



Inspired Supported Prepared

Greenville County Schools

Southside High School School Portfolio
Scope of Action Plan: 2024-25 → 2028-29
Updated March, 2025

SOUTHSIDE HIGH SCHOOL
Tatiana Shea, PRINCIPAL
GREENVILLE COUNTY SCHOOLS
Dr. W. BURKE ROYSTER, SUPERINTENDENT

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Southside High School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 (one year)

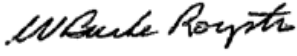
Required Signature Page

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		5/1/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Tatiana Shea	<i>Tatiana Shea</i>	3/5/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Misty Turner	<i>Misty Turner</i>	3/3/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Faith DiAngelis & Dr Kendra Byrd	<i>Faith DiAngelis & Kendra Byrd</i>	3/3/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 6630 Frontage Road, Greenville, SC 29605

SCHOOL TELEPHONE: (864) 355-8700

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Tatiana Shea
2. Teacher	Mary Weaver
3. Parent/Guardian	Dimple Joshi
4. Community Member	Leda Young
5. Paraprofessional	Elizabeth Murray
6. School Improvement Council Member	Megan Wright
8. School Read To Succeed Literacy Leadership Team Lead(s)	Faith DiAngelis/Dr. Kendra Byrd
9. School Read To Succeed Literacy Leadership Team Member	Misty Turner

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

Mathematics Department Chair English Department Chair Social Studies Department Chair Science Department Chair World Language Department Chair Fine Arts Department Chair Special Education Department Chair Counseling Department Chair AFJROTC Department Chair Physical Education Department Chair	C. Kelly Howard Megan Wright Douglas Szcinski Alexis Hoffman Nicolas Philipp Madeline Simon Dr Kendra Byrd Dr. Stephanye Zimmerman Sgt Cedrick Powell Heather Perry
Media Specialist	Tasha Byrd
Assistant Principals	Gavin Fisher, David Rushton, Dr. Christopher Emerson, Misty Turner
Magnet and Innovative Programs Coordinator	Dr. Julie McGaha
Freshman Academy and Testing Coordinator	Gavin Fisher and Eric Means
School Literacy Leadership Team for Read to Succeed	Faith DiAngelis, Dr. Kendra Byrd, Misty Turner, Megan Wright

ASSURANCES FOR SCHOOL RENEWAL PLAN

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

<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.

Table of Contents

Introduction		7
Executive Summary	Student Achievement Findings	8
	Teacher & Administrator Quality Findings	8
	School Climate Findings	9
	Significant Challenges	9
	Significant Highlights & Accomplishments	10
School Profile	School Community	12
	School Personnel Data	13
	Student Population Data	13
	Major Academic & Behavioral Programs & Initiatives	13
Mission, Vision, and Beliefs		15
Data Analysis and Needs Assessment	EOCEP Algebra 1 and English 2	16
	Graduation Plus (G+)	17
	Dual Credit/Dual Enrollment	17
	Teacher and Administrator Quality	17
	School Climate Needs Assessment	18
	2023-24 SC SDE School Report Card	19
Action Plan	Student Achievement- Goal 1- Algebra 1 End of Course Exam	20
	Student Achievement- Goal 2- English 2 End of Course Exam	23
	Student Achievement- Goal 3- G+	26
	Student Achievement- Goal 4- Dual Credit Enrollment for PIP's	28
	Teacher/Admin Quality- Goal 1- Percent of Classroom Positions Filled	30
	Teacher/Admin Quality- Goal 2- Teacher Turnover	31
	School Climate- Goal 1- Student Referral Data	34
	School Climate- Goal 2- Chronic Absenteeism	38
	School Climate- Goal 3- Parent/Family Engagement Measures	40

INTRODUCTION

Southside High School's strategic planning for school improvement includes monitoring, reflecting, and assessing our progress toward meeting our school goals. We collect, analyze, chart, discuss, and set goals based on our test scores and survey results. We identify areas of strengths and potential growth in the light of our shared values and vision for our school. We disseminate data and information to our stakeholders. Collectively, we identify how we should move forward with one united and cohesive plan for future success and increased student achievement. By 2029, 100% of students will graduate from Southside High: College, Career, and Citizenship Ready. Our School Portfolio reflects our efforts, progress, and achievements, and communicates our plans for further improvement. Our School Portfolio Team Members include:

Principal: Tatiana Shea

Teacher: Mary Weaver

Parent/Guardian: Dimple Joshi

Community Member: Leda Young

Paraprofessional: Elizabeth Murray

School Improvement Council Member: Misty Turner

Assistant Principals: David Rushton & Dr. Chris Emerson

Read to Succeed Literacy Leadership Team Lead: Faith DiAngelis & Dr. Kendra Byrd

Read to Succeed Literacy Leadership Team Member: Faith DiAngelis, Dr. Kendra Byrd, Misty Turner, Megan Wright

Executive Summary

During the 2017-2018 school year, Southside High began our journey to ensure that **every child will graduate ready for college, careers, and engaged citizenship**. One of the great debates taking shape in education today is not only the degree to which college readiness and work readiness are similar, but also specific ways they are different. The new reality is that our students need programs that integrate high academic challenges with the exploration of a range of career options and opportunities. Our teachers collaborate to integrate the norms that are necessary for good citizenship such as integrity, self-direction, perseverance and work ethic into the academic content of all courses, and the results are noteworthy. This school year, we continued our work on refining our career pathways so that every student that graduates from Southside has the potential to earn industry credentials. We also implemented the sixth year of the AVID (Advancement Via Individual Determination) Program, to help all students develop the necessary college-readiness skills to take our most challenging courses and earn college credit. This program trains teachers to engage students with high-leverage instructional practices that provide tools for learning.

