Mauldin High School

School Portfolio

2025-2029

John Michael Peake, Principal

701 E. Butler Road

Mauldin, SC 29662

www.greenville.k12.sc.us/mauldinh

Greenville County Schools

Dr. W. Burke Royster, Superintendent

Scope of Action Plan: 2024-2025 through 2028-2029

<p style="text-align:center">**SCHOOL RENEWAL PLAN COVER PAGE**</p>

SCHOOL NAME: Mauldin 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
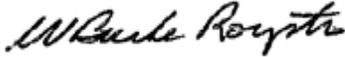
Dr. W. Burke Royster	*W Burke Royster*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Mike Peake	*J. Mike Peake*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*Dr. Carolyn J. Styles*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Steven Thornton		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jamie McCay		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 701 E. Butler Rd. Mauldin SC, 29662

SCHOOL TELEPHONE: (864) 355-6500

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

Stakeholder Involvement

Position	Name
Principal	John Michael Peake
Teacher	Catherine Adams
Teacher	Shannon Hansen
Parent/Guardian	Lee Katherine Herczogh
Parent/Guardian	Suzanne Turner
Community Member	Drew Reynolds
Paraprofessional	Mary Belvin
School Improvement Council Chair	Steven Thornton
Read to Succeed Reading Coach	Caitlin Scott
Read to Succeed Literary Team Lead	Jamie McCay
Read to Succeed Literacy Team Member	Matt Boone

Other Stakeholders

Position	Name
Assistant Principal	Alex Cummings
Assistant Principal	Christie Justice
Assistant Principal	Stephanie Smith
Assistant Principal	Tammy McClain
Assistant Principal	Nicole Johonnett
Administrative Assistant	Justin Moore
Science Chair	Laquana Standifer
English Chair	Amanda Robinson
CTE Chair	Shannon Hansen
Math Chair	Jennifer Wilson
World Language Chair	Kenia Warren
SS Chair	Greg Snoad
Fine Arts Chair	Anne Crowe
Special Ed Chair	Amy DiPalma
PE Chair	Andre Cook

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.

Table of Contents

Introduction

Mauldin High School's school portfolio documents the changes and progress our school has made while working to continuously advance student achievement. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a "living document" about Mauldin High School. It describes who we are, our vision for the school, goals, plans, progress, and achievement in the context of client demographics & needs, and the school community. The portfolio also describes how we build and use our overall school plan for advancing student learning.

A team of staff members was involved in developing the narrative for our portfolio based on input from the whole staff and other Mauldin High School stakeholders. Our team consists of staff administration, teacher leaders in operational, instructional and SEL committees, as well as support staff. Additionally, the staff is broken down into committees to study the needs and assessments for the various areas.

Executive Summary

Student Achievement

Demographically, we are a suburban high school (grades 9-12) with 56.9% white, 22.6% African American, 12.2% Hispanic, 8.3% other ethnicities. The majority of our students perform at or above the national average on standardized tests: approximately 38.8% pupils in poverty.

Focus Student Achievement Goal

Mauldin High School will increase success rate in all EOC-tested subject areas, ACCESS testing, and graduation rate. Disciplinary literacy is a strong area of focus in support of these goals.

Teacher and Administrator Quality

Mauldin High School currently has 128 teachers on staff. One hundred percent of our teaching faculty is highly qualified. Approximately 4% of teachers are National Board Certified Teachers, 60% have master's degrees or higher, 45% are Gifted/Talented endorsed, and 53% have their AP endorsement. Evaluation of teachers is done with a competency based evaluation instrument and student surveys of teacher competency are linked to their yearly job performance evaluation. The teacher turnover rate for 2022-23 was 12%.

Mauldin High School currently has 7 administrators. On average, the administrative staff has over six years of school administrative experience in addition to an average of over 10 years teaching experience. Evaluation of the administrative staff is completed via a competency-based evaluation instrument and administrator performance surveys are linked to their yearly performance evaluation.

School Climate

We are committed to maintaining a safe, responsible, and respectful school environment. The nurturing of appropriate professional relationships between all stakeholders is a priority. Organizational structure is a key focus area that is oriented toward tasks and achievements through clearly articulated work expectations and performance standards. Parent, student, and teacher surveys are linked to the school climate evaluation.

Our school makes every effort to involve all parents and families, as well as members of the community, in the planning and implementation of school programs and activities. We also benefit from partnerships with local businesses, corporations, and individuals who support the many educational and extracurricular endeavors with funding and volunteers.

