Woodmont High School:
An International Baccalaureate School

School Portfolio

2024-2025 through 2028-2029

Update: 2026-2027

Melissa Patterson, Principal

2831 W. Georgia Rd. Piedmont, SC 29673

864-355-8600

Greenville County School District

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Woodmont High School

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2026-27** *(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.
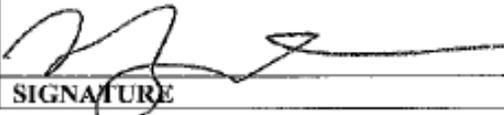
Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.
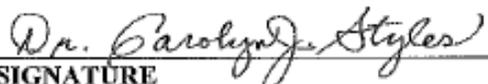
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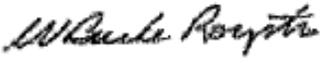
Dr. W. Burke Royster	*[signature]*	4/14/2026
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

[handwritten name]	*[signature]*	4/14/2026
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*[signature]*	4/14/2026
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jennifer Kaminska	*[signature]*	4/14/2026
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sandra Brundage	*[signature]*	4/14/2026
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2831 West Georgia Road, Piedmont, SC 29673

SCHOOL TELEPHONE: (864) 355-8600

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

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Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Melissa Patterson
2. Teacher	Caroline Cowen
3. Parent/Guardian	Christine Kellett
4. Community Member	Sherri Andreoff
5. Paraprofessional	Aimee Harney
6. School Improvement Council Member	Jennifer Kaminska
7. Read to Succeed Reading Coach	Glynnis Childress
8. School Read to Succeed Literacy Leadership Team Lead	Sandra Brundage
9. School Read to Succeed Literacy Leadership Team Member	Kim Whitmire

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

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

Assistant Principal	Candace Strickland
Assistant Principal	Libba Mattison
Assistant Principal	Chuck Winney
Assistant Principal	Wesley Dodgens
Assistant Principal	Chawana Goodwin
Assistant Principal	Shavoyae Brown
Instructional Coaches	Megan Spearman, Jennifer Kaminska
Freshman Academy Coordinator	Glynnis Childress
AP/IB Coordinator	Denise McAleer
Athletic Director	Chris Carter
School Literacy Leadership Team	Britney Allen
	Deigha Anderson-Davis
	Christina Turner
	Chelsey Nesmith
	Dr. Debbie Fulton
	Sarah Owens

ASSURANCES FOR SCHOOL RENEWAL PLAN

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
☐ Yes ☐ No ☑ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☑ Yes ☐ No ☐ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☑ Yes ☐ No ☐ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
☑ Yes ☐ No ☐ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
☑ Yes ☐ No ☐ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
☑ Yes ☐ No ☐ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☑ Yes ☐ No ☐ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
☐ Yes ☐ No ☑ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
☐ Yes ☐ No ☑ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

☐ Yes ☐ No ☑ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
☐ Yes ☐ No ☑ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
☑ Yes ☐ No ☑ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
☑ Yes ☐ No ☐ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

Woodmont High School's portfolio was developed to document the changes for a five-year period beginning with 2025-2026 and ending 2028-2029. The portfolio reflects the needs of the school as determined by its own self-reflection and needs assessment, but also the recommendations of the district, state, and community entities. The district provided surveys to faculty, parents, and students which allowed stakeholders to self-assess and the results of these tools and surveys gave us a detailed look at the components of our school as well as the instructional program. Further, the feedback provided strengths and weaknesses to guide the school's areas of focus. Specific stakeholders that provided vision and leadership during this process include the Instructional Leadership Team, the Administrative Team, Principal Cabinet, SIC, PTSA, the Freshman Academy Staff, department and course level teams, teachers and student organizations.

Three key areas of focus include:

- Improving graduation rate with instructional, truancy, and individualized strategies for students along with ACT and EOC preparation.
- Implementing research-based instructional practices that focus on universal design for learning, evidence of student learning, and increased academic achievement.
- Emphasizing and maintaining school policies that focus on school safety and productive learning environments.