Student Achievement Findings (Students will graduate high school in four years, college and/or career-ready).

Through efforts of students, parents, teachers, administrators, community volunteers, and business partners, Southside continues to sustain academic growth as evidenced by the following achievements over the last three years:

- 10.1% increase in students passing the English 2 End of Course Test
- 26.8% increase in students passing the Algebra 1 End of Course Test
- 33.8% increase in students passing the Biology 1 End of Course Test
- 13.2% increase in the Graduation Rate (over the last two years)
- 100% of students in US Government classes at Southside passing the 23-24 state US Government Civics Test (per The James B. Edwards Civics Education Initiative state law)

Southside High School administration, faculty, and staff work arduously to meet individual students where they are academically and motivate them to excel beyond their own expectations. Our first priority is to increase achievement for all students. We have identified that the following achievement areas have declined over the past years, and we will be formulating an action plan to respond:

- 5.5% decrease in students in the graduation cohort that are College or Career Ready
- 7.5% decrease in students passing the US History End of Course Test
- 10.6% decrease in English Learners meeting adequate progress

Teacher and Administrator Quality Findings

School leadership maintains high expectations for professional practice. Our faculty is committed to shared values and beliefs about teaching and learning.

- 54.9% of Southside Teachers hold advanced degrees
- Our teachers' attendance rate is 93.6%
- 100% of our Classroom Teacher Positions were filled on the first day of school by Highly Qualified Educators
- 82.2% of teachers returning from the previous year
- 12.5% of teachers are "inexperienced" (decrease of 16.7% over last year)
- A 7% decrease in "out of field" teachers (down to 3.8% from 10.8% last year)

- All teachers participate in professional development through workshops provided at school and/or district levels, with further training available to IB, AP, AVID teachers, and ongoing intensive support for new and international teachers. Fourteen faculty members have been IB trained, and thirty have been AVID trained; this totals 65% of the faculty.

School Climate Findings: Students and staff will contribute to the well-being of the school community by fostering a safe, inclusive and supportive learning environment.)

It is our goal to provide a school environment supportive of learning. Each year the faculty, all students, and their parents are asked to complete the AdvancEd/Cognia Climate and Culture Survey. The purpose of the survey is to measure stakeholders' level of satisfaction with the learning environment at Southside. Specifically, we have seen the following changes to the survey over the last year that it was administered:

- 9.5% increase in teachers who were satisfied with the learning environment
- 15.4% increase in students satisfied with school-home relations
- 8.3% increase in teachers satisfied with social & physical environment
- 4.1% increase in students satisfied with social & physical environment
- 100% of parents satisfied with social & physical environment
- 10.6% decrease in chronic absenteeism over the last two years
- -0.6% decrease in students who were satisfied with the learning environment
- -22.5% decrease in teachers satisfied with school-home relations

School Challenges

As a team, we engaged in an extensive review of research-based and vertically aligned instructional programs to support our efforts to meet the needs of students who struggle daily meeting their academic goals. We have numerous ongoing discussions about root causes of problems to try to identify our school's challenges. Qualitative and quantitative measures that pass the scrutiny of action research are used to objectively determine program effectiveness. Data (formative, interim, and summative) will be examined routinely to examine the effectiveness of comprehensive instructional reform strategies and to problem-solve.

- Challenge #1: A significant percentage of students enter Southside High School with special learning needs and at an English language level that is still developing. Specifically, 16.4% of our students are ML's (multilingual learners) at various levels of English proficiency. 20.2% of our students are IEP-holders who receive specialized instruction due to learning disabilities. Collectively, almost 37% of our students fall into one or both of these categories (we have several dually exceptional students); teachers are continuously working to meet the learning needs of ALL students, but differentiating instruction to meet their needs, and work towards closing achievement gaps, continues to be a challenge.
- Challenge #2: Southside High School's student population is transient. Approximately one quarter (1/4) of our student population turns over each year, on average 30 students monthly. To put that into perspective, we have, on average, at least 1 student enroll or withdraw every single school day. Students within our population may enter and exit multiple times and over multiple years. These students will not benefit from a full year of instruction at Southside High School. Most of these students will be expected to take SC State End of Course Exams. The continuously disruptive movement of students into and out of a class impacts the student and the class and causes:
 - Continual change in the group dynamics
 - Upheaval in instructional grouping
 - Difficulty making benchmark test comparisons

- Challenges in classroom management. Teachers must continually re-teach procedures that had previously been established and taught at the beginning of the school year as each new student enters
- Challenges in curricular cohesion. Teachers must establish baseline data on each new student each time a student enters the class and re-teach content knowledge, skills, and processes the teacher already taught and the rest of the students were already expected to learn
- Challenge #3: With a poverty index of 78.7%, students experience demands on making their time financially productive, including holding jobs during the school year, and other difficulties presented by low socioeconomic status (students having to provide childcare, difficulty engaging and getting accountability from parents or family members) has exacerbated the achievement gaps described above.

