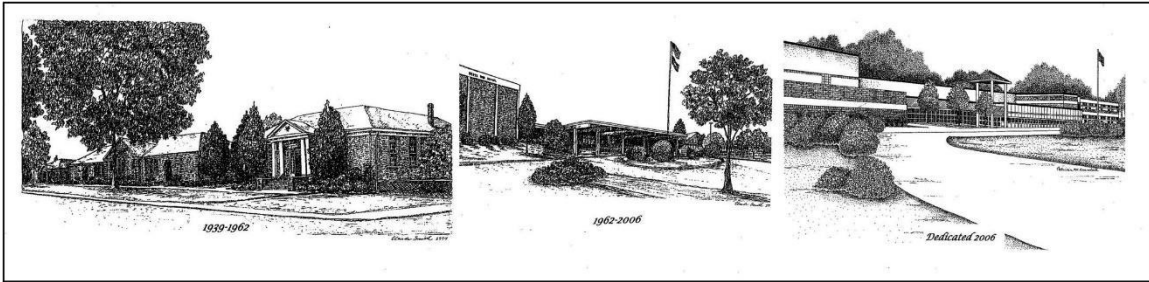


Berea High School Portfolio 2024-29

Developed spring, 2024



Community Character Excellence

Mr. Mike Noel, Principal

**Dr. W. Burke Royster, Superintendent
Greenville County Schools**

**Berea High School
201 Burdine Drive
Greenville, SC 29617**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME:

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 assurance requirements including ACT 135 assurance pages.

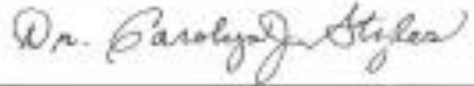
SUPERINTENDENT

Dr. W. Burke Royster		5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mike Noel		5/1/2024
PRINTED NAME	SIGNATURE	DATE

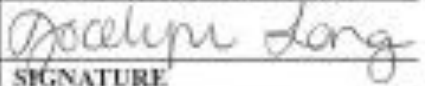
CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Russell Watson		5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jocelyn Long		5/1/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 201 Burdine Drive, Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-1600

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

Stakeholder Involvement for School Renewal

- | Position | Name |
|----------|--|
| 1. | Principal - Mike Noel |
| 2. | Teacher – April Thomason |
| 3. | Parent/Guardian – Tammara Brown |
| 4. | Community Member – Charlie Crenshaw |
| 5. | Paraprofessional – Heather Miller |
| 6. | School Improvement Council Member - Russell Watson |
| 7. | Read to Succeed Reading Coach – Jonathan Shinpoch |
| 8. | School Read to Succeed Literacy Leadership Team Lead – Jocelyn Long |
| 9. | School Read to Succeed Literacy Leadership Team Member – Elizabeth Harris King |

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

<u>POSITION</u>	<u>NAME</u>
Assistant Principals	Danny Bayne, Randy Jenkins, Lee Murphy, Ed Roman
Instructional Coach	Jonathan Shinpoch
Student	Amity Trusty
R2S Literacy Leadership Team: Mike Noel, Danny Bayne, Lee Murphy, Randy Jenkins, Ed Roman, Jonathan Shinpoch, Dray Lloyd, Elizabeth Harris King, April Thomason, Amber Ruiz, Jocelyn Long, Kory Stelling, David Thibodeaux, Ryan Negoski	

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<p>Yes No N/A</p>	<p align="center">Academic Assistance, PreK–3</p> <p>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).</p>
<p>Yes No N/A</p>	<p align="center">Academic Assistance, Grades 4–12</p> <p>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).</p>
<p>Yes No N/A</p>	<p align="center">Parent Involvement</p> <p>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.</p>
<p>Yes No N/A</p>	<p align="center">Staff Development</p> <p>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.</p>
<p>Yes No N/A</p>	<p align="center">Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<p>Yes No N/A</p>	<p align="center">Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>

<p>Yes No N/A</p>	<p>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).</p>
<p>Yes No N/A</p>	<p>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.</p>
<p>Yes No N/A</p>	<p>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.</p>
<p>Yes No N/A</p>	<p>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.</p>
<p>Yes No N/A</p>	<p>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.</p>

<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Recruitment</p> <p>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.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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Part I: Introduction

Berea High has a proud tradition of excellence in academics, school spirit, and athletics. We have a diverse student population with the heritage of multiple generations attending Berea High School. The community is excited to accept the challenge of working with the students, parents and guardians, faculty and staff members, and the Berea community in meeting the challenges of public education in the 21st century. Our mission is to prepare our students to become productive, responsible citizens who make a difference in the local and global communities. Our vision is that the world needs people who not only know how to read, write, and compute but who are also willing and able to contribute to the common good. The world needs people who can gather and use information, who can create and adapt, who can think and solve problems independently and with others. The world needs people who, as they earn a living and as they make a life, also make a difference. The world needs people who are committed to excellence and who are inspired to serve. We at Berea High School are committed to creating a challenging, supportive environment and to providing meaningful opportunities for all students to realize their full potential while in school and throughout their lives.

Berea High School developed its original Portfolio during the 2002-03 school year; the document has been updated annually since that time. This current version spans a five-year period beginning with the 2024-25 school year.

The most recent update was completed in the spring of 2024, to include accountability data and school profile data for 2023-24 at the school level, as well as district-level accountability data for the same time period.

The portfolio reflects the needs of the school as determined by its own self-reflection and needs assessment, but also the recommendations of district, state, regional, and community entities. The school's leadership team, the administrative team, the School Improvement Council, professional learning communities within academic departments, and instructional support staff contributed to the drafting, editing, and publication of this document.

