



GREER HIGH SCHOOL
SCHOOL PORTFOLIO

(SCOPE 2024-2025 THROUGH 2028-2029)

Update: 2024-2025

Principal, Justin Ludley

3000 East Gap Creek Road
Greer, South Carolina 29651
864-355-5700

Greenville County Schools

Superintendent, Dr. W. Burke Royster

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 assurances requirements including ACT 135 assurance pages.

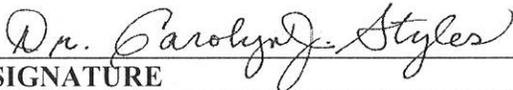
SUPERINTENDENT

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

PRINCIPAL

Justin Ludley		4/16/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Christin Pulliam		4/16/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Lori Martin		4/16/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS:

SCHOOL TELEPHONE: (864)

PRINCIPAL E-MAIL ADDRESS:

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	NAME
Principal	Justin Ludley
Teacher	Nathan Flounders
Parent/Guardian	Sandy Huff
Community Member	Brent Garrett
Paraprofessional	Elizabeth Giegerich
School Improvement Council Member	Morgan Grizzle
Read to Succeed Reading Coach	N/A
School Read To Succeed Literacy Leadership Team Lead	Lori Martin
Assistant Principal	Matt Phillips
Instructional Coach	Megan Yount
IB Coordinator	Mary Smith
Director of School Counseling	Dr. Sharon Knight
Media Specialist	LeAnn Kiser
Special Education Teacher	Sydney Salem
SRO	Perry Bowens

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<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>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<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>
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<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>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<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>

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>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>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<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>

TABLE OF CONTENTS

Introduction.....	7
Executive Summary.....	8
School Profile.....	13
Mission, Vision, and Beliefs.....	18
Data Analysis and Needs Assessment.....	19
Action Plan	28

INTRODUCTION TO THE SCHOOL PORTFOLIO

The Greer High School portfolio documents changes and progress in our efforts to improve our school. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Greer High School and includes actual evidence of our work. It defines who we are, our vision, goals, plans, and progress for the school, as well as achievements in the context of our school demographics, needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for fostering student learning in preparation for life after high school.

In developing the strategic plan for Greer High School, input was received from a variety of stakeholders including teachers, administrators, counselors, support staff, PTSA members, SIC members, parents, and community members. This collaboration included feedback about our existing programs and culture as well as consideration for the core beliefs, vision, and mission that will establish Greer High School's pathway for student success for the next five years.

EXECUTIVE SUMMARY

Greer High School has a proud tradition of excellence in academics, service, and athletics. Our diverse population is one of our strengths, and we pride ourselves as a “real word school.” Greer High School is unique in that it is a community-based school centered around a small town, and the level of support from our community is truly special. Our mission at Greer High School is to build college- and career-ready graduates by connecting students to meaningful educational opportunities that empower them to be productive members of society and lifelong learners.

We Believe:

1. Students achieve best in a safe and inviting environment where they are engaged in learning.
2. Students must have highly competent and caring teachers, administrators, and support staff.
3. Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
4. A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
5. A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
6. Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
7. Education is the shared responsibility of students, home, school, business, and community.
8. Curriculum and instruction must meet the needs of all students and prepare each student for success.
9. Having a growth mindset and demonstrating GRIT (Growth, Resilience, Integrity, Tenacity) in pursuing and achieving goals that will help students and staff succeed.
10. Providing personalized learning experiences incorporating technology, real-world relevance, and innovative strategies are essential in preparing students to be successful in today’s world.