School Highlights

Southside High School is one of the most diverse schools in South Carolina, and we are proud to offer our students more than 100 course offerings. Our educational program is academically challenging and built on high expectations. Southside High School was the first school in South Carolina to offer an International Baccalaureate (IB) Diploma Program; it is the oldest and most successful IB school in South Carolina.

We offer a variety of programs: International Baccalaureate (IB), Advanced Placement (AP), Honors, CTE, College Preparatory, and Employability. All of these programs are designed to meet the unique and individual needs and interests of each student. We have also recently implemented the AVID (Advancement Via Individual Determination) Program- a college readiness system to prepare students in the academic middle for four-year college eligibility by taking more rigorous courses at Southside (Dual Credit, AP, or IB). The three main components of the AVID college readiness system are academic instruction, tutorial support, and motivational and college prep activities. A new addition for this school year, that culminates in a career pathway, is the Expressway to Tiger Town, offering dual-enrollment and a course called World of Education, for Southside students to be trained as future teachers. We also have incorporated an Early College Program, with plans for expansion of opportunities for students to earn college credits at our local community college.

Southside High School has a rich history of academics, the arts, and athletics. Student engagement is achieved by linking the curriculum to previous knowledge and experiences, and then exploring new ideas and promoting authentic learning. Southside provides a complete high school experience that enables our students to be college and career ready while having tremendous opportunities to get involved. We are proud of the following achievements of our students and faculty:

Academic Awards and Honors:

- 23-24 District's Overall Highest Growth
- 23-24 Biology 1 EOC- District's Top 10% of Schools with Highest Growth
- 23-24 English 2 EOC- District's Top 10% of Schools with Highest Growth
- 22-23 District's Overall Highest Academic Growth for High School
- 22-23 Algebra 1 EOC- Top 10% of Schools in District with Highest Growth
- 21-22 Algebra 1 EOC- Third Highest Growth in District
- 21-22 English 2 EOC- Highest Growth in District
- 21-22 Highest Growth in CTE completers/Certifications
- 21-22 Highest Growth in CCR Composite Scores

- 21-22 Highest Growth in Work Based Learning
- 21-22 Highest Growth in Graduation Rate
- 1st school in Greenville County School to be named an AVID School
- 50% International Baccalaureate Diploma Completion/Success Rate
- \$3,296,400 in scholarship offers (Class of 2024)

In addition to a high-caliber academic curriculum, SHS offers a variety of extracurricular programs & athletic teams to meet a variety of interests, some of them include:

- | | |
|--------------------------|---|
| ● Academic Team | ● Soccer |
| ● Beta Club | ● Tiger Ambassadors |
| ● Basketball | ● Nationally Ranked AFJROTC Program |
| ● Cross Country | ● Tiger of the Month Program |
| ● National Honor Society | ● Star Student of the Month Program |
| ● Tennis | ● Fine Arts Program: Band, Art, Drama, Guitar, Piano, Strings |
| ● Football | ● National Honor Society |
| ● Student Council | ● International Festival |
| ● Band | ● Academic Tutoring & Coaching |
| ● Volleyball | ● Gardening/Greenhouse Club |
| ● ROTC Drill Team | ● Junior Marshalls |
| ● Baseball | ● HOSA |
| ● Robotics Team | ● DECA |

School Profile

Southside High School is the oldest and most successful IB school in South Carolina. We are also one of the smallest public high schools within the Greenville County School District, with an enrollment of 967 students. Our IB Diploma Program serves approximately 21.5% of the students of the age group eligible for the program, being a “school within a school model.”

School Community

Partnerships: Our collaboration with the community is an important component of our school’s commitment to create a common school culture of excellence. One of the largest and most visible segments of our school population with typically 10% of Southside High School students involved is the Air Force Junior Reserve Officer Training Corps (AFJROTC). A nationally recognized character development program, with almost 25 years at Southside, cadets have earned numerous state, regional and national accolades in the areas of drill, academics and community service. Southside High School also values its partnership with REWA, as this organization provides business professionals as presenters for our monthly Lunch & Learn Sessions. These business partners provide a wealth of information about their careers and the academic preparation, work expectations and salaries. REWA also partners with Southside to host our annual College & Career Fair, through which all students are able to visit college representatives and business executives to ask an array of questions and to walk away with literature and contact information for future use. Launch GVL is another program that continues to grow, and has the exciting potential to pair students with internship opportunities in the world of work, so that they can graduate career ready and with valuable experience. Lastly, back in 2021, we began a new partnership with the Tiger Alliance program through Clemson University, as well as the HYPE (Helping Youth Pursue Education) program and the Men of Impact program. All of these are dedicated to mentoring and working with our student population on their short and long term academic goals.

PTA (Parent Teacher Association): The Southside High PTA makes important differences in the education and development of students. The PTA provides classroom grants, funding for student agendas, classroom paper and copies, technology, and building maintenance. The PTA fosters positive relationships between the home and the school and sponsors various opportunities for parents, staff, and students to interact. As funds permit, the PTA also supports various extracurricular activities such as Band, Drama Club, and AFJROTC, as well as a robust incentive program for student performance on the End of Course test program.

SIC (School Improvement Council): Southside High School’s School Improvement Council is made up of elected parent, student, and faculty members along with members of the school’s administration and appointed community leaders. It meets monthly and serves to advise the leadership of Southside on ways to achieve the academic goals of the school. SIC members recognize that a student’s education is a responsibility shared by the school, family, and community, and work to establish a strong working relationship with Southside students’ families to promote parental involvement to support student learning.