During the development of this new Portfolio, Berea High School, along with the entire school district, participated in the AdvancED accreditation process.

Current Leadership Team

Mike Noel, Principal	Dr. Ryan Negoski, Social Studies Chair
Danny Bayne, Assistant Principal	David Thibodeaux, Science Chair
Randy Jenkins, Assistant Principal	Jonathan Shinpoch, Instructional Coach
Lee Murphy, Assistant Principal	April Thomason & Elizabeth Harris King, Co-Special Ed. Chairs
Ed Roman, Assistant Principal	
Purvis Lloyd, English Chair	
Dr. Beau Lyons, Math Chair	

Amber Ruiz, Fine Arts Chair
Norma Hill, CTE Chair
Kory Stelling, PE Chair
Janet Allen, Media Specialist
Krista McRee, World Languages
Chair

Jocelyn Long, Academic
Interventionist
Dr. Rae Lynn Kit, Director of
School Counseling

School Improvement Council

Russell Watson, SIC Chair
Bredae Graves, Secretary
Mike Noel, Principal
Scotty Hammett, Business
Amity Trusty, Student

Ginger Watson, PTSA
Representative
Chutnie Hewitt, Parent
Jonathan Shinpoch, IC
Kathleen Garrett, Teacher

Part II: Executive Summary

Summary of Needs Assessment Student Achievement

The most recent data regarding student achievement clearly indicate specific areas for improvement:

- ***Goals for 2024-25***
- The on-time graduation rate will increase from 67.8% to 74%
- G+ will increase from 56% to 60%
- Continue to meet annual target of 100% of classroom filled by highly qualified educators on first day of school
- Teacher turnover rate will decrease from 16% to 15.5%
- Decrease percentage of students receiving more than one incident referral in a single school year from 67.4% to 65.4%
- Reduce percentage of students who are chronically absent from 35% to 33%
- English II EOC passage rate will increase from 70% to 71%
- Biology EOC passage rate will increase from 44% to 50%
- U.S. History EOC passage rate will increase from 44% to 50%
- Algebra I EOC passage rate will increase from 51% to 53%
- Dual enrollment #'s with PIP will increase to 83%

Teacher and Administrative Quality

Professional development highlights for 2023-2024 and beyond include:

- overall emphasis on student-centered learning

- universal design for learning
- AVID implementation
- Classroom strategies to increase student engagement
- Use of technology tools to increase student engagement
- Professional Learning Communities
- focus on content area literacy
- teacher-chosen professional development focus
- teacher-led Pop-In PD's cross-curriculum
- participation in opportunities provided by district to school personnel

Teacher retention rate was 84% for the 2022-23 school year.

School Climate

Areas to be addressed in this area include:

- student attendance
- number of OSS/expulsions
- school safety
- learning environment

The area of student attendance demands careful consideration to ensure the school is doing all it can to encourage students to come to school. Efforts to reduce the number of out-of-school suspensions must continue. Survey results on safety and the learning environment have recently been encouraging; those levels must be maintained and strengthened.

Essential components that must be continued as they can significantly impact school climate include:

- Opportunities for involvement in incentive programs, clubs, band, academic teams, and athletics
- Freshman Academy quarterly meetings
- End-of-the-year program honoring seniors
- Recognition of students who have excelled in scholarship and service at an annual awards ceremony
- Renaissance Program Recognition for students excelling in their grades, EOC scores, and behavior

Challenges of Past 3 Years

Continual changes in the school's demographics, combined with the ongoing emphasis on accountability, have demanded sustained, pervasive emphasis

on the content, skills, and strategies that most effectively impact student achievement. The administration and faculty are committed to a focus on the essentials of curriculum and instruction.

Student attendance has continued to be a challenge as students have returned to the classroom post-pandemic. With the decreased attendance rates there is an increased struggle to stay on track in academic learning. With the attendance rates students also struggle to find connections to the Berea High community of athletics, clubs, and extracurriculars.

Other factors, including the number of students who enter or transfer into our school that are behind grade level and the school's transient population present unique challenges. Also, because our primary feeder schools send students to several high schools other than Berea, vertical alignment between middle and high school is difficult.

Without question, Berea's teachers and staff face tremendous challenges. Not only must all personnel work hard to provide a high-quality education but they also often become a significant adult presence in the lives of so many students. This challenge is, in fact, also an opportunity to significantly impact a student's life in meaningful ways. Teachers and staff at Berea High continue to make the most of this opportunity; student achievement, in fact, has increased in several major areas over the past three years. The ongoing challenge is to maintain this improvement and to see progress in other areas as well.

Significant Results/Accomplishments of Past 3 Years

There have been numerous challenges associated with returning to school with the Covid-19 Pandemic over the past few years. However, despite these challenges, there are multiple indicators of improvement in student, community, and extracurricular achievement over the past 3 years.