Student Achievement

- In 2023, Greer High School’s graduation rate was 82.8%, up 6 points from the 2021 school year. Faculty and staff continue to work very hard to support students succeeding academically, socially, and emotionally by utilizing the MTSS (multi-tiered systems of support) framework that includes wrap-around support from teachers, administrators, counselors, a behavior interventionist, an attendance interventionist, and support staff for all students.
- Greer High School’s CCR rate (College and Career Readiness) jumped to 69% in 2023, a six-point from 2022, the largest increase in the district.
- Greer High School students continue to show growth in end-of-course exams. After the Fall 23 EOC exams, we saw an increase of 22.8% in Algebra 1, +9.8% in Biology, and +5.4 % in English. Our US History scores were slightly down, but students scored above the district average. Greer High School teachers and instructional leaders collaborate in

content area professional learning communities focusing on data-driven instructional strategies to meet the needs of all learners.

- The mean composite score on the ACT for twelfth-grade students at Greer High School in 2022 was 18.8, an increase from 17.8 in 2021. Students have opportunities to work on ACT and SAT test preparation activities in their academic classes and independently through the Naviance test preparation platform. For the past seven years, Greer High School has hosted test preparation consultants who work with students in preparation for the ACT and SAT.
- In 2023 the cumulative percentage of students receiving a 3 or above on AP examinations was 47%, with 185 students taking an AP Exam.
- Greer High School students earned 597 Dual Credit hours in 2022-2023.

Teacher and Administrator Quality

Faculty and staff are committed to making a positive difference in the lives of Greer High School students and the Greer community. Greer is a close-knit community. Twenty-three percent of the faculty are Greer High alumni. Seventy-four percent of the professional staff hold advanced degrees. There are five National Board certified teachers along with several teachers currently pursuing advanced degrees. The average number of years of teacher employment at GHS is nine – ranging from teachers in their first year to a career of thirty-two years. We have five first-year teachers and thirty-two teachers who have taught only at Greer High School. All teachers, professional staff, and administrators are highly qualified and participate in ongoing and comprehensive professional development opportunities offered at Greer High School, in Greenville County School district facilities, and across the state of South Carolina. Staff members are dedicated to constantly learning and growing to offer quality educational experiences for our students.

School Climate Summary

The culture and climate of Greer High School are healthy and remain a continual focus of improvement so that we can provide quality educational service to our students and community. Students receive support academically, socially, and emotionally through the Freshman Academy, academic and extracurricular programs, and a network of support that includes classroom teachers, counselors, administrators, a behavior interventionist, an attendance interventionist, and support staff. Greer High School staff continually work to enhance business and community partnerships that positively affect students and communicate events, initiatives, and achievements with parents and community members through an up-to-date and comprehensive website, social media, and weekly phone blast messengers to the community. Greer High School staff focuses on developing positive partnerships with parents to support our students.

Challenges from the Past Three Years

In March of 2020, our school shifted to 100% e-learning which resulted in completely turning education as we know it upside down. Teachers were forced to learn to navigate delivering instruction virtually and our students were challenged like never before. State standardized tests and IB Exams were canceled. AP Exams were administered, however, the exams shifted to online. In addition to the challenges brought about by Covid 19, our school also faces issues that are a reflection of our society. Today's students have grown up in a world of media entertainment and keeping content relevant and engaging can be a challenge. Teachers have to meet the diverse needs of all their students in relatively large classes. The poverty level of our students has steadily increased over the years to 67% in 2023. Our English Language Learners population has continued to grow. Our students come with a large variety of educational experiences, resources, and learning gaps. Greer High School staff continues to work hard to build instructional capacity in the ability to meet the needs of all learners, especially our ELL Learners. While we are seeing improvement in positive partnerships, parental and community engagement in the educational process still has room for growth. Students' academic habits, attitudes, and behaviors continue to challenge educators. Staff focus daily on building rapport and mentoring relationships to influence our students' academic, social, and emotional growth. State and national curricular expectations continue to evolve and become more rigorous. Teachers and staff must continually grow and adjust to changes in content standards and expectations for depths of knowledge for students. Greer High teachers are challenged to keep up with ever-changing technological advances and stay on the cutting edge of innovation in teaching and learning.