IB (International Baccalaureate) Parents Council: The IB Parents Council (IBPC) is a group of volunteer parents who work to assist the (IB) Coordinator, in close coordination with the Principal, the PTA and Southside staff. The IBPC meets once a month, with an open forum portion for all members to participate. The IBPC is a membership-based organization that also helps to facilitate communication among all IB families and with the IB Coordinator.

School Personnel Data:

Faculty and Staff: The 2023-2024 Southside High School faculty consisted of sixty-four full and part-time teachers, four guidance counselors, five administrators, one Magnet/IB coordinator, one Freshman Academy coordinator, one testing coordinator, one media specialist, and two instructional coaches (ICs). Additionally, our staff consists of two intervention specialists, one credit recovery lab facilitator, four classroom aides, as well as media, guidance, and attendance clerks. Our faculty includes National Board Certified teachers, AP certified teachers with Gifted and Talented endorsements, IB certified teachers, MYP trained teachers, AVID trained teachers, PACE and GATE teachers, and teachers with advanced degrees, including Doctorates. Some of our teachers come from across the nation and the world. Each faculty and staff member brings a wealth of experience, talent, and knowledge to the classroom. The teaching faculty is comprised of 31% non-Caucasian instructors, and eleven members (17%) of our teaching staff are originally from countries outside of the US.

School Leadership: The Administrative Team, composed of the principal, Tatiana Shea and four (4) assistant principals, supervises the effective implementation of programs that enhance the entire school. Administrative duties, along with the name of the administrator assigned to each duty, are printed in the faculty handbook. The principal and assistant principals visit classrooms on a rotating schedule and are visible and accessible throughout the day. Administrators also work closely with the Magnet Coordinator, Freshman Academy Coordinator, and Instructional Coaches. The administration maintains a high level of communication with the faculty, student body, staff, parents, school district, and community members.

Student Population Data:

Southside's school motto is *Celebrating Diversity. United in Learning*. Our diversity is our strength; Southside is the most diverse high school in the Greenville County School District. Our current enrollment is 967 students, with an attendance rate of 93.5%. Southside students are from 11 different countries (Germany, Lebanon, Kenya, Mexico, India, France, China, Japan, El Salvador, England, and US) and speak 28 different languages. Our diverse student body is composed of students making up the following subgroups:

- Black/African American (48.5%), Hispanic/Latinx (31.4%), White/Caucasian (11%), Multiracial (5.6%), Asian (2.5%)
- 16.4% of our students are current Multilingual Learners
- 20.2% are served by an IEP
- 12.4% are served by the Gifted and Talented Program (an increase of 5.9% over last year)

Program Initiatives:

- International Baccalaureate (IB) Program: The International Baccalaureate Organization (IBO), founded in 1968, is a nonprofit educational foundation based in Geneva, Switzerland. The foundation offers a comprehensive two-year curriculum—available in English, French, and Spanish—that allows students to fulfill certain requirements of various national education systems. The IB program is an internationally recognized program with an emphasis on global perspectives. It is a holistic style program with a prescribed course of study that encompasses six areas; English, history, science, foreign language, math, and an IB approved elective that emphasizes process and integration of content across content areas. The IBO's Diploma Programme is a high school program offered to students in the final two years of school. Course work is divergent – asking “why” more than “what”. The program maintains rigorous world-wide assessment criteria standards.

- Advanced Placement (AP) Program: The AP program provides leadership and services for academically talented students with more emphasis on the academic rather than the philosophical. It is a cafeteria-style program in which students have an opportunity to take college-level courses and exams while still in high school. Students may pick and choose content-driven courses. Southside currently offers multiple AP courses, including courses such as AP Calculus, AP Statistics, AP World History, and AP Psychology.
- Advancement Via Individual Determination (AVID) Program: The AVID program is a college readiness system to prepare students in the academic middle for four-year college eligibility by taking more rigorous courses at Southside (Dual Credit, AP, or IB). The three main components of the AVID college readiness system are academic instruction, tutorial support, and motivational and college prep activities. Teachers throughout the building learn and implement AVID strategies for all students through a multi-pronged, differentiated approach to professional development.
- Dual Credit Program: Southside's Dual Credit Program provides learning opportunities that allow every student to develop and demonstrate talents, interests, and modern workplace skills. Students earn college credits as they take Greenville Tech courses, right here on our campus. It is our goal to increase the number of students attaining College and Career Readiness as defined by the state accountability model.
- Freshman Academy Program: The 9th Grade Freshman Academy is a comprehensive program that strives to provide each 9th grade student with a challenging and nurturing learning environment that ensures a smooth transition from middle to high school. It seeks to ensure the academic success of its students by increasing the promotion rate for all freshmen, improving the quality of parental involvement, decreasing the number of discipline referrals, and increasing the attendance rate and passage rate for the End of Course Examinations. We enthusiastically promote good citizenship through consistent discipline and positive behavioral encouragement programs.
- Future Teachers Academy: This collaboration between Greenville County Schools, Greenville Technical College, and Clemson University offers a pathway for students to explore the world of education, earning college credit through challenging coursework and field experiences in schools, eventually culminating in a four-year degree and teacher certification.
- Professional Learning Communities (PLCs): For the past six years, Southside High School has been implementing a PLC model of collective teacher efficacy, whereby teachers in the same content area meet regularly to engage in the data and inquiry cycle. They collaborate to unpack standards, plan common assessments, develop instructional strategies, and evaluate their students' progress and the effectiveness of their instruction. PLC's are also used as a major vehicle for professional learning and innovation at Southside.
- Credit Recovery: Credit Recovery, initiated by Greenville County School District, allows a student who has received a 50 or higher in a course to take the SC Virtual course on-line and recover the credit. The SC Virtual curriculum is closely aligned with SC standards. Additionally, students have access to the SC Virtual programs from home and can work at their own pace in school or at home.
- Seat-Time Recovery: Seat-Time Recovery gives students who are currently passing a course and have more than the maximum number of absences allowed the opportunity to recover class hours by attending Seat-Time Recovery. Seat-Time Recovery will enable participants to make up the hours required to receive credit for a course.