- Special Education Grad Rate increased 19-20 to 20-21 by 20.7 %
- Biology EOC scores have increased by 10% from 2016 to 2021
- G+ increased by 7% from 2018 to 2021
- On track 9th graders increased 23% from 2016 to _____2021 with BHS above GCS district average
- Key Club has conducted & participated in numerous Community Outreach events including volunteering as Kettle workers for Salvation army, conducting a Canned Food Drive for Harvest Hope, conducting a Blood Drive twice a year, writing Christmas Cards to soldiers, visiting local nursing home and hosting a dance, & assisting with Special Olympics

- Beta Club has conducted & participated in numerous Community Outreach events including serving at a local nursing home, running a canned food drive for Harvest Hope, reading books to students at Berea Elementary school, helping lead a community half marathon, and conducting a bake sale to support the local community.
- BHS Band percussion placed third @ Chesnee High Marching Band Competition
- 3 BHS Chorus students selected for District Honors Choir
- Junior Richard Koppen was selected to be in the BMW Rising Scholar program in the field of Mechatronics
- Junior Tatiana Tedmon was the recipient of the WBL Spotlight award in the field of Car repair.
- In 2021-2022 A number of students awarded WBL internships through LaunchGVL including with HIT Services (a provider of translation services), with Good Sense Automation, welding at General Heating Company, with Securitas, with Toyota Collision, with Great Clips, Upstate Home Care, with UTS, and Ansley Boyce with YMCA.
- The BHS Drama department scored Excellent in the One-Act Play competition for the Palmetto Dramatic Association.
- The Air Force Junior ROTC was recognized as a National Distinguished Unit.
- BHS junior, Kimberly Juan, won first place in the photography category for the district high school art show.
- In Palmetto Dramatic Association (PDA) competition in 2018, 2019, and 2020, BHS Drama department received an Excellent Rating in the Play Performance category.
- BHS had 2 students who won the Musical Theatre Duet Category at South Carolina Theatre and Speech Association (SCSTA) Festival in 2019-20: Shania Dotson and Silas Couch (1st place)
- BHS college and career academy is finishing its sixth year of implementation. Students spend their freshman year learning about themselves and researching careers to match their interest and abilities. They create a 10-year plan to track progress towards meeting their goals.
- BHS offered several dual-credit courses this year in conjunction with Greenville Technical College.
- In 20-21 22, 30+ BHS students were awarded the Martin Luther King Awards by the Alpha Phi Alpha Greenville Foundation for outstanding achievement in the areas of art, music, STEM, academics, leadership, and athletics.
- Sherlyn Ramos was awarded the Hugh O'Brian Youth Foundation which recognizes and develops leadership potential among 10th graders.
- Senior BHS students Tekavis Carroll and Jennifer Snyder received The ACE award in 20-21.

- In 20-21 Mariana Londono was awarded the Better Business Bureau Award – which is for one junior who personifies high character through leadership, community service, academic achievement, and overall personal integrity.
- In 20-21, The Distinguished United States Marine Corps Awards go to Jordyn Arrowood And Roman Brown.
- Olivia Rogers and Gabriel Wilson received the American Legion Awards for exemplifying the qualities of courage, honor, leadership, patriotism, scholarship, and service
- The Berea High boys’ soccer team won the Region II-AAA Championship in 2021.
- Karl Casida was named Region II-AAA Boys Soccer Coach of the Year.
- Coach Kory Stelling was named Region II-AAA Boys Golf Coach of the Year.
- The Berea High boys’ Basketball team won the Region II-AAA Championship in 2021.
- Alliah Ferguson was the Region II-AAA Female Track Athlete of the year in 2021. She won the 400 Meter Dash State Championship in Class AAA
- Roman Brown was a State Finalist in the State Track Meet in the 400 Meter Dash in 2021.
- Ezell Dodd was Region II-AAA male track athlete of the year in 2021. He was a State Finalist in the State Track Meet in the Long Jump, Triple Jump and High Jump in 2021.
- Savion Brown was named to the All State Basketball Team for the 2021-2022.
- Jaheim Dodd was selected to the North/South All Star Basketball Game in 2022.
- Coach Scotty Wakefield was named Region II-AAA Boys Basketball Coach of the Year in 2022.
- Josh Sams was selected as the Region II-AAA Lineman of the Year in 2021.
- Josh Sams won silver at the all state wrestling match
- In 2023 15 students were selected for Spanish National Honors society.
- In 2023 there were numerous prestigious scholarships awarded to Berea High students. A few of the highlights include: Luis Gonzalez-Gonzalez was awarded a full scholarship by Tiger Alliance, Allie Horvath was awarded the Heisman Trophy Trust scholarship award, Kayla Hoang was awarded the OnTrack Greenville scholarship, and Angela Dominguez-Cordero was awarded the Berea Lions Club scholarship.
- In 2023 6 Berea students were selected for the Palmetto State event.

- In 2023 Maria Arias Moncada was awarded the Hugh O’Brian Youth Leadership Award.
- In 2023 Paulina Medina was awarded the Exceptional Senior award by the U.S. Congressman William Timmons.
- In 2023 There were multiple students awarded Martin Luther King Awards by the Alpha Phi Alpha Fraternity in categories of achievement in Art, music, academics, leadership, athletics, and STEM.
- In 2022-2023 school year 11 students held community internships through the Launch Greenville Program.
- In 2022-2023 14 student-athletes were named to the all region in 7 sports
- In 2022-2023 Karl Casida was named Region I-AAAA Boys Coach of the Year, and Jose Morales was named Region I-AAAA Girls Coach of the Year.
- In 2022-2023 school year 3 students were named All-state in Soccer and 1 student named All-State in Softball.
- Positive Growth of 4.8% was posted for Algebra 1 from spring 2022 to spring 2023.
- In 2022-23 there was positive growth in percentage of graduating class meeting work-based learning indicator
- In 2022-23 there was positive growth in percentage of graduating seniors meeting dual enrollment indicator
- In 2022-23 there was positive growth in percentage of graduating class meeting CTE Pathway with certification indicator
- In 2022-23 there was positive growth in percentage of graduating class meeting AP indicator
- In the past year, the Academic Team has participated in five tournaments with one player, William Pham, participating in Nationals.