Accomplishments and Awards from the past 3 years

A significant, ongoing accomplishment involves Greer High School's progressive approach to utilizing innovative programs to support students. These programs include the Freshman Academy, Read 180 and System 44, Mastery Connect, Advanced Manufacturing, Health Science, Sports Medicine, Virtual Enterprise, Agriculture, Service Learning, Peer Tutoring, and community outreach opportunities through groups such as the Leo Club and Student Government. We have also recently implemented a virtual lab where students can take virtual classes during the school day.

Greer High School is a 1:1 with each student having a Chromebook. We have implemented the use of Google Apps for Education throughout the professional learning series for teachers and in classrooms for students. Teachers use Google Classroom as a tool in their classes as well as a tool for flipped professional development opportunities.

The Counseling Department plays an active role with our students. Each counselor meets individually with each student during the year to set goals and discuss class choices. Counselors

stay with the students during their high school years to build relationships with students and their families.

Our SIC is active in school and the community. We were named a 2023 State Finalist for the Dick and Tunky Riley Award for School Improvement Council Excellence and Honorable Mention Winner. We also hosted our first SIC Showcase Breakfast in February of 2024 to highlight our school and programs for feeder schools and community stakeholders.

The Athletic Facilities just received an expansion which added a multiple-purpose gym, additional locker rooms, expanded weight room, etc.

Other honors and awards include:

- Greenville Federal Credit Union and Greer High School partnered to open and operate “The Branch,” a student-run credit union branch inside the high school.
- 2023 SC School Improvement Council Honor Roll
- 2023 State Finalist for the Dick and Tunky Riley Award for School Improvement Council Excellence and Honorable Mention Winner
- Highest Access Composite Growth from 2021 to 2022 in Greenville County Schools.
- The highest percentage of Graduation Cohort achieving CTE completers with certification in Greenville County Schools.
- Top 10% overall highest graduation rate of students with disabilities in Greenville Country School.
- Accredited as an International Baccalaureate World School
- The Senior Class of 2022-2023 Earned approximately \$5,592,500 million in College Scholarship Offerings.
- 475 industry-recognized certifications earned during the 21-22 school year
- Greer High Virtual Enterprise Program is a 6-time State Champion and Competes in National and International Competitions.
- In 2021-2022, 645 Dual Credit hours were earned for college credit.
- State Award-Winning Marching Band Program
- Greer High Choral Music students annually participate in All-State and District Choirs.
- In 2022, the Service Learning Program completed over 2,500 service hours.
- South Carolina Teaching Fellows Award Winners
- Watson Brown Scholarship Award Recipients
- Greer High School’s Art Program continues to have students recognized for their award-winning art entries in local, state, and national competitions. (Artisphere, PTSA Reflections, City of Greer, Showcase of Excellence - Tryon Fine Arts Center, etc.)
- Greer High has a great tradition of excellence in athletics. In the past eight years, multiple team region championships were earned as well as individual state championships. Our football team was the 2018 Upstate Champions, and our men's Basketball Team was a 2024 Upperstate Finalist.

SCHOOL PROFILE

According to the catalog of Greer High School, in the mid-1870s Miss Sallie Cannon offered eight years of school in Greer in a small house near J.L. Green's residence. From that humble start, the Greer schools have had remarkable growth along with the town. In fact, there have been six different locations for the high school.

In 1922, Davenport High School was completed. It was named for Mr. D.D. Davenport who paid most of the \$150,000.00 construction cost. The class of 1923 published the first yearbook, *The Bantam*. In the same year the eleventh grade was added, and Mr. Bill Gambrell was the coach of Greer High's first football team. The class of 1924 had four literary societies, which, according to former class member Edward C. Bailey, "studied journalism, writing, and poetry." They published *Pep*, a literary journal.

In 1927, Elizabeth Jones won the school-wide competition for writing the best "Alma Mater", which is still being sung today. The school motto, "Parantes pro Civitate" (preparing for citizenship), the coat of arms (containing the State Palmetto Tree, the yellow jacket, the peach) and first class ring were selected in 1935.

