to the original building. A new classroom wing with eight classrooms and two biology labs was added to Hillcrest High School and occupied for the first time at the beginning of the 2005-06 school year. A new multi-purpose gymnasium, renovated locker rooms and PE offices were completed in the spring of 2012. The agricultural department maintains two outdoor courtyards within the school facility to provide the school community a place to be in touch with nature. A greenhouse was constructed several years ago and it provides plants and trees for sale to both the school and community. Improvements have been made to the outdoor athletic facility, including a new baseball field, competition level track, and concession stands in 2009. In 2023, a new weightlifting wing was also added.

Hillcrest High School offers a wide spectrum of classes and programs that enable students to advance their education and become productive citizens. A strong emphasis in giving back to the community is created through Spirit Week's fundraising for a local charity, the annual canned food drive, plant sales and landscape projects both within Hillcrest High School and at other local schools, and participation in local charity events as they arise. Collaborative projects and use of current technology allow our students to prepare for their future whether their immediate plans upon graduation are college, technical college, military service, or the workforce.

## School Personnel Data

<b>Teachers</b>	
CTE	14
English	13
Fine Arts	6
World Language	5
Math	15
Physical Education	7
Science	11
Social Studies	16
Special Education	10
English as a Second Lang.	2
<b>Administration</b>	
Principal	1
Assistant Principals	5
Behavioral Interventionist	1
Instructional Coach	2
Athletic Director	1
<b>Support Staff</b>	
Secretary	1
Office Clerks	2
Bookkeeper	1
School Counselors	8
Counseling Clerks	2
In School Suspension	1
Hall Monitor	2
School Resource Officers	2
Media Specialists	1
Nurses	2
Attendance Clerks	2
Special Education Aides	6
Cafeteria Manager	1
Cafeteria Staff	16
Full Time Substitute	1
Maintenance Staff	10
Graduation Interventionist	1
Independent Learning Lab monitors	1

**Faculty Demographics**

<b>Certification Status</b>	<b>Initial Certificates</b>
Number of Teachers	10
Percentage	5%

<b>Certification and Endorsement Areas</b>	<b>National Board</b>	<b>Advanced Placement</b>	<b>Gifted and Talented</b>
Faculty and Staff	5	22	23
Percentage	2.5%	14%	12%

**Faculty Ethnicity**

African American	15%
Asian	1%
Caucasian (Non-Hispanic)	76%
Hispanic	3%
Latino	3%
Other	<1%

**Faculty Gender**

Male	32%
Female	68%

**Student Population Data**

Total Population	1,844
African American	28%
Asian	1%
Caucasian (Non-Hispanic)	51%
Hispanic	14%
Other	5%
Female	46%
Male	54%
Students with Disability	13%
Students with 504s	7%
Pupils in Poverty	48.2%
Multilingual Learners	7%

**Academic and Behavioral Features/Programs**

- OnTrack team that consists of administrators, counselors and ICs
- Professional Learning Communities for all teachers
- Co-teaching through inclusion classes
- Co-taught classes with ML certified teachers and gen ed certified teachers



**Mission Statement:**

Hillcrest High School is an inclusive and engaging learning community dedicated to individual and collective growth.

**Vision Statement:**

Hillcrest High School will cultivate a legacy of academic and individual excellence to empower lifelong learners to face challenges with integrity and confidence.

**Tagline:**

*Cultivating a Legacy of Excellence*

## Data Analysis Needs Assessment

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

<b>23-24 School year data</b>	<b>%A</b>	<b>%B</b>	<b>%C</b>	<b>%D</b>	<b>%F</b>
<b>Algebra 1</b>	15.6%	18.1%	19.7%	17.2%	23.6%
<b>Biology</b>	12.4%	14.2%	16.9%	18%	33.8%
<b>English 2</b>	32.2%	20.1%	18.2%	11.5%	12.3%
<b>US History</b>	21.9%	13%	12.4%	19.6%	28.9%

### **G+**

%G+	83.65%
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### **Dual Credit Enrollment**

Total enrollment	222
% PIP	25%



## Professional Development Plan 2024-2025

### Hillcrest High School Monthly Meeting Calendar

Various Professional Development	Ongoing throughout the year
Faculty Meeting	Once a month
Faculty Council Meetings	Once a month
Department Meetings	Once a month
Adept – Formal Evaluation	Meet monthly for the first two months and then check-ins throughout the year
Induction Teachers	Meet monthly either face to face or through check-ins

### HHS PD Calendar

Date	Title of PD
August -May	Weekly Lunch N' Learns on Various Topics
August-May	Full Faculty PD All teachers once a month
August, November, February	PD around School Goals
September, November, February	PD around Engagement
October, December	PD around Feedback/School-wide Observations
Monthly	Technology in the classroom

## School Climate Needs Assessment

### Student Behavior Data

Location	#Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
Hillcrest High School (232)	2219	884	496	56.11%

### Attendance, Absenteeism, and Truancy Attendance Rate

	24-25	23-24	22-23	21-22
Student YTD Av Attendance Rate	92.3%	91.37%	91.30%	90.13%