Significant Challenges

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

Academic Accomplishments

- 90.3% Graduation Rate 2022-2023 school year
- Excellent Rating on School Report Card 2011-2023
- 90.1% Graduates that are College or Career Ready 2022-2023, Highest Among GCS High Schools
- 3 National Merit Semifinalist
- 27 AP Scholars with Honors in 2022
- 78 AP Scholars with Distinction in 2022
- 160 AP National Scholars in 2022

- 49 Palmetto Fellows in 2021-2022
- 10 Teaching Fellows Scholarships (a highly competitive fellowship, honor, and scholarship for future teachers) in 2021-2022
- Over $33.9 Million in College Scholarships in 2022
- National Beta Club School of Merit
- CTE Students Achieving Gold in Skills USA Competition

Club and Organization Accomplishments

- Student Council – Raised over $124,228 for Charity in 2023 for the Julie Valentine Center
- 37 Total State Championships
- 54 Region Championships from 2009-2022
- 37 MHS Affiliated Athletic Teams
- Robotics Team: Winner at the FIRST Palmetto Regional in Myrtle Beach SC. 2nd place at the FIRST Rocket City Regional in Huntsville AL. Quarter Finalists at the World Championship Event in Houston and won the Industrial Safety Award.
- National Honor Society over 2,000 hours of service per year
- Beta Club volunteers Beta over 2,800 hours of service per year
- Interact Club—Presidential Citation Award
- State 5A Marching Band Finalists
- Winter Guard Cadets Finalist for WGI
- Percussion Semi-Finalist for WGI
- DECA State and National Qualifiers
- Yearbook: Southern Interscholastic Press Assoc. (SIPA) Regional Overall All-Southern rating
- Yearbook: Columbia Scholastic Press Assoc. (CSPA) National Gold Medalist certificate (892/1000 pts.)
- Yearbook: National Scholastic Press Assoc. (NSPA) National Received All American rating
- JROTC: Distinguished Unit with Academic Honors (#20 NJROTC team in the nation), Area 6 Champions, Upstate Champions
- PTSA 2015-2023 - 100% faculty membership

School Profile

Mauldin High School is located in Mauldin, South Carolina. Situated in the foothills of the Blue Ridge Mountains in Upstate South Carolina, we are located in one of the fastest growing areas of the state. Built in 1973 and renovated in 2002, our campus is home to a wide variety of successful instructional, athletic, extracurricular, and lifelong learning programs. Despite the size of our student body, presently 2,350 in number, our school provides a welcoming and nurturing environment.

Our physical plant has over 350,000 square feet located on 46.22 acres. The atrium is an airy two-story space that functions as an attractive meeting space as well as the school cafeteria. Maverick Pride, showcases filled with trophies, and Awards of Excellence are inviting fixtures in this area. Each classroom is furnished with attractive, comfortable, and functional student and teacher desks. A bright, glassed-in breezeway connects the original building to the new multi-story addition. Painted by a generous community member during the 2006 summer break, an arresting mural now adorns the hall leading from the atrium to the side exit and in the cafeteria. We are fortunate to have a practice gym and a 2000-seat competition gym, as well as a 4000-seat stadium. Baseball and softball fields and four tennis courts complete our sports complex. Fine arts groups perform in a 650-seat auditorium. Chorus and band rooms are equipped with individual practice rooms and space for whole group performances. The studio art classroom is equipped with both an art patio for outdoor work and a 15-station dark room for developing film.

Our school makes every effort to involve all parents and families, as well as members of the community, in the planning and implementation of school programs and activities. We benefit from extensive partnerships with local businesses, corporations, and individuals who support many educational and extracurricular endeavors with funding and volunteers. Local partnerships with the school include Ingles, Spectrum TV; Mauldin Police and Fire Department; and Urban League just to name a few. Our School Improvement Council meets the 2nd Thursday of each month and includes parents, teachers, administrators, local business partners and students. On any given day we have 10-15 volunteers working throughout the school. PTSA has a database of over 200 volunteers who work in 20 different categories.

School Personnel

The school's Administrative Team collaborates with faculty to provide instructional leadership for the school. Mauldin High School currently has eight administrators. Each administrator monitors the progress of their respective instructional department(s) and the curriculum resource teacher provides instructional leadership and professional development for the faculty. On average, the administrative staff has over 8 years of school administrative experience in addition to an average of over 10 years teaching experience.   Several administrators hold dual administrative certifications and advanced teaching certifications. Evaluation of the administrative staff is done with a competency based evaluation instrument and administrator performance surveys are linked to their yearly performance evaluation.