Mission, Vision, and Beliefs

- Mission: Southside High School's mission is to stimulate lifelong learning and to promote an understanding of community and curriculum standards by providing opportunities for students to apply acquired skills and by modeling desired behavior and attitudes. We will know students are learning and becoming productive, involved, caring citizens by maintaining data that chart their progress so we can provide various levels of intervention to guide students toward success.
- Vision: To create world-class educational opportunities that prepare college and career ready graduates.
- Motto: Celebrating Diversity. United in Learning.
- Values: Our values at Southside High School can be expressed through the 4 R's:-
 - Readiness- embrace student agency,
 - Relevance- transform teaching and learning,
 - Responsiveness, ensure organizational effectiveness,
 - Relationships, nurture a culture of inclusion and mutual respect

Data Analysis and Needs Assessment

Student Achievement Needs Assessment-

- EOCEP (End of Course Examination Program) Passage Rate**

Currently, South Carolina requires students enrolled in English 2, Algebra 1, Biology, and U.S. History to take a standardized multiple-choice exam near the end of the course. The exam score is cumulative and comprehensive, and is calculated as 20% (10% in 2020-2021) of the student’s final grade (*this was English 1 prior to 2020-2021)..

2023-2024 EOC Scores- Southside High School

	Algebra 1	English 2	Biology 1	US History
% Earning A, B, or C	42.7%	55.9%	41.4%	26.1%
Total % Passing	71.8%	83.1%	61.8%	38.5%

Generally, students take these courses in high school. Many of our most academically ambitious students take Algebra 1 courses at the middle school. Their scores are not reflected in our EOC passage rate data. Although test content can signal what is important for students to learn and for teachers to teach, teachers are not permitted to view or review actual test questions. Likewise, detailed test results can be valuable to improve teacher effectiveness; unfortunately, details (such as specific areas students struggled with or skills students failed to adequately demonstrate) are not provided by the state to the teachers.

- Four-Year Cohort Graduation Rate:**

In 2023-2024, our graduation rate increased to 78.6% (up from 65.4% in 2023). The graduation rate is negatively impacted by students who graduate late (these are not included in the on-time graduation rate), and by students enrolled in the Special Education Occupational Program, who do not receive a SC State diploma. Our graduation rate is also decreased when students leave Southside High School to enroll elsewhere, but fail to inform the school of their whereabouts and are considered dropouts

- Other Measures of College and Career Readiness:**

In addition to graduation rate and EOC testing, the following are other metrics that demonstrate how Southside is meeting the needs of students to become college and career ready:

- G+ (Graduation Plus): In Greenville County, a student is considered college and/or career ready and to have earned G+ status through one or more of the following measures: IB exam score of 4+, AP Test score of 3+, Dual Credit course success, success on ASVAB w/ROTC, CATE Certification, Work-Based Learning. Our most recent graduation cohort has earned 79.43% G+ status (up from 75.71% in 2023)
- Dual Enrollment Courses- 33 (64.7%) students currently enrolled in Dual Credit who are also Pupils in Poverty (PIP). 100% of dual enrollment students completed six hours of dual enrollment course work with a grade of C or higher

Teacher and Administrator Quality: Professional development is very important at Southside High School. Professional development within the building aligns very closely with our vision of preparing college and career-ready graduates, and with our school-wide goals.

Professional Development sessions for the 2024-2025 school year are as follows:

New Teacher Orientation	August
Student-Centered Coaching Cycles with IC- ongoing throughout the year	August, September, October, November, December, January, February, March, April
Monthly Anchor Sessions- with a Schoolwide Focus on Assessment & Peer Interaction Strategies	August, September, October, November, December, January, February, March, April
Inter-visitation Visits- Peer to Peer Classroom Observations to reinforce the monthly anchor sessions.	Bi-Monthly
Instructional Rounds & Coaching Conversations with Administration and IC- ongoing throughout the year	August, September, October, November, December, January, February, March, April
Sheltered Instruction Professional Learning cohort to provide strategies to support teachers of ML students	October, November, December, January, April
Monthly Graduation Rate Meetings	August, September, October, November, December, January, February, March, April
Weekly Collaborative PLC Sessions- focusing on analysis of student data and using it to make instructional decisions	August, September, October, November, December, January, February, March, April
EOC PLC: Benchmark Data Analysis & Reflections	Twice each semester
Asynchronous Technology Sessions- focusing on personalized learning and 21st Century Skills	August, September, October, November, December, January, February, March, April, May