Part III: School Profile

The School Community

School Profile: A Summary

Berea High School is one of fifteen high schools within the Greenville County School District. Located in the northwestern part of the county, the school serves approximately 1300 students in grades nine through twelve.

The school shares its name with the community it serves; the history of the school and that of the community are closely connected. The first school in the area was a one-room log building built in the late 1800s. By 1900 a school with the name “Berea” was built on White Horse Road. That school

applied for status as a Class E high school and opened its doors in 1911 as Berea High School. Five years later the school moved to Farr's Bridge Road and remained at that location until 1962 when it moved to Berea Drive.

In August, 2006, the school moved to its current campus on Burdine Drive. The newest Berea High School sits on a 44.4-acre campus built at a cost of \$35.4 million with a capacity for 1400 students.

The school staff consists of 80 classroom teachers, five administrators, six counselors, two media specialists, one instructional coach, one testing coordinator, fifteen support personnel, and one mental health counselor. Nearly one-fifth of the faculty has been in education five years or less while another one-fifth has twenty or more years of experience. Forty percent of the staff is male and sixty percent female; 13.5 percent is African-American, 65.9% is caucasian and hispanic/Latino is 9.5 percent.

The demographics of the school continue to reflect the changes in the neighborhoods it serves. Highlights include:

- percentage of caucasian declined from 20.4% in 2020-21 to 17.8% in 2022-23, the Hispanic/Latino population increased from 49.1% to 51.4% in 2022-23
- The percentage of African-Americans has slightly declined from 25.9% in 2020-21 to 24% in 2022-23.
- Increase of students on free and reduced lunch from 79% in 2015-16 to 100% over the past 9 years.

Since the 2017-18 school year, our school has been a one-to-one school, meaning that every student is issued a Chromebook to use for the school year. Every classroom has a Promethean board and N-spire calculators are in each math class.

The school celebrated its centennial in 2011; special events for alumni and other friends of the school were held throughout the year. The celebration culminated with a community-wide banquet. More than one thousand alumni, parents, and other community members participated in one or more centennial events. Both the school and the community continue to benefit from the good will of that special year.

Outgrowths of the centennial celebration included the establishment of a Berea Athletic Hall of Fame, the naming and dedication of the football stadium, and the commemoration of the fiftieth anniversary of football at the school.

Mike Noel is the twenty-sixth principal of Berea High School. In his fourteenth year in that position, he works with a team that includes four assistant principals. Administrative structures include the Administrative Team, the Instructional Support Team, Department Chairs, and the Leadership Team.

The School Improvement Council, *The Friends of Berea, Inc.*, and the BHS Athletic Booster Club provide links between the school and the community.

The SIC meets monthly and includes representatives from the faculty and the student body as well as parents and business and community members. Its chair is Russell Watson.

The BHS Athletic Booster Club helps support both boys' and girls' teams. The Booster Club works with student athletes and coaches in a variety of fundraising activities. They also help to obtain corporate sponsorship which helps in providing the athletic department with financial support throughout the school year.

The Friends of Berea, Inc. is a foundation that supports academics, athletics, and the arts at the school. The foundation continues to provide grants to teachers, scholarships to students, and support for school activities. It seeks contributions from individual alumni, families, and local businesses. The foundation board is chaired by former teachers and alumni at BHS; other board members include alumni, former teachers, and community members. Some highlights of contributions made to the school include but are not limited to: purchasing of new band uniform and naming band room after Jim McMahan, purchasing of new track equipment to enable Berea to host track meets once again, and purchasing state championship rings for our boys' soccer team.

Community Partnerships and support from area businesses and organizations include Fairway Subauru, The Big Clock, Frank's Service Center, Cornerstone National Bank, Epps Brothers Lawn and Garden, McKinney Chrysler Dodge Jeep and Ram, Friends of Berea, Momentum Bike club organization, Younlife, United Way (OnTrack), Public Education Partners, Communities in Schools, Hispanic Alliance, Launch GVL, BMW, and Michelin.

The Renaissance Program continues to recognize hundreds of students each year. These rewards and incentives are made possible by the generosity of the school's business partners as well as by grant money allocated for student incentives.

School Personnel

Berea High School’s faculty and staff include 81 classroom teachers, five administrators, six full or part-time guidance counselors, one instructional support personnel, one testing coordinator, one mental health counselor, and two media specialists. 49 Teachers are female and 32 are males. Attendance rate was 86%. Overall staff is 60% female and 40% male. 66% of the staff is caucasian, 9% Hispanic, 3% multiracial, 13% African American, 3% Native American Indian, 1.5% Asian and 4.5% other. The Percentage of Teachers with advanced degrees is 55%. There is one teacher who is national board certified.

With nearly one-fifth of faculty relatively new to the teaching profession, it is imperative that consistent, meaningful support be given to these new educators. At the same time, the needs of veteran teachers must continue to be a top priority. School programs and policies, ongoing professional development, and a continuing emphasis on administrative support are essential components that need to be consistently addressed.

Student Population

While the total student enrollment has remained relatively steady, the composition of Berea’s student body has changed significantly over the past several years.

As the percentage of whites has declined from 23.1% in 2019-20 to 17.8% in 2022-23, the Hispanic population has increased from 45.1% to 51.4%, and the percentage of African-Americans has slightly decreased from 24.6% to 24%.