Materials and resources on which this current Portfolio is based include the Every Child Succeeds Act, the Read to Succeed Act, the SC Department of Education Strategic Plan, the State Technology Plan, The Greenville County Schools' Education Plan, and EEDA 2005. Current research in the areas of best practices, universal design for learning, effective data analysis, effective tools for technology integration, and assessment principles that clearly and specifically relate to instruction and student learning provided the foundation of the professional development plan. In 2025-26, the faculty and staff of Woodmont High will focus on effective universal design for learning strategies to improve graduation rate and student achievement, the implementation of effective instructional practices and educational technology that address academic diversity and evidence of student learning, development and implementation of the professional learning community in academic connected teams, and emphasize policies that maintain school safety and productive learning environments.

Executive Summary

Woodmont High School has a proud tradition of academic excellence, community involvement, and athletic success. Our student body has continued to grow which has presented our school with a unique set of circumstances to serve our diverse student population. Our mission is that we will serve every student, every day through a collaborative, purposeful, and student-centered delivery of curriculum while ensuring a safe, supportive and thriving environment that considers and values the needs of one and all. Our belief is that all students can be successful so we are committed to providing educational experiences that prepare our students to be productive citizens. Our school motto is Scientia est Potentia, "Knowledge is Power" and our vision is that Woodmont will be a model of accomplishment and excellence through the development of all students, socially and academically, while also creating responsible, caring, and productive lifelong learners who compete and contribute to a diverse global community.

Findings for Student Achievement:

- EOCEP courses were administered the EOCEP exams in Fall 2024 and in Spring 2025. In 2025, the English 2 pass rate was 93.2%. The Biology pass rate was 78.6%, and the US History pass rate was 74.1% in 2025. The Algebra 1 pass rate was 90.4%
- The 4-Year Graduation Rate was 95.7% in 2025, which was the second-highest in the District.
- The AP overall pass rate was 68% with 321 exams being scored.

- · The International Baccalaureate had an average grade of 4.85. We administered 150 exams to 43 students. 16 students out of 19 who applied were awarded the IB Diploma.

Findings for Teacher and Administrator Quality:

- Over 90 online/on-demand and over 85 in-person professional development sessions have been offered to teachers. Additionally, each semester, all teachers participated in Learning Walks and Reflection Activity to improve classroom practice. Lastly, the staff has participated in additional professional learning on their own.
- Teacher retention rate for 2024-2025 is 88%.

Findings for School Climate:

- Overall Perception of School Climate: 3.0
- Teacher Perception of Instruction Focus3.12
- Teacher Perception of Working Conditions: 2.89
- Teacher perception of Safety: 3.77
- Student Perception of Social/Physical Environment 2.08
- Student Perception of Safety: 3.14

<u>Recent Challenges:</u>

Our student population has been changing the last few years due to unprecedented growth in the upstate and increased residential construction within our school boundaries. Our Poverty Index, currently around 56.6%, is a contributing factor in the areas of behavior, student attendance, and academic achievement. The diverse student needs have presented Woodmont High School with unique challenges that have required innovative, ongoing solutions.

<u>Awards & Accomplishments:</u>

Woodmont has also experienced many notable accomplishments. In 2023, Woodmont High School was awarded "Palmetto's Finest." For the last three academic years, Woodmont High had the highest graduation rate in the Greenville County School District. It was also recognized for the highest overall academic growth and a variety of other academic achievement awards, receiving an "Excellent" State Report Card rating for the first time in school history. The school has used a data-driven and innovative model to increase achievement for all students. These improvements were so impressive that Woodmont High School was also recognized as a "Model School" by the International Center for Leadership in Education, in 2022 making it one of only 16 schools in the nation to receive that recognition.

- Awarded "Palmetto's Finest" 2023
- Highest Academic Growth in Greenville County Schools 2022
- Highest Graduation Rate in Greenville County Schools 2021, 2022, 2023
- Greenville County Schools Principal of the Year 2021
- Greenville County Assistant Principal of the Year 2023
- AAAAA State Athletic Director of the Year 2023
- Region Athletic Director of the Year 2021
- CTE School Counselor of the Year 2022
- Secondary Division Chair of the Southeastern Theater Conference 2022
- William E. Wilson Scholarship Winner for the Southeastern Theater Conference 2022
- Secondary Division Chair of the South Carolina Theater Association 2022
- South Carolina Thespian State Chapter Director 2023

School Profile

<u>**School Community**</u>

Located in the town of Piedmont, Woodmont High School is currently the southernmost school in Greenville County. The town, founded in 1850 as a mill town on the banks of the Saluda River, is split between Anderson and Greenville Counties. Woodmont High School has served as a source of community spirit and pride in Piedmont since 1967. In 2005-2006 the new facility, a 290,000 square foot, state of the art building opened to students. That same year rezoning efforts in the district added over 400 students to the population. Enrollment has steadily increased over the years, with our student population now above 2,000. Enrollment grew so quickly that a new 400 student addition was built in 2013.