School Climate Needs Assessment

- **Student Behavior Data:** At Southside High School, we set high expectations for student behavior and performance, and believe that our clear guidelines for discipline help to support our teachers' robust classroom management practices. However, students still get written up periodically, often for attendance offenses such as tardies. In the 2023-24 school year, 613 (63%) of our students have received at least one referral. 444 (45.9%) students have received at least two referrals. 72.43% of those who have received one referral have gone on to receive two or more referrals. We have several plans in place to address and prevent student misconduct, and are continuing to work on implementing them with fidelity, but it is worth noting that all of these numbers have decreased from the 2022-23 school year (a 4% decrease in one referral, 5.1% decrease in two referrals, and 2.97% decrease in those who have received one referral going on to receive two or more referrals).
- **Attendance, absenteeism, and truancy:** One of the single most important indicators of student success is their attendance – without students being present in classes, our teachers' thoughtful instructional strategies and meaningful curriculum simply cannot reach our students. Our current daily attendance rate is 93.5%. However, in the 2023-24 school year, 560 students were considered “chronically absent”, which indicates a chronic absenteeism rate of 45.86% (this is an increase of 4.44%, over 41.42%, in the last school year). We have a team of dedicated staff members in place, including teachers, counselors, and administrators, who continue to work with students and their families to try to address barriers to student attendance.
- **Parent/teacher conferences-** Another absolutely essential element in student success lies in maintaining open communication with parents and guardians. Southside teachers consider families to be our partners in supporting students in their education and future goals. We need families at home to reinforce the message that students hear at school, about the importance of education and taking an active role in learning, work ethic, and personal responsibility. To that end, we have held an estimated 2,555 parent/teacher conferences this school year, including in-person, via phone, and virtual. These also include IEP meetings and conferences held at Open House and Curriculum Night, and both formal and informal meetings. We have implemented several strategies to increase attendance at Open House, such as combining it with sports events and other activities, and will continue to work on strengthening the relationship and communication between families and Southside staff.
- **Backpack accounts/logins-** Along the same lines as the importance of conferencing with parents, it is also important to keep communication flowing on a more frequent and timely basis. Greenville County Schools has provided all the families in our district with access to an app called Backpack for Parents. Out of our 967 currently enrolled students, 72.6% have a registered parent or guardian contact with a Backpack for Parents account (this is an 8% increase over last year's 64.6%). This enables them to receive regular messages and notifications from Backpack for Parents, including real-time updates in course grades, messages from teachers, counselors and administrators, as well as schoolwide information disseminated by the principal. Approximately 38% of our students (363) have had their parent account checked within the last 60 days, and approximately 31% (297 students) have had a parent account checked within the last 30 days. However, these families and contacts are still receiving messages and passive notifications through their connected email addresses, regardless of logging in to the Backpack system.

- **Volunteer hours-** Finally, Southside High School continues to flourish due in no small part to our community members who generously donate their time as volunteers, working alongside our teachers, administrators, counselors, PTSA members, and more. Whether they are running the school store, presenting to a class about the technical aspects of local industries, explaining their admissions requirements at our College & Career Fair, or conducting a Lunch & Learn session about career opportunities, our volunteers are incredibly important to our continued success. During the 2023-2024 school year, we had a total of 2,690 hours of volunteer work that has been contributed to our school by these dedicated stakeholders.

Link to Southside High School's 2023-2024 SC SDE School Report Card- [available here](#)

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 57.1% (2023) to 72.1%.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Accountability and Quality Assurance			Projected (HS)	60.1%	63.1%	66.1%	69.1%	72.1%
	57.1%	71.8%	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>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<input type="checkbox"/> Principal & ILT	\$0	NA	Continue
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Principal & ILT	\$0	NA	Continue
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<input type="checkbox"/> Math Teachers & IC's	\$0	NA	Modify
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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 Academics, IC's, Department Chairs, PLC's	\$0	NA	Continue
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 Academics, IC's, Department Chairs, PLC's	\$0	NA	Continue
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> IC's and Teachers in PLCs	\$0	NA	Continue
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<input type="checkbox"/> Principal, IC's, Assistant Principals, Mentors, Academic Specialists, ILT	\$0	NA	Continue
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"/> Principal, IC's, Assistant Principals, ILT	\$0	NA	Continue
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<input type="checkbox"/> Principal, IC's, Assistant Principals, ILT	\$0	NA	Continue
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Principal, IC's, Assistant Principals, ILT	\$0	NA	Continue
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning	2024-2029	<input type="checkbox"/> Principal, IC's, Assistant Principals, ILT	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Principal, ILT, Assistant Principals, Teachers in PLC's, Counselors	\$0	NA	Continue
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Teachers in PLC's, Assistant Principals, IC's	\$500	Local Funds	Modify

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 72% (2023) to 87%.

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)	75%	78%	81%	84%	87%
	72%	83.1%	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>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> District Academics, IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
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"/> District Academics, IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> District Academics, IC's, ILT	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> District Academics, IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
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"/> District Academics, IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> District Academics, IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> District Academics, IC's, Department Chairs,	\$0	NA	Continue
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> District Academics, IC's, Department Chairs,	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<input type="checkbox"/> District Academics, IC's, Department Chairs,	\$0	NA	Continue
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> District Academics, IC's, ILT	\$0	NA	Continue
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> District Academics, IC's, ILT	\$0	NA	Continue
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"/> District Academics, IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> District Academics, IC's	\$0	NA	Continue