Student Enrollment

Table 1: School Enrollment by Ethnicity (Percentages)

	20/21	21/22	22/23
African American	274	305	287
Asian	9	10	12
White	218	211	212
Hispanic	504	559	615
Other	61	48	69
TOTAL	1066	1154	1195

Table 2: School Enrollment by Grade Level

GRADE LEVEL	2020-2021	2021-2022	2022-2023
9 TH GRADE	337	384	379
10 TH GRADE	313	332	317
11 TH GRADE	217	239	282
12 TH GRADE	199	208	217

Table 3: School Enrollment by Special Education (Percentages)

YEAR	2020-2021	2021-2022	2022-2023
SPECIAL EDUCATION %	4.63%	10.13%	16.2%

Other data show the number of students in Special Education; the total number of students in resource, self-contained, and Trainable Mentally Disabled (TMD) classes is 16.2% of the total student body. The overall percent of students in Special Education classes have steadily increased over the last 5 year cycle.

There has been a steady increase in student attendance rates over the past 3 school years, but has not reached the pre pandemic attendance rate levels.

Student attendance rate

19-20	20-21	21-22	22-23
93.6%	86.6%	90.6%	91.5%

It is clear from the above data that Berea High School is becoming increasingly diverse, reflecting the community it serves. At the same time, many students represent the second and even third generation in their families to attend the school. The school celebrates this blend of old and new and believes the school is strengthened as a result.

Programs and Initiatives

- In 2023-24 year the AVID site team was created in order to begin the multi year process of incorporating AVID strategies and interventions into the classrooms.

- The OnTrack committee was created to analyze student data and work on strategies and interventions to help improve student promotion rates and on time graduation.
- In 2023-24 year the Athletic Academic tutoring program was established to give additional academic support for student athletes. Athletes are required to go to tutoring before going to practice if struggling academically.
- Revision of curriculum to allow appropriate instructional time for students needing additional preparation in English and math (creating sections for math strategies and math ready to prepare for Algebra 1; Read 180/System 44 and reading program in English classes)
- Tiger Alliance partnership with Clemson University through a mentoring program to help students of color to attend college.
- Bulldog Run takes students on tours of multiple college campuses around the State to help students visit colleges they would not have the chance to visit otherwise.
- The Freshman Academy continues to grow and has its own administrator. All first-time freshmen participate in a meeting. There are monthly freshmen of the month awards given. Many freshmen take Freshman Success classes where they explore career opportunities, work on academic goals, and set long term goals for themselves.
- Alignment of content within subject areas through implementation of district curriculum maps, PLC planning sessions, and meetings with district content area specialists.
- Continuation of Professional Learning Communities as framework for professional development – PLCs undergoing Solution Tree training with teachers in specific subject areas collaborate to plan for instruction/assessment, analyze student data, and plan for remediation based on data analysis. All PLC's meet twice a month on Wednesday's and EOC PLC's meet weekly.
- Emphasis on incorporation of supportive Multi-language learners strategies and supports with implementation of SIOP training and coaching by district ML instructional specialists throughout the 2022-23 and 2023-24 academic years.

- Sustained Silent Reading incorporated in all English classes
- There has been an instructional focus on UDL principles as teachers have been trained and are planning during PLC's on UDL to implement strategies in classes.
- Starting in the 2021-22 school year, BHS faculty and grading committee examined grading policies and grading updates are proposed every spring to meet the needs of BHS students.
- Senior recognition ceremony, school-wide awards program, Freshman Academy award assembly
- Continuation of Jostens Renaissance program – Recognition of students and staff
- DOGS after school tutoring program was created to give assistance in review and remediation of classroom content and material.
- Participation in Furman “Bridges to a Brighter Future” program
- Science Labs with Computerized Data Collection Instruments
- An attendance committee was established in 2023-24 year focusing on strategies and interventions to help improve student attendance rates.
- A graduation committee was formed and is still ongoing to periodically review students in danger of dropping out. All withdrawal data are housed in a central location to facilitate documentation required by the state in determining graduation rate.
- Dual enrollment course offerings through Greenville Technical College. In 2023-24 year English 101 and 102 dual enrollment was offered on campus as additional course opportunities.
- Newcomer Program for those students who enter high school from another country and do not speak any English. Steady growth in the program since its beginnings and has contributed to the promotion rates and community connectivity for our Hispanic population.
- The athletic booster club was re-established in 2023-24 year in order to further raise funds for our athletic programs.

Part IV: The School's Mission, Vision, & Beliefs

Our Vision

The world needs people who not only know how to read, write, and compute but who are also willing and able to contribute to the common good. The world needs people who can gather and use information, who can create and adapt, who can think and solve problems independently and with others. The world needs people who, as they earn a living and as they make a life, also make a difference. The world needs people who are committed to excellence and who are inspired to serve. We at Berea High School are committed to creating a challenging, supportive environment and to providing meaningful opportunities for all students to realize their full potential while in school and throughout their lives.

Mission Statement

Preparing students to be productive and responsible students who make a difference in the local, and global communities.

Belief Statements

- **We believe community, character, and excellence are the hallmarks of what a great school should be.**
- **We believe what we are doing at school is important, that our students can succeed, and that we are not going to give up on those who struggle.**
- **We believe we share our mission with the home and with the community.**
- **We believe the student is the most important person in the school and that each student deserves respect, encouragement, and acceptance.**
- **We believe real school improvement depends first, last, and foremost on the quality of instruction in the classroom.**
- **We believe in the pursuit of excellence in academics, athletics, and the arts.**
- **We believe the purpose of school is to make our students smart and to make them good.**

Part V: Data Analysis and Needs Assessment

Student Achievement: Data Analysis

SDE School Report Card

More detailed analysis of student performance data from the 2022-23 School Report Card is found in the sections that follow.