Our student population is diverse in socioeconomic background. Some students come from poverty-stricken areas while others come from affluent neighborhoods. This leads to differing academic backgrounds as well—some students are well prepared for high school and college, while others enter below grade level expectations. Regardless of their differences, the Woodmont student body shares a desire for success and a mutual respect for each other.

Students who enroll at Woodmont High School set a foundation for success through the Freshman Academy. The culture provided for students puts them on a path of academic excellence and creates an environment to develop independent, well rounded individuals. Woodmont students are given a plethora of opportunities to find their niche including an award-winning Fine Arts department, an Agricultural Department that regularly participates in horticulture and livestock competitions, a large CATE department that includes Teacher Cadet, Foods and Nutrition, and an Army JROTC program. Students have the opportunity to participate in rigorous academic programs such as Dual Credit, AP, and IB. The National Honor Society and Beta Club recognize outstanding academic achievement in our students. Our students with special educational needs can participate in the Employability Diploma program and we partner with outside businesses to offer workforce opportunities for those students. Our Peer Tutoring program is an inclusive way for students to make connections with our students with special needs and collaborate together for success. Our athletic program has thirty-four sports teams in fourteen sports. We participate in region 1 AAAAA.

Ms. Melissa Patterson leads our administrative team of six Assistant Principals and an Instructional team that consists of the AP/IB Coordinator, 2 Instructional Coaches, and the Freshman Academy Coordinator. Woodmont High School also has an Intervention Specialist, and two School Resource Officers to support administration and student success.

In the 2024-25 school year, Woodmont High School had a faculty of 110 teachers, one Media Specialist, as well as nine School Counselors, one Mental Health Counselor, and one Graduation Specialist. The current staff includes both veteran teachers and those new to the profession. Several teachers have National Board Certification and 55% of the teachers have an advanced degree.

Woodmont has 4 teachers pursuing alternative certifications. Three teachers are pursuing certification through Greenville County Schools GATE program. One teacher is pursuing certification through PACE, and one Health Science teacher is in DIRECT (CATE teacher certification program).

Non-instructional staff members are an integral part of our team and are encouraged to attend school meetings and functions. Their work is critical to the safety and quality of our instructional program. Also on staff were five special education aides, one plant manager, twelve custodial workers, and a food service staff of fifteen. Non-instructional personnel serve on our School Improvement Council. Parents have an opportunity to be involved in school decisions through the School Improvement Council or Parent Teacher Student Association.

The school counseling office offers school supplies for students who cannot purchase them. The school counseling office provides families with Thanksgiving meals if they can't afford meals. We have a closet in our building filled with clothes for students to utilize when needed. During the holidays, Woodmont has an angel tree that supports families in need that purchases gifts for their families. Woodmont also takes part in the Greenville County School District's Free Summer Lunch Program. All students receive free breakfast and lunch for the 2025-2026 school year.

School Personnel Data

Teacher Demographics and Attendance

Gender	Race	Teacher Turnover
62 Male 131 Female	27 African American 1 Asian 4 Hispanic 1 Latino 157 White	12%

Student Population Data:

Table 1: Demographics 2025-2026

Grade Level	Total in Grade	Asian	Black or African American	Hispanic	American Indian or Alaskan Native	Two or more races	Native Hawaiian or Other Pacific Islander	White
9	517	2	115	71	3	34	0	292
10	573	5	153	89	8	28	0	290
11	493	3	125	89	3	31	0	247
12	477	4	126	73	2	20	0	252
Total	2,065	14	519	322	16	113	0	1,081

Table 2: School Enrollment by Grade Level (2021-2026)

GRADE LEVEL	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
9TH GRADE	546	591	501	548	495
10TH GRADE	543	543	557	508	556
11TH GRADE	468	492	475	505	492
12TH GRADE	430	468	479	473	470
TOTALS	1,987	2,094	2,012	2,034	2013

Table 3: School Enrollment by Ethnicity (Percentages) (2021-2026)