In 1940-41, Greer High had its first band, the first edition of the Greer High Times was distributed with a subscription rate of fifty cents per year, and the yearbook changed its name from *The Reflector* to *Le Flambeau*.

Davenport served as Greer's high school until 1953 when the building on North Main Street was completed. Davenport then became Davenport Junior High School until it was destroyed by fire in 1970. The auditorium was added to the North Main Street campus in 1955-56. Greer High School was renovated and enlarged in 1970 when the new library and additional air-conditioned science classrooms on the first floor were added.

In 1974, the Piedmont Heritage Fund sponsored a school program to get students interested in the history and heritage of Greer. The result was a magazine, *Clingstone*. It was called "*Clingstone*" because to most of us, peaches are... "at the heart of Greer -- a kind of witness that the seeds of the past are still growing in the present. The flesh of the clingstone peach clings to the most important part of the fruit: the seed, which passes its lasting qualities on to succeeding generations; we want to do the same in this magazine"(Clingstone, Winter, 1974).

Today Greer High School is one of 15 high schools in the Greenville County School District. It is located on East Gap Creek Road in Greer, South Carolina on 107 acres of land and contains 275,000 square feet of floor space, which is equivalent to 6.3 acres. This amount of space is also the equivalent of 91 houses each containing 3000 square feet. Greer High School is a grade 9 through 12 public school built in 1998. We can accommodate up to 2000 students but currently houses around 1200 students.

Our programs include Agriculture with a functioning greenhouse, a Health Science class, and our Advanced Manufacturing Program continues to attract students. Greer High School's 110 classrooms have direct and wireless internet access; occupied classrooms are equipped with Promethean Boards. In addition, we have Science Labs, Computer Labs, and a Virtual Enterprise classroom. Our Fine Arts wing is equipped with various stage production, scene shop and dressing rooms, a Theatre/Auditorium with Computer Tech Lighting and Sound Room, band/orchestra space, art rooms, and a Choral Room. A multi-purpose Commons Area houses a PTSA Student Store, the School Cafeteria, and a faculty dining room. The athletic facilities boast a gymnasium with a seating capacity of 2000+, an auxiliary gymnasium, weight training rooms, a wrestling room, and a community football stadium that seats 6,000 spectators. Our school has just completed an expansion on the athletic wing that houses a state-of-the-art weight room, multi-purpose room, new female locker rooms, and a dedicated room for our athletic trainers. Our campus includes a lighted baseball field, two softball fields, one soccer field, one football field, six tennis courts, a nine-lane track and high jump area. Also available are restrooms, ticket booths, and storage facilities.

In the Fall of 2023, Greenville Federal Credit Union and Greer High School partnered to operate a student-run credit union branch inside the high school. The student-run branch is named "The Branch at Greer High" and carries its own branding reflective of Greer High School. The fully functioning credit union branch offers students, faculty, and staff access to financial services such as savings and checking accounts, debit cards, and online banking through Greenville Federal Credit Union.

The school's design is an "H" format. The commons area doubles as a cafeteria. The auditorium seats 600. Classrooms are on both the first and second floors. On the second floor science classrooms surround a science research lab. Our spacious Media Center is located on the first floor. In 2017 all students were issued Chromebooks. All occupied classrooms are equipped with Promethean Boards. Many teachers utilize document cameras as a supplemental tool.

Greer High is fortunate to have active participation by the PTSA, SIC, Athletic Boosters, and Band and Choral Boosters. The PTSA supports our teachers by funding teacher grants as well as sponsoring various events (Teacher Appreciation Week, etc.). The PTSA also provides scholarships for our students.

Greer High Faculty and Staff

The Greer High Faculty consists of seventy-seven full-time teachers and two part-time teachers. This number includes six G.A.T.E. teachers and seven PACE teachers. Five administrators, an Instructional Coach, an IB Coordinator, one media specialist, one technology integration specialist, an Athletic Director, six school counselors, a mental health counselor, an Attendance Intervention Clerk, a part-time math interventionist, and a Behavioral Interventionist that support the faculty and students.