Principal	Mike Peake
AP	Alex Cummings
AP	Christie Justice
AP	Stephanie Smith
AP	Tammy McClain
AP	Nicole Johonnett
AA	Justin Moore

Personnel Data

Mauldin High School currently has 128 teachers, 2 media specialists, 9 guidance counselors, one mental health therapist, one social worker, two instructional coaches, one behavior interventionist and 7 administrators comprise the faculty at Mauldin High School.

Mauldin High School currently has 128 teachers on staff. One hundred percent of our teaching faculty is highly qualified. Approximately 4% of teachers are National Board Certified Teachers, 60% have master's degrees or higher, 45% are Gifted/Talented endorsed, and 53% have their AP endorsement. Evaluation of teachers is done with a competency based evaluation instrument and student surveys of teacher competency are linked to their yearly job performance evaluation.

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Student Population

Mauldin High School student enrollment is 2202. The current student population consists of 1254 Caucasians, 498 African-Americans, 269 Hispanics, 298 of two or more races, 76 Asian, and 7 other ethnicities. 51% percent of our student population is female and 49% percent are male.

The number of students receiving ESOL services is 120 (5.4%). The number of pupils in poverty are 38.8%. The percentage of students receiving special education services is approximately 7.3%. The number of students served by the gifted and talented program is approximately 36%. The number of students enrolled in at least one advanced placement course is greater than 26%.

The attendance rate for Mauldin High School students is above 94% percent.

Academic Programs, Features, and Initiatives

The core curriculum consists of college prep, honors, Advanced Placement and dual enrollment. Our decisions about the courses offered are data driven and research based, and guided by the tenets of the Profile of the South Carolina Graduate. Data analysis allows school personnel to determine weaknesses and gaps in the instructional process. Therefore, data analysis is conducted annually of disaggregated data from standardized tests such as the End of Course Exams, Advanced Placement, SAT, ACT, etc.

Our instructional leadership team leads a faculty committed to using best practices and instructional techniques that place students at the center of learning. Intelligent integration of technology enhances the learning environment. Teachers also plan and incorporate critical thinking into daily classroom activities. The academic environment of our school encourages teachers to explore classroom strategies beyond traditional instruction.

Within academic departments, teachers determine the skills and content needed for successful completion of coursework and prepare students for the next level of study. Vertical alignment with middle schools and higher education helps in providing a seamless curriculum.

Our school offers Project Lead the Way (PLTW) courses and curriculum, the nation's leading provider of science, technology, engineering, and math (STEM) programs. We offer a robust and expanding dual enrollment program. The expansion involves offering college courses taught by Mauldin HS Faculty starting in 2018-2019. For the current school year, Mauldin High School offers 38 sections of Dual Enrollment courses, with 228 student enrollments.

Mission, Vision, Beliefs

Mission Statement

The administration, faculty, and staff of Mauldin High School, in conjunction with the students, their families, and the community, shall provide every student the opportunity, challenge, and support to realize his or her educational potential and the ability to assume a productive role in a democratic society.

Shared Vision

The vision centers on four core areas: curriculum, instruction, assessment, and the learning environment.

The curriculum focuses on rigorous and seamless integration, meeting state and national standards of excellence. Teachers are involved in interdisciplinary collaboration, as well as the integration of technology and creative arts throughout the curriculum. There is also a multicultural emphasis encompassing character education.

Instruction involves students actively participating and taking responsibility for their own learning. Teachers collaborate in sharing strategies and ideas to improve instruction. Students and teachers have the opportunity to incorporate technology in all areas of instruction. High expectations are evident for all students and teachers in a rigorous instructional program. Current research information shared by teachers in discussion groups are reflected in the implementation of new and effective strategies.

Continual assessment of the school environment involves self-evaluation of the school's programs, action plan goals, and instruction. Students are encouraged to achieve at high rates in the most rigorous courses appropriate. Real life applications enable students to see the connections between what they are learning in the classroom and its relevance to their future. A variety of assessment tools are used including student self-assessment. Current school data and research are used to aid students and faculty engaged in reflective assessment practices.