ETHNICITY	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
CAUCASIAN	58.5%	55.8%	53.8%	52%	53%
AFRICAN AMERICAN	26.7%	27.9%	27.4%	27.1%	26%
HISPANIC	7.4%	8.9%	10.9%	12.9%	13%
ASIAN	1.0%	0.9%	1.0%	1.0%	0.7%
AMERICAN INDIAN OR ALASKA NATIVE	0.6%	0.6%	0.6%	0.4%	0.8%
TWO OR MORE RACES	5.6%	5.8%	6.2%	6.6%	7.0%

Table 4: School Enrollment by Special Education (Percentages) (2021-2026)

YEAR	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
SPECIAL EDUCATION %	8.41%	14.52%	19.44%	18.36%	14.05%

The special education population at WHS continues to grow. Students with special needs are visible and included in all school activities and events. Because the area around Woodmont High School is being developed with residential neighborhoods, and because of the excellent reputation of our programs, our school's population is growing. It is obvious from the above data that Woodmont High has an increasingly diverse population, reflecting its surrounding community. As we welcome those new to our community, we recognize many families who are second, third or even fourth generations at this school. We applaud this blend of old and new as we strive to meet the needs of each student.

Academic & Behavioral Features, Programs and Initiatives:

- Advanced Placement
- Band and Color Guard
- Beta Club
- Career Day
- Chess Club
- College Application Day
- Anime Club
- Dual Credit
- EOC celebration
- ESOL
- Farm Day
- Fellowship of Christian Athletes
- Freshman Academy
- Jesus Club
- Future Democrats of America Club
- Freshman Academy
- Future Farmers of America
- Interact Club
- International Baccalaureate
- International Club
- JROTC
- Gaming Club

- Diamond Painting Club
- Mu Alpha Theta Honor Society
- ML Student Supports
- Step Team
- National Art Honor Society
- National Honors Society
- National Science Honor Society
- Employability Diploma Program
- Peer Tutoring
- OnTrack
- PLCs
- Project Lead the Way
- Satellite Diploma Program
- Student Government Association
- Sign Language Club
- Society of Women Engineers
- STEAM
- The Wildcat Players
- Winter Guard
- Winter Percussion
- Young Adult Book Awards Program
- Wildcat Readers
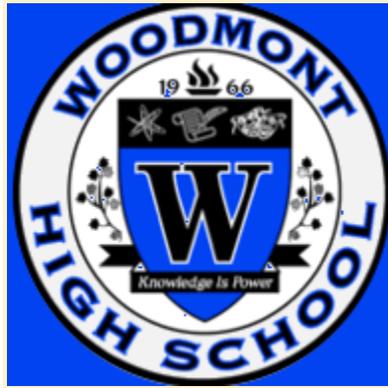
Mission, Vision, and Beliefs

Our mission, vision, and beliefs are communicated annually to stakeholders at the beginning of the year in the Annual Report to the Community at the first PTSA meeting.

Mission

Woodmont High School will serve every student, every day through a collaborative, purposeful, and student-centered delivery of curriculum while ensuring a safe, supportive and thriving environment that considers and values the needs of one and all.

Vision

Woodmont High School will be a model of accomplishment and excellence through the development of all students, socially and academically, while also creating responsible, caring, and productive lifelong learners who compete and contribute to a diverse global community.

Beliefs

Woodmont High is committed to providing educational experiences that prepare students to be productive citizens of the 21st Century. Our school motto-Scientia est Potentia (Knowledge is Power)-serves as a constant reminder of our mission to prepare students for the challenges of adulthood.

Data Analysis and Needs Assessment

Student Achievement

Woodmont High School: [SDE School Report Card](#)

Table 1: School Report Card Ratings, 2020-2025

YEAR	SCHOOL REPORT CARD RATING
2020-2021	Not rated due to COVID-19 and a required waiver
2021-2022	Excellent (69)
2022-2023	Excellent (73)
2023-2024	Excellent (74)
2024-2025	Excellent (75)

Table 2: Woodmont High School's Graduation Rate, 2020-2025

YEAR	Graduation Rate
2020-2021	93.4
2021-2022	96.2
2022-2023	95.0
2023-2024	95.5
2024-2025	95.7