Six school counselors serve students by alphabet and rotate with the students allowing counselors to work with the same students for four years. A Director of School Counseling leads the department and also serves as a counselor for students.

62% percent of our professional staff are female. The ethnic breakdown is 85% Caucasian, 11% African American, and 2% Hispanic/ Latino. Seventy-four percent of the professional staff hold advanced degrees with several teachers currently pursuing advanced degrees. There are five National Board-certified teachers. The average number of years for teachers working at GHS is nine – ranging from teachers in their first year to a career of thirty-nine years. Thirty-two teachers have taught only at Greer High School.

Six special education aides work with teachers and students in two multi-categorical classes and one EH classroom. Other positions include attendance clerk, media clerk, behavioral interventionist, attendance interventionist, ISS coordinator, receptionist, bookkeepers, guidance clerk, nurse, cafeteria, and custodial staff.

Greer High School Students

The current enrollment at Greer High School is 1,322 students, 1297 (in-person) 25 (virtual). These students include students of various ethnicities, abilities, and socioeconomic status. Our students participate in classes ranging from AP/IB, honors, fine arts, and career classes to Employability Credential classes and an intellectual disabilities class. Our “Advanced Manufacturing Program” continues to grow. Courses in Health Science, Agriculture Science/Nursery/Garden, Drama, and Theater, Global Logistics and Supply Chain Management, and four dual-credit classes have been added over the last several years. 17.35% percent of our students are classified as special education.

Greer High School has a diverse and transient student population. In the spring of 2024, student enrollment at Greer High School was 26.9% Hispanic, 47% Caucasian, and 20% African American. The primary language spoken by our student population is English; however, an increasing number of students list another language as primary including Spanish, Vietnamese, Chinese, and Japanese. Approximately 65% of our ESOL students are still working to reach proficient levels in English. Many of our students are second or third-generation Greer High students. Other students attend Greer High School on choice. We also have international students who enroll based on interest in our programs like the International Baccalaureate program.

Greer High School serves over 230 students classified as special education. For the last three years, the number of Special Education students receiving services increased from 16%, to currently 17%. To better prepare our special education students, Greer High began inclusive practices along with tutorial classes for academic assistance for students needing additional

assistance. In addition to classroom instruction, our Employability Credential Program students are allowed to train with employment specialists, and our Intellectual Disabled students are taught skills needed for quality living and working opportunities.

The poverty index for our students for 2020 was 63.4%. It rose to 67% in 2023.

Greer High School's passage rate for all classes has increased steadily over the past few years from 76% in 2020-2021 to 85% in 2021-2022 to 87 % in the 2022-2023 school year. The student attendance rate at Greer High School in 2021-2022 was 89.89%, 90.36% in 2022-2023, and 90.52% in 2023-2024.

Major Academic Programs

- **The Freshman Academy** – 9th-grade students are served by a dedicated Freshman Academy staff and are provided opportunities to celebrate success, set academic goals, participate in character education activities, and receive personalized intervention and support. The 23-24 school year introduced a new position of a Freshman Academy Coordinator who serves as an additional role of support to students and teachers.
- **Personalized Learning** – Greer High School is a 1 to 1 school. Each student is assigned a Chromebook. The faculty participates in personalized professional development focused on enhancing instruction with personalized learning so that students' differentiated learning needs can be met.
- **"Graduation Plus" offerings in Career and Technology Education** include Advanced Manufacturing, Project Lead the Way, Computer Science and Engineering, Agriculture, Health Science, and Virtual Enterprise, and Global Logistics. The Advanced Manufacturing lab facilities are state of the art and the program prepares students for opportunities in Welding, Machine Tools, Mechatronics, or Building Construction at the Bonds Career Center during 10th- 12th grades.
- **The International Baccalaureate Program** – Greer High School provides opportunities for open enrollment to the IB diploma program where students can participate in a two-year concurrent, global, and rigorous curriculum, which lends opportunities for college credit. Participation in the IB program has increased and IB diploma candidates have consistently gained admission to prestigious colleges and universities.
- **Dual Credit** – Students have the opportunity to enroll in Dual Credit courses through Greenville Tech and Clemson University that are taught on Greer High's campus. Classes include English 101, English 102, Psychology, Sociology, Speech, Health Science, and Exploring Education.