<https://screportcards.com/> and <https://ed.sc.gov/data/test-scores/>

Analysis of 2022-23 School Data

EOCEP Data

	Students scoring A	Students scoring B	Students scoring C	Students scoring D	Students Scoring F	Students not tested
English II	19%	14.7%	17.1%	17.1%	24.3%	7.8%
Algebra I	2.9%	7.8%	17%	23.8%	41.5%	7%

G+ Data

Graduation Year	AP test 3+	IB 4+	Dual Credit	CATE Certified	Work - Based Learning	# Students	# Graduated	College Ready	Career Ready	Any G+	% G+
2022-23	24	0	20	105	39	229	219	33	120	129	56.33%

Advanced Placement Tests

Performance on Advanced Placement Exams is below desired results; the school's passage rate is below the district and state averages.

	2019-20	2020-21	2021-22	2022-23
# of students	73	79	65	62
# of exams	97	88	89	73
# of 3-5 scores	22	16	29	15
% of 3-5 scores	30.1%	20.2%	44.6%	24.1%

AP COURSES	2019 Average	2020 AVERAGE	2021 AVERAGE	2022 AVERAGE	2023 Average
English Language	2.23	2.39	2	2.84	2.06
English Literature	2.71	2.55	2.67	3	2.38
US History	2.44	1.94	1.67	2.53	1.55
European History	1.44	1.48	1.79	1.72	1.56
Environmental Science	N/A	2.87	2.5	3.22	N/A
Computer Science Principles	N/A	1.78	N/A	N/A	N/A
Computer Science A	N/A	N/A	1.11	N/A	N/A
Art 2-D	N/A	3.5	N/A	N/A	2.5

Dual Credit/Dual Enrollment

Students take dual enrollment through Greenville Technical College. In 2023-24 year 2 new on campus courses, English 101 and 102, are being offered.

	19-20	20-21	21-22	22-23
# of students	2	27	20	41

Graduation rate

The on-time graduation rate for 2022-23 decreased from prior year; this percent is down 4.8% from the 19-20 school year. The charts below show the available data on the four-year on-time graduation rate.

**On-time Graduation Rate
Berea High School
(In Percent)**

2019-20	2020-21	2021-22	2022-23
72.6	72.6	70.0	67.8

End-of-Course Tests

Student performance on end-of-course tests continues to be an area of emphasis for school improvement. The chart below shows the passage rate in each subject from 2019-2023. Due to Covid-19 and school shutdowns, there is no data for 2020. English 2 reported for first time in 20-21 replacing English 1

Year	Algebra I	Biology	English II	US History
2019	48%	64.6%	61%	59.8%
2020	No Reported Data			
2021	39.1%	48.7%	70.2%*	45.6%
2022	46.2%	62.6%	73.3%	45.1%
2023	51%	44%	70%	44%

Teacher and Administrator Quality:

Professional development is a key component of school success. Berea High School has a commitment to the continuous improvement of our faculty as lifelong learners. The district requires that a minimum of twenty-four hours of professional development are offered throughout the school year. The district offers a wide variety of professional development opportunities.

Professional development sessions will be held periodically throughout the school year, individually, in small groups, virtually, and asynchronously. The Instructional coach will complete coaching cycles with teachers to help support instructional focus areas and with teachers who request additional support. In addition to professional development sessions, PD is always a key component of each PLC and faculty meetings.

Included below is the professional development plan for Berea High School for the 2024-25 school year and the areas of emphasis on which the district will focus on in 2024-25.

Professional Development Calendar for 24-25:

July

- Last Thursday: New teacher orientation and instructional focus PD

August

- First week: Staff PD On PLC's, AVID strategy training, Faculty meeting/Staff PD, student engagement PD, New teacher pd series: Classroom management, Co teacher training
- Third Wednesday- PLC's (Solution tree training)
- Fourth Wednesday- Leadership

September

- First Monday: adept teachers strategies pd session
- First Wednesday -PLC (Solution tree training)
- Second Monday: New teacher pd series: Instructional delivery
- Second Tuesday- Tech PD (TechMex Tuesday's)
- Second Wednesday-Faculty meeting/Staff PD
 - School wide instructional focus PD based on instructional walks data
- Third Wednesday- PLC's
- Fourth Wednesday- Leadership
- Fourth week: Avid strategies PD

October

- First Monday: adept teachers strategies pd session
- First Wednesday -PLC (Solution tree training)
- Second Tuesday- Tech PD (TechMex Tuesday's)
- Second Wednesday-Faculty meeting/Staff PD
 - School wide instructional focus PD based on instructional walks data
- Third Wednesday- PLC's
- Fourth Wednesday- Leadership
- Fourth week: Avid strategies PD

November

- First Monday: New teacher pd series: Classroom environment
- First Wednesday -PLC (Solution tree training)
- Second Tuesday- Tech PD (TechMex Tuesday's)
- Second Wednesday-Faculty meeting/Staff PD
 - School wide instructional focus PD based on instructional walks data
- Third Wednesday- PLC's
- Fourth Wednesday- Leadership
- Fourth week: Avid strategies PD

December

- First week: Review of Classroom management plans with first year PD
- First Wednesday -PLC (Solution tree training)
- Second Wednesday-Faculty meeting/Staff PD
 - School wide instructional focus PD based on instructional walks data
- Third Wednesday- PLC's

January

- Second Wednesday-Faculty meeting/Staff PD
 - School wide instructional focus PD based on instructional walks data