Table 3: Woodmont High School EOC Test Passage Rates, 2023-2025

EOC	2023-2024 Pass Rate	2024-2025 Pass Rate
Algebra 1	86%	90.4%
English 2	90%	93.2%
Biology	82 %	78.6%
US History	71%	74.1%

Table 4: Woodmont High School EOC Test Results, 2024-2025

EOC	A's	B's	C's	D's	F's
Algebra 1	75	129	141	69	44
English 2	135	150	104	64	33
Biology	163	101	90	69	115
US History	144	89	74	85	137

Table 5: G+ Students (Percentage)

YEAR	G+ Rate
2024-2025	91.5%

Table 6: Dual Credit Students (Percentage), 2024-2025

YEAR	Dual Credit Students	PIP Students	Percentage
2024-2025	177	43	24.3%

Professional Development Plan 2025-2026

Woodmont High School Monthly Meeting Calendar

School-wide Professional Development	Semester 1 & 2: PAWS Learning Walks (Classroom Observations, Collaborative Debrief, & Professional Reflection)
Optional Professional Development	On-going PD Menu: In-person and virtual options
Faculty Meetings	Once a month
Principal Cabinet Meetings	Once a month
Department Meetings	Once a month
CAT Team Meetings (PLC)	Once a week
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

School Climate Needs Assessment

Student Behavior Data

Location	#Students	1+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
Woodmont High School (509)	2259	1,077	71.4%

Attendance, Absenteeism, and Truancy Attendance Rate

	25-26	24-25	23-24	22-23	21-22
Student YTD Av Attendance Rate	92.60%	92.28%	91.31%	90.10%	91.40%

Absenteeism

SchoolName	CA Student Count	Total Student Count	Chronic Absenteeism Rate
Woodmont High	672	2457	27.35%

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)
2,014	1,826	90.67%	918	45.58%	1,109	55.06%

Parent Teacher Conferences: 4,035 conferences

Volunteer Hours: 4,709 hours including PTSA, Student Store, sports and Fine Arts, and other volunteer opportunities at Woodmont

Action Plan

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, S *(* required)*
Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 84.3%
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27
GCS Accountability and Quality Assurance			Projected (HS)	86.3%	88.3%	90.3%
	84.3%	86.4%	Actual (HS)	90.4%		
			Projected (District)	71%	73%	75%
	69%	78%	Actual (District)	81%		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	In *C=C*
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	☐ Administration, ILT, Faculty Council	N/A	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	☐ Administration, ILT, Faculty Council	N/A	N/A	C
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	☐ Administration, ILT, Faculty Council	N/A	N/A	C
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, wi remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framewor					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	☐ Academic Specialist and GCS Curriculum Committee	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	☐ Academic Specialist and GCS Curriculum Committee	N/A	N/A	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	☐ CAT teams, ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	In 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	☐ Administration, 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	☐ Administration, ILT	N/A	N/A	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that supp 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	☐ Administration, ILT, ALgebra 1 PLC	N/A	N/A	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	☐ ILT	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	☐ Administration, ILT, Algebra PLC	N/A	N/A	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	☐ Administration, ILT, SIC, PTSA	N/A	N/A	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	GCS Academics ,Math Dept.	N/A	N/A	C

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, S *(* required)*

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, S
(required)*

Performance Goal 2: By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 87.4%

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27
GCS Accountability and Quality Assurance			Projected (HS)	88%	89%	90%
	87.4%	90.4%	Actual (HS)	93.2%		
			Projected (District)	87%	88%	89%
	86%	88%	Actual (District)	89%		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	In *C=*
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	☐ ILT, GCS, 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	☐ ILT, English 2 PLC	N/A	N/A	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	☐ ILT, Administration	N/A	N/A	C
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	☐ English 2 PLC, AP, On Track Team	N/A	N/A	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	☐ English 2 PLC	N/A	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	☐ English Dept., ILT, Academic Specialists	N/A	N/A	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	☐ ILT, English 2 PLC	N/A	N/A	C
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support 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	☐ ILT, English 2 PLC	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	In *C=*
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	☐ ILT, Faculty Council	N/A	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	☐ 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	☐ ILT, 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	☐ ILT	N/A	N/A	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	☐ ILT, English 2 PLC, Media Specialist, District Specialists	N/A	N/A	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support s					
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	☐ 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	☐ ILT and District Specialists	N/A	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	☐ ILT, English 2 PLC, English SIT Member	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	☐ ILT, 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	☐ ILT	N/A	N/A	C