- **Advanced Placement Courses** – Students can enroll in a variety of advanced placement courses across multiple content areas at Greer High School.
- **The Fine Arts** – Students can participate in Band, Chorus, Orchestra, Theater, or Art classes at Greer High School. The Fine Arts department experiences much success each year. Choral, band, and orchestra students participate in All-State and District choirs. Art students enter multiple art competitions including Artisphere, PTSA Reflections, City of Greer, and others.
- **Athletics** – Greer High is a traditional power in the state in athletics and offers 33 athletic teams (18 varsity, 15 sub-varsity).
- **Culture of Service** – Service Learning, Peer Tutoring, and Leo Club are a few of the many service opportunities at Greer High School.

MISSION, VISION, and BELIEFS

Greer High Mission Statement

We build college- and career-ready graduates by connecting students to meaningful educational opportunities that empower them to be productive members of society and lifelong learners.

Our Vision

Students will graduate college- and career-ready and be inspired to make a positive difference in society.

Our Beliefs

1. Students achieve best in a safe and inviting environment where they are engaged in learning.
2. Students must have highly competent and caring teachers, administrators, and support staff.
3. Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
4. A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
5. A successful educational culture develops students who are empathetic, respectful, resilient and act with integrity.
6. Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
7. Education is the shared responsibility of students, home, school, business, and community.
8. Curriculum and instruction must meet the needs of all students and prepare each student for success.
9. Having a growth mindset and demonstrating GRIT (Growth, Resilience, Integrity, Tenacity) in pursuing and achieving goals will help students and staff be successful.
10. Providing personalized learning experiences incorporating technology, real-world relevance, and innovative strategies is essential in preparing students to be successful in today's world.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment

- On-time graduation rate continues to be an area of focus.
- EOC scores continue to be an area of focus. Small-group PLC groups collaborate weekly to focus on data and best practices.
- The number of students in AP/IB courses continues to increase as we offer additional AP/IB courses and grow the IB program.
- Juniors have the opportunity to select either the ACT, SAT, or neither.

Table 1: Greer High School's Graduation Rate

Year	Graduation Rate
2020	81.19 %
2021	76.9 %
2022	77.8%
2023	82.8 %

Table 2: Greer High School End of Course Test Results - Passing

2020 Data point not available due to state-wide school closures on March 17, 2020 – COVID 19 pandemic.

EOC	2020	2021	2022	2023
Algebra 1 / Mathematics for the Technologies 2	Waived	54	49	57
Biology 1 / Applied Biology 2	Waived	50	44	54
English 1	Waived	82	86	83
US History and the Constitution	Waived	60	63	64

Table 3: Greer High School SAT Results by Area

Year	Math	Reading	Composite Score
2021	497	515	1013
2022	482	516	998
2023	518	496	1059

Table 4: Greer High School ACT Average Grade Distribution

Average Score	English	Math	Reading	Science	Composite
2021	16.6	17.4	18.0	18.8	17.8
2022	17.1	18.1	20.2	18.6	18.8
2023	17.7	18.1	20.2	18.6	18.8

Table 5: G+

Year	G+ Rate
2020-2021	52.65%
2021-2022	62.86%
2022-2023	84.93%

Table 6: Dual Credit

Year	Dual Credit Students	PIP Students	Percentage
2021-2022	73		
2022-2023	89	41	46%

Student achievement in Advanced Placement courses (AP) indicates course rigor and student ability to meet such rigorous expectations. Performance in AP classes indicates readiness for post-secondary work. The percentage of students scoring three or higher on AP exams remains steady. A major concern continues to be the small number of minority students enrolled in AP courses. Efforts have been made to address this trend. Beginning in 9th grade, teachers will work more closely with counselors and the career development specialist in an “all-in effort” to align student achievement with academic goal setting. This includes ensuring that all students experience academic rigor from the onset of their high school careers through 12th grade.