GOAL AREA 1 – Performance Goal 3

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

Performance Goal 3: By 2029, the percentage of students who earn G+ will increase from 78.5% (2023) to 93.5%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Accountability and Quality Assurance (GCSOURCE)			Projected (HS)	81.5%	84.5%	87.5%	90.5%	93.5%
	78.5%	79.43%	Actual (HS)					
			Projected (District)	79%	83%	87%	91%	95%
	75.4%	81.0%	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 engage in K-12 Career Exploration as outlined in Graduation Plus.					
1. Complete comprehensive scope and sequence of career related activities using district's College and Career Readiness platform	2024-2025	<input type="checkbox"/> Principal, ILT, Assistant Principal, Counselors	\$0	NA	Continue
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	<input type="checkbox"/> Principal, ILT, Assistant Principal, Counselors, Business Partners	\$0	NA	Continue
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"/> Principal, ILT, Assistant Principal, Counselors, Business Partners	\$0	NA	Continue
4. Facilitate internships, job shadowing, and work-study programs to provide students with real-world experiences, preparing them for post-secondary education and employment.	2024-2029	<input type="checkbox"/> Principal, ILT, Assistant Principal, Counselors, Business Partners	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Utilize Career Planner software so students can clearly articulate a 9-12 career path to plan their high school course experience.					
1. Implement district-wide course progression requirements for all core content courses.	2025-2026	<input type="checkbox"/> District Academics, IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	<input type="checkbox"/> Principal, ILT, IC's, Department Chairs, Teachers in PLC's	\$0	NA	Continue
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"/> Principal, ILT, Assistant Principal, Counselors	\$0	NA	Continue
Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment.					
1. Attend district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential.	2024-2029	<input type="checkbox"/> District Academics, Counselors, Magnet Coordinator	\$0	NA	Continue
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"/> District Academics, Career Center Admin, Counselors, Magnet Coordinator, Assistant Principals	\$0	NA	Continue
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	<input type="checkbox"/> Counselors, Magnet Coordinator, Assistant Principals, Dual Enrollment Teachers	\$0	NA	Continue
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	<input type="checkbox"/> AP Teachers	\$0	NA	Continue

GOAL AREA 1 – Performance Goal 4

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

Performance Goal 4: By 2029, 40% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 25% in 2022-23.

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)	28%	31%	34%	37%	40%
	3.2%	64.7%	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>
Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit/dual enrollment courses.					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	<input type="checkbox"/> Counselors, Admin, Magnet Coordinator	\$0	NA	Continue
2. Identify PIP students who meet prerequisites for dual enrollment courses and are demonstrating skills that would make them successful candidates for dual credit and honors courses.	2024-2029	<input type="checkbox"/> Counselors, Admin, Magnet Coordinator, Department Chairs, Dual Enrollment Teachers	\$0	NA	Continue
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"/> Principal, ILT, Assistant Principal, Counselors, Business Partners	\$0	NA	Continue
4. Establish peer support networks for PIP students participating in dual credit	2025-2029	<input type="checkbox"/> Counselors, Admin, Magnet Coordinator, Department	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
courses to foster a sense of community and provide mutual assistance.		Chairs, Dual Enrollment & AVID Teachers			
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	<input type="checkbox"/> Counselors, Admin, Magnet Coordinator, Department Chairs, Dual Enrollment & AVID Teachers	\$0	NA	Continue
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	<input type="checkbox"/> Principal, Counselors, Admin, Magnet Coordinator, Department Chairs, Dual Enrollment & AVID Teachers, Open House Committee	\$0	NA	Continue
Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day.					
1. High school counseling departments will attend training on Accuplacer readiness test administration.	2024-2029	<input type="checkbox"/> Counselors, Admin, Magnet Coordinator, Testing Coordinator	\$0	NA	Continue
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	<input type="checkbox"/> Counselors, Admin, Magnet Coordinator, Testing Coordinator	\$0	NA	Continue
Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, Magnet Coordinator, Counselors, IC's	\$0	NA	Continue
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	<input type="checkbox"/> Principal, Counselors, Admin, Magnet Coordinator, Department Chairs, Dual Enrollment & AVID Teachers, Open House Committee	\$0	NA	Continue

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	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	<input type="checkbox"/> Principal, Assistant Principals, SIC, PTSA, Counselors	\$0	NA	Continue
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, Counselors, Magnet Coordinator	\$0	NA	Continue
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, Counselors, Magnet Coordinator	\$0	NA	Continue