GOAL AREA 1 – Performance Goal 3

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, S
(* required)

Performance Goal 3: By 2029, the percentage of students who earn G+ will increase from 78.3% (2023) to 98%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27
GCS Accountability and Quality Assurance (GCSource)			Projected (HS)	82%	86%	90%
	78%	87%	Actual (HS)	91.5%		
			Projected (District)	79%	83%	87%
	75%	81%	Actual (District)	86%		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	In C=C
Action Plan for Strategy #1: Ensure all students engage in K-12 Career Exploration as outlined in Graduation Plus.					
1. Complete comprehensive scope and sequence of career related activities using district's College and Career Readiness platform	2024-2025	☐ AP over CCR, Director of Counseling, Academic Specialist over CTE	N/A	N/A	
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	☐ SIC, CTE teachers, Director of Counseling	N/A	N/A	
3. Introduce diverse career options through interactive experiences, virtual tours, and guest speakers in order to help students identify their interests and strengths.	2025-2029	☐ SIC, CTE teachers, Director of Counseling	N/A	N/A	
4. Facilitate internships, job shadowing, and work-study programs to provide students with real-world experiences, preparing them for post-secondary education and employment.	2024-2029	☐ SIC, CTE teachers, Director of Counseling	N/A	N/A	
Action Plan for Strategy #2: Utilize Career Planner software so students can clearly articulate a 9-12 career path to experience.					
1. Implement district-wide course progression requirements for all core content courses.	2025-2026	☐ Admin., ILT, Director of Counseling	N/A	N/A	
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	☐ Admin., ILT, Director of Counseling	N/A	N/A	
3. Implement a district-wide course registration system (SchoolLinks) that ensures accuracy and precision in calculating both high school graduation	2024-2025	☐ Director of Counseling, ILT	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	In $C=$
requirements and pathway completion requirements.					
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	☐ School Counselors	N/A	N/A	
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	☐ School Counselors, CTE Teachers, ILT	N/A	N/A	
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	☐ School Counselors, ILT, Teachers	N/A	N/A	
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	☐ AP Teachers, School Counselors, ILT	N/A	N/A	

GOAL AREA 1 – Performance Goal 4

Performance Goal Area: ☐Student Achievement* ☐Teacher / Administrator Quality* ☐School Climate (Parent Involver etc.)*
(required)*

Performance Goal 4: By 2029, the number of Pupils in Poverty (PIP) enrolled in dual credit courses will double (compared to 20

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27
PowerSchool*			Projected (School)	51	59	68
	43	65	Actual (School)	75	55	
			Projected (District)	631	736	841
	531	636	Actual ((District)	808	717	

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	C
Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify courses.					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	☐ Elementary School Counselors	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	☐ Director of Counseling, Teachers	N/A	N/A	C
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses.	2024-2029	☐ SIC, Counseling Department, ILT	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	☐ Counseling Department, ILT, Teachers	N/A	N/A	C
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	☐ Director of Counseling, Counseling Department, ILT	N/A	N/A	C
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	☐ Director of Counseling, Counseling Department, ILT	N/A	N/A	C
Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	
1. High school counseling departments will attend training on Accuplacer readiness test administration.	2024-2029	☐ 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	☐ Counseling Department	N/A	N/A	C
Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	☐ Director of Counseling	N/A	N/A	C
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	☐ Director of Counseling, Counseling Department, ILT	N/A	N/A	C

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, S
(* required)
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27
GCS Human Resources Department			Projected (School)	100%	100%	100%
	100%	100%	Actual (School)	100%		
			Projected (District)	100%	100%	100%
	100%	100%	Actual (District)	100%		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Inc *C=C*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse stud					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	☐ Director of Counseling, Counseling Department, ILT	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	☐ Director of Counseling, Counseling Department, ILT	N/A	N/A	C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful i **candidates.**					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	☐ Director of Counseling, Counseling Department, ILT	N/A	N/A	C