The learning environment is positive and student-centered, with all the stake holders working toward common goals. There is open, ongoing communication emphasizing support and value of each member. The school community exhibits excellent citizenship with emphasis on positive work ethic, acceptance of cultural diversity and service to the community. There are a variety of resources available to meet the social, emotional, academic, and physical needs of the students.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Through an examination of written beliefs already in place and individual and small group brainstorming, we developed the following core beliefs about instruction, curriculum, assessment, and the school's environment that we believe will increase our students' learning.

We believe…

- All students can learn and achieve success in a rigorous curriculum.
- Students learn and demonstrate their knowledge and skills in different ways when provided a variety of effective instructional approaches and assessments to support their learning.
- Students must be provided with a challenging and diverse curriculum.
- Each student is a valued individual with unique physical, social, emotional, cultural, and intellectual needs.
- Exceptional students require special services, resources, and support services.
- Students develop an appreciation of different people and cultures through an awareness and understanding of cultural diversity.

- Students, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- School and community commitment to continuous improvement enables students to become confident, self-directed, lifelong learners.
- Students are equally responsible for maximizing their educational opportunities.

Data Analysis and Needs Assessment

- **Student Achievement Needs Assessment**

	2018-19	**2019-21**	**2021-22**	**2022-23**
Report Card Overall Rating	Excellent (68)	N/A	Excellent (67)	Excellent (72)
EOCEP Algebra (A-D)	85.8%	N/A	73.6%	85.8%
EOCEP English (A-D)	82.4%	N/A	84%	93.1%
G+	44.19%	N/A	75.79%	87.59%
Dual Enrollment - # of unique students enrolled	N/A	N/A	134	170

2022-23 Report Card Linked Here

In 2022-23, 30 of the 170 students enrolled in dual credit (17.6%) were pupils in poverty.

- **Teacher and Administrator Quality**
  - Professional Development Calendar 24-25

- **School Climate Needs Assessment**

	2022-23
Student Behavior	63.3% of students who received one referral received at least another.
Chronic Absenteeism	26.5%
Truancy	523 referrals
Parent/Teacher Conferences	5,500
Volunteer Hours	6,350 hours
Backpack Accounts/Logins	1,845 accounts (85.4%)

Mauldin High: School Report Card (Link)

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 82% (2023) to 92%.

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)	84%	86%	88%	90%	92%
	82%	TBD	Actual (HS)					
			Projected (District)	71%	73%	75%	77%	79%
	69%	TBD	Actual (District)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· Academic Specialists, district curriculum committees	N/A	N/A	
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 Specialists, district curriculum committees	N/A	N/A	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· ILT, ICs, PLCs	N/A	N/A	
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, ICs	N/A	N/A	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Principal, ILT, ICs	N/A	N/A	
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	· ILT	N/A	N/A	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· ICs	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· ILT, ICs, Admin	N/A	N/A	
4. Foster a collaborative relationship between schools and parents.	2024-2029	· SIC, Admin	N/A	N/A	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· Math Dept	N/A	N/A	

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 94% (2023) to 99%.

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)	94.5%	95%	95.5%	96%	96.5%
	94%	TBD	Actual (HS)					
			Projected (District)	87%	88%	89%	90%	90%
	86%	TBD	Actual (District)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Teachers	N/A	N/A	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Dept Chairs, ICs	N/A	N/A	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· ICs	N/A	N/A	
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	· ILT	N/A	N/A	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· ICs, Dept Chairs	N/A	N/A	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· ILT	N/A	N/A	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· ICs, PLCs	N/A	N/A	
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	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· School Librarians	N/A	N/A	
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	· ILT	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Admin	N/A	N/A	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· ILT	N/A	N/A	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Area Content Teachers	N/A	N/A	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· ICs	N/A	N/A	

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 92% (2023) to 97%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Accountability and Quality Assurance (GCSource)			Projected (District)	79%	83%	87%	91%	95%
	75%	TBD	Actual (District)					
			Projected (School)	89%	91%	93%	95%	97%
	87.29%	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Admin	N/A	N/A	
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	· SIC	N/A	N/A	
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	· Counselors	N/A	N/A	
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	· Admin	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	· Admin	N/A	N/A	
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	· Admin	N/A	N/A	
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	· Admin	N/A	N/A	

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, 44% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 29%.