### Absenteeism

School Name	CA Student Count	Total Student Count	Chronic Absenteeism Rate
Hillcrest High	673	2190	30.73

**Parent Teacher Conferences:** 1, 052 conferences

**Volunteer Hours:** 773 hours including PTSA, Dads on Duty, and other volunteer opportunities at Hillcrest

### Backpack Accounts/Login

# of students attending	# of students with Backpack Contacts	% Students with Backpack contacts	# Students (30 Days)	% Students (30 Days)	# Students (60 Days)	% Students (60 Days)
1, 820	1, 599	87.86%	863	47.42	1,063	58.41%

## 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 67.9% (2023) to 78%.

**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)	70%	72%	74%	76%	78%
	67.9%	76.4%	Actual (HS)					
			Projected (District)	71%	73%	75%	77%	79%
	68.8%	78.3%	Actual (District)					

*\*District data reflects Fall, Winter, Spring and Summer test administrations per school year. School data reflects Summer, Fall, and Spring test administrations per SC SDE School Report Card accountability calculations\*.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<input type="checkbox"/> Instructional Leadership Team (ILT)	N/A	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> ILT and Algebra 1 PLC	N/A	N/A	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into	2024-2029	<input type="checkbox"/> Faculty Council and Faculty	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
science experiments, art projects, or literature analysis).					
<b>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.</b>					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> 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	<input type="checkbox"/> District Academic Specialists and Curriculum Writing Teams	N/A	N/A	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Algebra 1 PLC	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	<input type="checkbox"/> 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	<input type="checkbox"/> ILT	N/A	N/A	C
<b>Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of	2024-2029	<input type="checkbox"/> Instructional Coaches, ILT, and Algebra 1 PLC	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
math content and skills and ensure high expectations for all students.					
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> 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	<input type="checkbox"/> ILT and Algebra 1 PLC	N/A	N/A	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> SIC and PTSA	N/A	N/A	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> District Academic Specialists and Math Department	N/A	N/A	C

## GOAL AREA 1 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 87% (2023) to 92%.
<b>Interim Performance Goal:</b> 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)	88%	89%	90%	91%	92%
	87.0%	87.7%	Actual (HS)					
			Projected (District)	87%	88%	89%	90%	90%
	86.2%	87.7%	Actual (District)					

*\*District data reflects Fall, Winter, Spring and Summer test administrations per school year. School data reflects Summer, Fall, and Spring test administrations per SC SDE School Report Card accountability calculations\*.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> English 2 PLC	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	<input type="checkbox"/> English 2 PLC and ILT	N/A	N/A	C
3. Provide support for implementing data driven reflective conversations to improve	2024-2029	<input type="checkbox"/> Instructional Coaches and ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teaching practice (district, school, and individual data).					
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> English 2 PLC, OnTrack	N/A	N/A	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> English 2 PLC	N/A	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> English Department	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	<input type="checkbox"/> English 2 PLC and ILT	N/A	N/A	C
<b>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.</b>					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> English 2 PLC, ILT	N/A	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Faculty Council. ILT	N/A	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> English 2 PLC	N/A	N/A	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> English 2 PLC	N/A	N/A	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> ILT	N/A	N/A	C
6. Provide diverse and multimedia-rich materials for teaching language arts,	2024-2029	<input type="checkbox"/> English 2 PLC	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
including audio, visuals, and interactive texts to accommodate various learning styles.					
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<input type="checkbox"/> Instructional Coaches and ILT	N/A	N/A	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> English 2 PLC, English Department, ILT	N/A	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> English Department, ILT	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	<input type="checkbox"/> English 2 PLC	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	<input type="checkbox"/> 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 85% (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)	87%	88%	90%	92%	94%
	85%	83.65%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students engage in K-12 Career Exploration as outlined in Graduation Plus.</b>					
1. Complete comprehensive scope and sequence of career related activities using district's College and Career Readiness platform	2024-2025	<input type="checkbox"/> CTE Department	N/A	N/A	C
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	<input type="checkbox"/> CTE Department	N/A	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.	2025-2029	<input type="checkbox"/> CTE Department	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Facilitate internships, job shadowing, and work-study programs to provide students with real-world experiences, preparing them for post-secondary education and employment.	2024-2029	<input type="checkbox"/> CTE Department, Counseling Department	N/A	N/A	C
<b>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.</b>					
1. Implement district-wide course progression requirements for all core content courses.	2025-2026	<input type="checkbox"/> CTE Department	N/A	N/A	C
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	<input type="checkbox"/> ILT, CTE Department, Counseling Team	N/A	N/A	C
3. Implement a district-wide course registration system (SchoolLinks) that ensures accuracy and precision in calculating both high school graduation requirements and pathway completion requirements.	2024-2025	<input type="checkbox"/> Counseling Department	N/A	N/A	C
<b>Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment.</b>					
1. Attend district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential.	2024-2029	<input type="checkbox"/> Counseling Department	N/A	N/A	C
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	<input type="checkbox"/> CTE Department, Counseling Department, ILT	N/A	N/A	C
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	<input type="checkbox"/> Counseling Department, DE teachers	N/A	N/A	C
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	<input type="checkbox"/> AP teachers	N/A	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, 20% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 9.7%.