Table 7: Advanced Placement Number of Exams Given

AP COURSE	2020-2021	2021-2022	2022-2023
Calculus AB	14	0	1
Calculus BC	0	12	16
Computer Science Principles	11	27	16
English Language	39	16	19
English Literature	21	17	12
European History	15	33	39
Human Geography	25	20	22
Macroeconomics	did not offer	did not offer	6
Statistics	7	4	did not offer
US Government	did not offer	did not offer	6
US History	22	16	34

Table 8: IB Number of Exams Given

IB Courses	2020-2021	2021-2022	2022-2023
Eng Lit HL	16	8	1
French B SL	3	0	6
Spanish B SL	23	8	11
History of the Americas HL	6	6	3
Biology SL/HL	8	2	2
Physics HL	1	0	0
Sports Science SL	6	11	7
Mathematics Analysis and Approaches SL	15	0	0
Mathematics Applications and Inter SL	2	5	2
Visual Arts SL	5	2	1
Theatre SL	0	0	7
Theory of Knowledge	16	8	1

Teacher and Administration Quality Professional Development

- Professional Development at Greer for 2023-2024 continued our previous focus on Universal Design, Accountable Talk, and strengthening our Professional Learning Communities.
- Faculty members attended a variety of Professional Development sessions offered by the school and district on content-specific topics.
- Faculty members attended content/technology professional development conferences.

The current model for professional development offers teachers a variety of formats and sessions through both the school and district settings. At the school level, Professional Development is presented through a variety of modes such as in-person/whole faculty, virtually, during planning periods, and on-demand.

In addition to Professional Development at the school level, GCS schedules Professional Development opportunities throughout the year. Teachers are encouraged to take advantage of these opportunities.

Focusing on Professional Learning Communities (PLCs) at Greer High School is crucial for fostering a culture of collaboration and continuous improvement among educators. PLCs provide a structured framework for teachers to collaborate, share best practices, analyze student data, and develop strategies to improve student learning outcomes. By emphasizing PLCs, Greer High School can enhance teacher effectiveness, promote a supportive and inclusive school culture, and ultimately, improve student achievement.

Table 1: Professional Development Calendar for 2024-2024

Professional Development Course Title	Month
Monthly School-Wide Instructional Focus PDs/Faculty Meetings	August, September, October, November, January, March, April
Monthly Faculty Council Meetings	August, September, October, November, January, March, April
Monthly Department Meetings	August, September, October, November, January, March, April

EOC PLC Planning	Weekly throughout the year
EOC PLC Benchmark Data Analysis and Reflections	Twice each semester
Freshman Academy Meeting	August, September, October, November, January, March, April
School-Wide PLC Meetings	December and April
On-Demand Blitz Week: Personalized Choiceboard: Content Specific, School-Wide Instructional Focus, Technology Focus	October

School Climate Needs Assessment

Table 1: 2022-23 SDE School Report Card and Cognia Survey Results

Survey Details	Teachers	Students	Parents
Number of Surveys Returned	81	1165	25
Percent Satisfied with Learning Environment	96.3%	83.4%	87%
Percent Satisfied with Social and Physical Environment	95.0%	82.4%	86.4%
Percent Satisfied with School-Home Relations	91.3%	91.9%	88.2%

Table 2: Student Behavior Data

#Students	1+Referrals	Percent of Students with at Least 1 Referral Receiving 2 or More Referrals
1409	521	61.61%

Table 3: Attendance, Absenteeism, and Truancy

Chronic Absenteeism Student Count	Total Student Count	Chronic Absenteeism Rate
498	1408	35.37%