- Third Wednesday- PLC's (Solution tree training)
- Fourth Wednesday- Leadership
- Fourth week: Avid strategies PD

February

- First Monday: New teacher pd series: Assessments
- First Wednesday -PLC (Solution tree training)
- Second Tuesday- Tech PD (TechMex Tuesday's)
- Second Wednesday-Faculty meeting/Staff PD
 - School wide instructional focus PD based on instructional walks data
- Third Wednesday- PLC's
- Fourth Wednesday- Leadership
- Fourth week: Avid strategies PD

March

- First Wednesday -PLC (Solution tree training)
- Second Wednesday-Faculty meeting/Staff PD
 - School wide instructional focus PD based on instructional walks data
- Fourth Wednesday- Leadership
- Fourth week: Avid strategies PD

April

- First Wednesday -PLC (Solution tree training)
- Second Tuesday- Tech PD (TechMex Tuesday's)
- Second Wednesday-Faculty meeting/Staff PD
 - School wide instructional focus PD based on instructional walks data
- Third Wednesday- PLC's
- Fourth Wednesday- Leadership
- Fifth Wednesday-TBD
- Fourth week: Avid strategies PD
- Last week: Reflection of New teacher teaching process PD

May

- First Wednesday -PLC (Solution tree training)
- Second Wednesday-Faculty meeting/Staff PD
 - School wide instructional focus PD based on instructional walks data
- Third Wednesday- PLC's
- Fourth Wednesday- Leadership

School Climate Needs Assessment:

Student Behavior Data

School year	# of Students	1+ Referrals	2+ Referrals	% of students with at least 1 referral receiving 2 or more referrals

2022-23	1308	549	370	67.4%
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Student Attendance

School year	Total Days	Average Daily Membership	Days Absent	Average Daily Attendance	Percent Attendance
2022-23	220,836	1,226.87	20,025	1,115.62	90.93%

Student Chronic Absenteeism

School year	CA student count	Total Student count	Chronic Absenteeism Rate
2022-23	458	1308	35.02%

Student Truancy

School year	Incident	Referrals	% of Total	ISS hours	OSS Days
2022-23	<i>Cutting Class</i>	432	15.57%	1,681	42
2022-23	<i>Truant</i>	422	15.21%	0	0
2022-23	<i>Tardy</i>	303	10.92%	742	8

Parent/teacher conferences

Year	# of hours
2022-23	2,987

Volunteer hours

Year	#s
2022-23	3,270

Parent Teacher Conferences

Year	#s
2022-23	629

Backpack Accounts/Logins

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
1,199	629	52.46%	186	15.51%	257	21.43%

2022-23 SC SDE School Report Card

Berea High:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9SCZzaWQ9MjMwMTAwMg>

Part VI: Action Plan

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 51% (2023) to 61%.
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)	53%	55%	57%	59%	61%
	51%	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 <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	Instructional Leadership Team (ILT)	NA	NA	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	ILT & Algebra 1 PLC team	NA	NA	
3. Integrate mathematical concepts into other subject curriculum maps,	2024-2029	Department Leadership Team & ILT	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	District Academic Specialists and Curriculum Writing Teams	NA	NA	
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	District Academic Specialists and Curriculum Writing Teams	NA	NA	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Algebra 1 PLC Team Members and ILT	NA	NA	
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	ILT	NA	NA	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	ILT	NA	NA	
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	Math Academic specialist, Instructional coach & Algebra 1 PLC	NA	NA	
2. Provide professional development for teachers throughout the year based on	2024-2029	Instructional Coach	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teacher input, trend data and observational feedback.					
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	ILT & Algebra 1 PLC	NA	NA	
4. Foster a collaborative relationship between schools and parents.	2024-2029	SIC, Booster club, & Administrative team	NA	NA	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Math Department Chair & Algebra 1 PLC	NA	NA	

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 70% (2023) to 75%.

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)	71%	72%	73%	74%	75%
	70%	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 <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	English 2 PLC and ILT	NA	NA	
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	English 2 PLC and ILT	NA	NA	
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional School and District Academic specialists	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	OnTrack Team, Communities in Schools personnel, & English 2 PLC and ILT	NA	NA	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	English 2 PLC	NA	NA	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	English teachers, ILT, and District Academic Specialists	NA	NA	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	English 2 PLC and ILT	NA	NA	
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	English 2 PLC and ILT	NA	NA	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Department Leadership Team and ILT	NA	NA	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	English 2 PLC	NA	NA	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	English 2 PLC	NA	NA	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	ILT	NA	NA	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	English 2 PLC, Media Specialist, District specialists	NA	NA	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Instructional Coach	NA	NA	
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Instructional Coach & District Academic Specialists	NA	NA	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Instructional Coach, English Representative on Instruction Team, English 2 PLC, ILT	NA	NA	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	English 2 Teachers and ILT	NA	NA	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Coach	NA	NA	

GOAL AREA 1 – Performance Goal 3

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

Performance Goal 3: By 2029, the percentage of students who earn G+ will increase from 56% (2023) to 76%.