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)	15.5%	15%	14.5%	14%	13.5%
	16%	4%	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: Enhance Professional Development Programs:					
1. Implement comprehensive professional development programs aimed at enhancing teaching skills, classroom management techniques, and educational technology proficiency.	2024-2029	<input type="checkbox"/> District Academics, Instructional Technology, Principal, ILT, IC's	\$0	NA	Continue
2. Offer ongoing training sessions and workshops focused on addressing the specific needs and challenges identified by teachers through surveys and feedback mechanisms.	2024-2029	<input type="checkbox"/> Principal, ILT, IC's	\$0	NA	Continue
3. Collaborate with educational experts and experienced teachers	2024-2029	<input type="checkbox"/> Principal, ILT, IC's, Mentors, Teacher Buddies, External	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
to design tailored professional development opportunities that align with the school's educational objectives and foster a supportive learning environment, including for induction and international teachers		Coaches through GATE and International Programs			
Action Plan for Strategy #2: Foster a Positive School Culture and Leadership					
1. Cultivate a supportive and inclusive school culture where teachers feel valued, respected, and empowered to contribute to decision-making processes.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, ILT, IC's, Mentors, Teacher Buddies	\$0	NA	Continue
2. Strengthen communication channels between administrators, teachers, and staff to ensure transparency, collaboration, and trust.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, ILT, IC's, Mentors, Teacher Buddies, Culture Committee	\$0	NA	Continue
3. Provide leadership training and mentoring programs to equip administrators with the skills to effectively lead and support their teams, address conflicts, and foster a culture of continuous improvement.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, ILT, IC's	\$0	NA	Continue
4. Recognize and celebrate teacher achievements, milestones, and contributions to the school community through awards, incentives, and public acknowledgments.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, ILT, IC's, Culture Committee	\$500	Local Funds	Continue
Action Plan for Strategy #3: Establish Feedback Mechanisms and Continuous Improvement Processes					
1. Implement regular surveys and feedback mechanisms to gather input from teachers regarding their experiences, concerns, and suggestions for improvement.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, ILT, IC's, Mentors, Teacher Buddies, Culture Committee	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Analyze feedback data to identify trends, areas for improvement, and opportunities to enhance teacher satisfaction and retention	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, ILT, IC's, Mentors, Teacher Buddies, Culture Committee	\$0	NA	Continue
3. Develop action plans based on feedback insights, prioritizing initiatives that address key concerns and align with the school's strategic goals.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, ILT, IC's, Mentors, Teacher Buddies, Culture Committee	\$0	NA	Continue
4. Monitor the effectiveness of implemented strategies through regular evaluations and adjustments to ensure continuous improvement.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, ILT, IC's, Mentors, Teacher Buddies, Culture Committee	\$0	NA	Continue

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: 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)	73.84%	71.84%	69.84%	67.84%	65.84%
	75.84%	72.43%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative 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"/> District MTSS Leaders, Principal, Assistant Principal, AA, Behavior Interventionists	\$0	NA	Continue
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"/> Principal, Assistant Principal, AA, Behavior Interventionists, IC's, Teachers	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"/> Principal, Assistant Principal, AA, Behavior Interventionists, IC's, Teachers, SEL Committee, Counselors	\$0	NA	Continue
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Behavior Interventionists, IC's, SEL Committee, Counselors	\$0	NA	Continue
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Behavior Interventionists, Counselors, Teachers	\$0	NA	Continue
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"/> Behavior Interventionists, IC's, Teachers, SEL Committee, Counselors	\$0	NA	Continue
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Counselors, Teachers	\$0	NA	Continue
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Behavior Interventionists, IC's, Counselors, Teachers	\$0	NA	Continue
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Behavior Interventionists, Counselors, Teachers	\$0	NA	Continue
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA,	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
activities more accessible through transportation, scholarships for fees/trips, etc.		Counselors, Teachers, Club Sponsors			
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Counselors, Teachers, Club Sponsors	\$0	NA	Continue
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Counselors, Teachers, Club Sponsors	\$0	NA	Continue
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Behavior Interventionists, IC's, Teachers, SEL Committee, Counselors	\$0	NA	Continue
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Behavior Interventionists, IC's, Teachers, SEL Committee, Counselors	\$0	NA	Continue
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Behavior Interventionists, IC's, Teachers, SEL Committee, Counselors	\$0	NA	Continue
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Behavior Interventionists, IC's, Teachers, SEL Committee, Counselors	\$0	NA	Continue
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop	2024-2029	<input type="checkbox"/> Principal, Assistant Principal, AA, Behavior Interventionists, IC's,	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
healthy regulation and decision-making skills.		Teachers, SEL Committee, Counselors			

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)	39.42%	37.42%	35.42%	33.42%	31.42%
	41.42%	45.86%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, AA, Attendance Coordinator, Clerks, Behavior Interventionists	\$0	NA	Continue
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, AA, Attendance Coordinator, Clerks, Behavior Interventionists	\$0	NA	Continue
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, AA, Attendance Coordinator, Clerks, Behavior Interventionists, Counselors, Teachers	\$0	NA	Continue
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> District Powerschool Team	\$0	NA	Continue
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, AA, Attendance Coordinator, Clerks, Behavior Interventionists, Counselors, Teachers, SIC, PTSA	\$0	NA	Continue
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"/> Principal, Assistant Principals, AA, Attendance Coordinator, Clerks, Behavior Interventionists, Counselors, SIC, PTSA	\$0	NA	Continue
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"/> Principal, Assistant Principals, AA, Attendance Coordinator, Clerks, Nurse	\$0	NA	Continue

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	2,822	2,906	2,993	3,082	3,174
		2,740	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, Registrar, Clerks, Counselors	\$0	NA	Continue
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Principal, Assistant Principals, Registrar, Clerks, Counselors, SIC, PTSA	\$0	NA	Continue
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Registrar, Clerks	\$0	NA	Continue
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	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, Counselors,	\$0	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.		SIC, PTSA, Business Partners			
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"/> Principal, Assistant Principals, Counselors, SIC, PTSA	\$0	NA	Continue
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, Counselors, SIC, PTSA, Business Partners	\$0	NA	Continue
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, Registrar, Clerks, Counselors, SIC, PTSA, Open House Committee	\$0	NA	Continue
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Principal, Assistant Principals, Registrar, Clerks, Counselors, SIC, PTSA, Open House Committee	\$0	NA	Continue
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> Principal, Assistant Principals, ILT, Counselors, SIC, PTSA	\$0	NA	Continue