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
			Projected (District)	28%	31%	34%	37%	40%
PowerSchool*	25%	TBD	Actual (District)					
			Projected (School)	32%	35%	38%	41%	44%
	29%		Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit/dual enrollment courses.					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	· Admin	N/A	N/A	
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	· Admin	N/A	N/A	
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses.	2024-2029	· Counselors	N/A	N/A	
4. Establish peer support networks for PIP students participating in dual credit	2025-2029	· Admin	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
courses to foster a sense of community and provide mutual assistance.					
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	· Admin	N/A	N/A	
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	· Admin	N/A	N/A	
Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day.					
1. High school counseling departments will attend training on Accuplacer readiness test administration.	2024-2029	· Counselors	N/A	N/A	
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	· Counselors	N/A	N/A	
Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	· Counselors	N/A	N/A	
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	· Counselors	N/A	N/A	

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%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

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

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%
	12.10%	TBD	Actual (District)					
			Projected (School)	11.5%	11%	10.5%	10%	9.5%
	12%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Identify and expand targeted initiatives and collaborative efforts, by prioritizing professional development, a culture of appreciation and recognition, and implementation of a support system tailored to the diverse needs of our teaching staff.					
1. Personalized Professional Development: We will conduct needs assessments to identify areas for growth among our teaching staff. Tailored training sessions, workshops, and coaching will be provided to address these needs, ensuring continuous professional development aligned with individual goals. 2. Mentorship Programs: Reinforcing mentorship programs will pair experienced educators	2024-2029	· ILT, Admin, ICs, Guiding Coalition Teacher Leadership Teams	$2,000	Local funds	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
with newer teachers, fostering collaboration, sharing of best practices, and providing valuable support and guidance. 3. Well-being Initiatives: Recognizing the importance of teacher well-being, we will highlight initiatives such as team building activities, mindfulness tips, and access to counseling services to support the mental and emotional health of our teaching staff. 4. Peer Support Networks: Creating opportunities for teachers to connect and share experiences through peer support networks will foster a sense of community, allowing for mutual encouragement, problem-solving, and resource sharing. 5. Recognition and Appreciation: Implementing a formalized system for recognizing and appreciating teacher achievements, milestones, and contributions will boost morale and motivation, reinforcing the value we place on their dedication and hard work. 6. Evidence-based Responsiveness: Utilizing data, such as District Upbeat Survey and State Climate Survey, to drive decisions regarding instructional and operational policies.					

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 d	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*	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	· Admin	N/A	N/A	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	· ILT	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
custom, school-based programming to meet this goal.					
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	· Admin, Advisory Team, counselors, social worker	N/A	N/A	
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	· ICs, mentor teachers	N/A	N/A	
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, Behavior Interventionist	N/A	N/A	
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	· Advisory Team, Counselors, social worker	N/A	N/A	
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	· Admin, teachers, counselors	N/A	N/A	
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, Counselors	N/A	N/A	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Advisory Team, social worker, counselors	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· Admin, counselors	N/A	N/A	
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Admin	N/A	N/A	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Admin	N/A	N/A	
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	· Admin, counselors, social worker	N/A	N/A	
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, counselors, social worker	N/A	N/A	
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	· Admin	N/A	N/A	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Counselors, social worker, interventionist	N/A	N/A	
5. Provide student-centered interventions and resources for students who repeat	2024-2029	· Admin, interventionists	N/A	N/A	

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

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
			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
Student Services			Projected (School)	25%	23%	21%	19%	17%
	27%	TBD	Actual (School					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Admin, interventionist	N/A	N/A	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Admin, ILT, interventionist	N/A	N/A	
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	· Admin	N/A	N/A	
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	· Admin, district personnel	N/A	N/A	
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· Counselors, interventionist	N/A	N/A	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Counselors, Admin, interventionist	N/A	N/A	
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	· Admin, Counselors	N/A	N/A	

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 connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack by sending weekly reminders via multiple platforms and media.	2024-2029	· Admin, ILT, Counselors	N/A	N/A	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Admin, ILT, Counselors	N/A	N/A	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Admin, ILT, Counselors	N/A	N/A	
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	· Counselors, SIC, PTA	N/A	N/A	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Counselors, SIC, PTA	N/A	N/A	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Counselors, SIC, PTA	N/A	N/A	
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	· Various clubs, admin, ILT, counselors, PTA	N/A	N/A	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Various clubs, admin, ILT, counselors, PTA	N/A	N/A	
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	· Various clubs, admin, ILT, counselors, PTA	N/A	N/A	