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)	60%	64%	68%	72%	76%
	56%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students engage in K-12 Career Exploration as outlined in Graduation Plus.					
1. Complete comprehensive scope and sequence of career related activities using district’s College and Career Readiness platform	2024-2025	AP over CCR, Director of Counseling, Academic specialist over CTE	NA	NA	
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	SIC, CTE teachers, Director of Counseling	NA	NA	
3. Introduce diverse career options through interactive experiences, virtual tours, and guest speakers in order to help students identify their interests and strengths.	2025-2029	SIC, CTE teachers, Director of Counseling	NA	NA	
4. Facilitate internships, job shadowing, and work-study programs to provide students with real-world experiences, preparing	2024-2029	SIC, CTE teachers, Director of Counseling	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
them for post-secondary education and employment.					
Action Plan for Strategy #2: Utilize Career Planner software so students can clearly articulate a 9-12 career path to plan their high school course experience.					
1. Implement district-wide course progression requirements for all core content courses.	2025-2026	Department Leadership Team, ILT, Director of Counseling	NA	NA	
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	Department Leadership Team, ILT, Director of Counseling	NA	NA	
3. Implement a district-wide course registration system (SchoolLinks) that ensures accuracy and precision in calculating both high school graduation requirements and pathway completion requirements.	2024-2025	Director of Counseling, ILT	NA	NA	
Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment.					
1. Attend district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential.	2024-2029	School Counselors	NA	NA	
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	School Counselors, CTE Teachers, ILT	NA	NA	
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	School Counselors, CTE Teachers, ILT	NA	NA	
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	AP Teaches, School Counselors, Instructional Coach, ILT	NA	NA	

GOAL AREA 1 – Performance Goal 4

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

Performance Goal 4: By 2029, 80% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 95%.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
PowerSchool*			Projected (District)	28%	31%	34%	37%	40%
	25%	TBD	Actual (District)					
			Projected (School)	83%	86%	89%	82%	95%
	80%		Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit/dual enrollment courses.					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	Elementary School Counselors	NA	NA	
2. Identify PIP students who meet prerequisites for dual enrollment courses and are demonstrating skills that would make them successful candidates for dual credit and honors courses.	2024-2029	Director of Counseling, Teachers	NA	NA	
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships,	2024-2029	SIC, Counseling Department, ILT	NA	NA	

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

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: 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 <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	Director of Counseling, Counseling Department, ILT	NA	NA	
2. If applicable, partner with Clemson 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	NA	NA	
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	2024-2029	Director of Counseling,	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
as a career choice through internal and external programs.		Counseling Department, ILT			

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
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)	15.5%	15%	14.5%	14%	13.5%
	16%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Identify and expand targeted initiatives and collaborative efforts, by prioritizing professional development, a culture of appreciation and recognition, and implementation of a support system tailored to the diverse needs of our teaching staff.					
1. Monthly instructional support meetings for first year teachers	2024-2029	Instructional Coach	NA	NA	
2. New Teacher orientation	2024-2029	ILT	2,000	Local Funds	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Monthly Meetings for Adept support/preparation	2024-2029	Instructional Coach	NA	NA	
4. Monthly & Yearly teacher recognition systems	2024-2029	Administrative Team, Faculty Council, Renaissance Team	NA	NA	

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	65.4%	63.4%	61.4%	59.4%	57.4%
	67.4%	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 <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	ILT	NA	NA	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	ILT	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	Advisory teachers, SIC, PTSA, All BHS stakeholders	NA	NA	
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	ILT	NA	NA	
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	ILT, School Counseling, Ontrack team, Communities in School personnel	NA	NA	
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, Booster Club, Freshman Academy, ILT	NA	NA	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	ILT, School counseling	NA	NA	
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	ILT, School counseling	NA	NA	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	ILT, School counseling, Teachers	NA	NA	
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	ILT, School counseling, teacher club sponsors	NA	NA	
2. Increase leadership opportunities within the school during the school day.	2024-2029	ILT	NA	NA	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Administrative team, School Counseling, Teachers, SIC	NA	NA	
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	SIC, Student Council, Administrative team, And departmental leadership team	NA	NA	
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	ILT, Director of Counseling, Teachers/staff, Communities in school and OnTrack personnel	NA	NA	
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	ILT, Teachers/Staff	NA	NA	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	IIT, Teachers/Staff, School Counseling	NA	NA	
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop	2024-2029	ILT, Counseling department, Teachers/staff, Communities in school and OnTrack personnel	NA	NA	

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

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	33%	31%	29%	27%	25%
	35%	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 <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	Administrative team, Teachers/Staff, School Counseling, Attendance	NA	NA	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	Administrative team, Teachers/Staff, School Counseling, Attendance	NA	NA	

Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	Administrative team, Teachers/Staff, School Counseling, Attendance	NA	NA	
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	District Attendance and behavioral specialists	NA	NA	
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	Administrative team, Teachers/Staff, School Counseling, Attendance	NA	NA	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	Administrative team, Teachers/Staff, School Counseling, Attendance	NA	NA	
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.)	2024-2029	Administrative team, Teachers/Staff, School Counseling, Attendance	NA	NA	

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 <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	Administrative team, Teachers/Staff, School Counseling, Attendance	NA	NA	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	Administrative team, Teachers/Staff, School Counseling, Communities in School and OnTrack Personnel	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	Technology school specialists, Media center specialist, School counseling, Administrative team	NA	NA	
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	SIC, Club teacher leaders, School Counseling, Communities in Schools personnel, administrative team	NA	NA	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	SIC, Club teacher leaders, School Counseling, Communities in Schools personnel, administrative team	NA	NA	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	SIC, Club teacher leaders, School Counseling, Communities in Schools personnel, administrative team	NA	NA	
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	SIC, Club teacher leaders, School Counseling, Communities in Schools personnel, administrative team	NA	NA	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	SIC, Club teacher leaders, School Counseling, Communities in Schools personnel, administrative team	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	SIC, Club teacher leaders, School Counseling, Communities in Schools personnel, administrative team	NA	NA	