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement,
(* 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	
			Projected (District)	11.60%	11.10%	10.60%	
GCS Human Resources Department	10.4%	10.1%	Actual (District)	10%			
			Projected (School)	8.5%	8%	7.5%	
	9%	13%	Actual (School)	12%			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	In *C=*
Action Plan for Strategy #1: Identify and expand targeted initiatives and collaborative efforts, by prioritizing pr... culture of appreciation and recognition, and implementation of a support system tailored to the diverse needs...					
1.Increase professional development opportunities for all teachers, providing monthly content-area PDs, teacher-led PD sessions, and on-demand PD options	2024-2029	☐ Instructional Coach, Teachers, ILT	N/A	N/A	C
2. Increase teacher recognition and appreciation to increase community and teacher morale	2024-2029	Instructional Coach, Teachers, ILT	2,000	Local Funds	C

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement,
(* required)

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, a
student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one inc
year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27
ETS			Projected (District)	58.5%	56.5%	54.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)	61.3%		
			Projected (School)	57.5%	55.5%	53.5%
	59.5%	53%	Actual (School)	71.4%		

*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	I... C=
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consist... appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-m... 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	☐ Admin, ILT	N/A	N/A	C
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	☐ Admin, 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	☐ Advisory Teachers, SIC, PTSA, All GHS Stakeholders	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	☐ Admin, ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	In *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	☐ Admin, Counseling, ILT	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	☐ SIC, PTSA, Freshman Academy, ILT	N/A	N/A	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication acro student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	☐ Admin., ILT, School Counseling. all teachers	N/A	N/A	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	☐ Admin., ILT, School Counseling	N/A	N/A	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	☐ Admin., ILT, School Counseling, Teachers	N/A	N/A	C
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	☐ Admin., ILT, School Counseling	N/A	N/A	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	☐ Admin., 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	☐ Admin., ILT, School Counseling, Teachers	N/A	N/A	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by rela Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	☐ SIC, PTSA, Student Council, ILT, Teachers	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	☐ Admin., ILT, Teachers/Staff	N/A	N/A	C
3. Establish standard and reliable classroom practice and developmentally appropriate	2024-2029	☐ Admin., ILT, Teachers/Staff	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	In C=
consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.					
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	☐ Admin., ILT, School Counseling, Teachers/Staff	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	☐ Admin., ILT, Teachers/Staff, School Counseling, Intervention Specialists	N/A	N/A	C

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement,
(* 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
Student Services			Projected (District)	22%	20%	18%
	24.2%	23.9%	Actual (District)	17%		
			Projected (School)	34.4%	32.4%	30.4%
	36.4%	36.07%	Actual (School)	27.4%		

*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	In C=C
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, commu_ students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	☐ Administration, Instructional Leadership Team, Intervention Specialist, School Counseling, Attendance	N/A	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐ Administration, Instructional Leadership Team, Intervention Specialist, School Counseling, Attendance	N/A	N/A	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	☐ Administration, Instructional Leadership Team, Intervention Specialist, School Counseling, Attendance	N/A	N/A	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	☐ Administration, Instructional Leadership Team, Intervention	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	In *C=C*
		Specialist, School Counseling, Attendance			
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	Administration, Instructional Leadership Team, Intervention Specialist, School Counseling, Attendance	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	Administration, Instructional Leadership Team, Intervention Specialist, School Counseling, 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	Administration, Instructional Leadership Team, Intervention Specialist, School Counseling, Attendance	N/A	N/A	C

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvem
etc.)*
(* required)

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measu
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
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872
		308,285	Actual (District)	297,350		
			Projected (School)	4,727	4,868	5,014
	4,590		Actual (School)	4,709		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Ind C=C
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	☐ Administration, Instructional Leadership Team, Counseling Dept.	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	☐ Administration, Instructional Leadership Team, Counseling Dept.	N/A	N/A	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐ Administration, Instructional Leadership Team, Counseling Dept.	N/A	N/A	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners 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	☐ Administration, Instructional	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Ind *C=C*
departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.		Leadership Team, SIC, PTSA			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	☐ Administration, Instructional Leadership Team, Counseling Dept., SIC, PTSA	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	☐ Administration, Instructional Leadership Team, Counseling Dept. SIC, PTSA	N/A	N/A	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	☐ Administration, Instructional Leadership Team, SIC, PTSA, various clubs	N/A	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	☐ Administration, Instructional Leadership Team, SIC, PTSA, various clubs	N/A	N/A	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	☐ Administration, Instructional Leadership Team, SIC, PTSA, various clubs	N/A	N/A	C