**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 (HS)	12%	14%	16%	18%	20%
	9.7%	25.0%	Actual (HS)					
			Projected (District)	28%	31%	34%	37%	40%
	27.8%	30.1%	Actual (District)					

\*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>
<b>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.</b>					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	<input type="checkbox"/> School Counselors, Teachers	N/A	N/A	C
2. Identify PIP students who meet prerequisites for dual enrollment courses and are demonstrating skills that would make them successful candidates for dual credit and honors courses.	2024-2029	<input type="checkbox"/> School Leadership, SIC, ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses.	2024-2029	<input type="checkbox"/> School Counselors, Teachers	N/A	N/A	C
4. Establish peer support networks for PIP students participating in dual credit courses to foster a sense of community and provide mutual assistance.	2025-2029	<input type="checkbox"/> Counseling Department, ILT	N/A	N/A	C
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	<input type="checkbox"/> Counseling Department, ILT	N/A	N/A	C
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	<input type="checkbox"/> Admin, Counseling Dept.	N/A	N/A	C
<b>Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day.</b>					
1. High school counseling departments will attend training on Accuplacer readiness test administration.	2024-2029	<input type="checkbox"/> Counseling Department	N/A	N/A	C
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	<input type="checkbox"/> Counseling Department, Admin over Dual Credit	N/A	N/A	C
<b>Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.</b>					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	<input type="checkbox"/> ILT, Counseling Department, ICs	N/A	N/A	C
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	<input type="checkbox"/> Counseling Department	N/A	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
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>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<input type="checkbox"/> Counseling Department, ILT, SIC	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	<input type="checkbox"/> Counseling Department, ILT	N/A	N/A	C
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<input type="checkbox"/> Counseling Department	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
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	9.0%	8.5%	8.0%	7.5%	7.0%
	10%	11%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
1. Teacher Incentives and Climate	2024-2029	<input type="checkbox"/> ICs, ILT	1,000	Local Funds	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)	60.2%	58.2%	56.2%	54.2%	52.2%
	62.24%	56.11%	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>
<b>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.</b>					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<input type="checkbox"/> School Administration, ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<input type="checkbox"/> School Administration, ILT	N/A	N/A	C
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<input type="checkbox"/> School Administration, ILT, Counseling Department, Teachers	N/A	N/A	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> ILT, ICs, School Administration	N/A	N/A	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<input type="checkbox"/> ILT, Counseling Department, School Administration	N/A	N/A	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<input type="checkbox"/> ILT, Counseling Department, Teachers	N/A	N/A	C
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> Teachers, Counseling Department, School Administration	N/A	N/A	C
2. Ensure school employees exhibit understanding and appreciation of all	2024-2029	<input type="checkbox"/> ILT, ICs, School Administration	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students and families and use best-practice communication strategies to connect with those families.					
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Counseling Department, Teachers, School Administration	N/A	N/A	C
<b>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.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> ILT, SIC, PTSA	N/A	N/A	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> ILT	N/A	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> ILT, Counseling Department	N/A	N/A	C
<b>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.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<input type="checkbox"/> School Administration, ILT, Teachers	N/A	N/A	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<input type="checkbox"/> School Administration, ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<input type="checkbox"/> School Administration, ILT	N/A	N/A	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> ILT, Teachers, Counseling Department	N/A	N/A	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	<input type="checkbox"/> ILT, Teachers, Counseling Department	N/A	N/A	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%
	24.2%	23.9%	Actual (District)					
			Projected (School)	30.5%	28.5%	26.4%	24.5%	22.5%
	32.5%	30.7%	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>
<b>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.</b>					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> School Administration, Attendance	N/A	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> ILT, Teachers, Counseling Department	N/A	N/A	C
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> School Administration, Counseling Dept., Attendance	N/A	N/A	C
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> School Administration, District Personnel	N/A	N/A	C
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> Teachers, Counseling Department, Attendance, School Administration	N/A	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> SIC, Counseling Department, Attendance	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	<input type="checkbox"/> Nurses, Counseling Department, ILT	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)	5,185	5,340	5,500	5,665	5,834
		5,034	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack	2024-2029	<input type="checkbox"/> Counseling Department, Administration	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	<input type="checkbox"/> Administration, SIC, Counseling Department	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Counseling Department, Administration	N/A	N/A	C
<b>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.</b>					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<input type="checkbox"/> Counseling Department, Administration	N/A	N/A	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> Administration, SIC, Counseling Department	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	<input type="checkbox"/> Counseling Department, Administration	N/A	N/A	C
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<input type="checkbox"/> Counseling Department, Administration	N/A	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Administration, SIC, Counseling Department	N/A	N/A	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic,	2024-2029	<input type="checkbox"/> Counseling Department, Administration	N/A	N/A	C



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and academic) present in the school community.					