Table 4: Student Truancy

Incident	Referrals	% of Total	ISS Hours	OSS Days
Cutting Class	467	15.95%	2,132	125
Truant	549	18.75%	0	0
Tardy	499	17.04%	879	48

Table 5: Student Attendance Rate

2020-2021	2021-2022	2022-2023
89.35%	89.9%	90.35%

Table 6: Parent Teacher Conferences

2020-2021	2021-2022	2022-2023
3,090	3,012	3,305

Table 7: Volunteer Hours

2022-2023
4,470

Table 8: Students with Backpack Contacts

2022-2023
63.24%

School Climate Needs Assessment

Link to [SDE School Report Card](#)

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 57% (2023) to 67%.
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)	59%	61%	63%	65%	67%
	57%	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	<input type="checkbox"/> Team (ILT)			
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> ILT and Algebra 1 PLC Team Members			
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<input type="checkbox"/> Faculty Council Instruction Team and ILT			
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> District Academic Specialists and Curriculum Writing Teams	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	<input type="checkbox"/> District Academic Specialists and Curriculum Writing Teams	N/A	N/A	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> District Academic Specialists and Curriculum Writing Teams	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	<input type="checkbox"/> ILT	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	<input type="checkbox"/> ILT	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	<input type="checkbox"/> Instructional Coaches and Algebra 1 PLC	N/A	N/A	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Instructional Coach	N/A	N/A	

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

GOAL AREA 1 – 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.)* (* required)
Performance Goal 2: By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 83% (2023) to 88%.
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	85	86	87	88
	83	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	<input type="checkbox"/> English 2 PLC and 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	<input type="checkbox"/> English 2 PLC and 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	<input type="checkbox"/> Instructional Coaches	N/A	N/A	
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> <input type="checkbox"/> English 2 PLC, On Track Team	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> English 2 PLC	N/A	N/A	
6. Ensure vertical articulation of grade-level content and practices.	2024-2029	<input type="checkbox"/> English teachers, ILT, and Academic Specialists	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	<input type="checkbox"/> English 2 PLC and ILT	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	<input type="checkbox"/> English 2 PLC and ILT	N/A	N/A	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Faculty Council	N/A	N/A	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> English 2 PLC	N/A	N/A	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> English 2 PLC	N/A	N/A	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> ILT	N/A	N/A	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> English 2 PLC, Media Specialists, District Specialists, ILT	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	2024-2029	<input type="checkbox"/> Instructional Coach	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
knowledge and skills to support all students in building necessary reading skills.					
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	☐ Instructional Coach and District Specialists	NA	NA	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	☐ Instructional Coach, 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 84.93% (2023) to 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
GCS Accountability and Quality Assurance (GCSource)			Projected (District)	79%	83%	87%	91%	95%
	75%	TBD	Actual (District)					
			Projected (School)	86.9%	88.9%	90.9%	92.9%	95%
	84.9%	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	<input type="checkbox"/> AP over CCR, AP over Data, Director of Counseling, Academic Specialist over CTE	NA	NA	
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	<input type="checkbox"/> 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	<input type="checkbox"/> 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 them for post-secondary education and employment.	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>
Action Plan for Strategy #2: Utilize Career Planner software so students can clearly articulate a 9-12 career path to plan their high school course experience.					
1. Implement district-wide course progression requirements for all core content courses.	2025-2026	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> School Counselors, CTE Teachers, ILT	NA	NA	
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	<input type="checkbox"/> School Counselors, ILT, Teachers	NA	NA	
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	<input type="checkbox"/> AP Teachers, 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, 64% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 52%.

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)	52%	55%	58%	61%	64%
	49%		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	<input type="checkbox"/> 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	<input type="checkbox"/> Director of Counseling, Teachers	NA	NA	
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses.	2024-2029	<input type="checkbox"/> 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>
4. Establish peer support networks for PIP students participating in dual credit courses to foster a sense of community and provide mutual assistance.	2025-2029	<input type="checkbox"/> Counseling Department, ILT, Teachers	NA	NA	
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> Counseling Department	NA	NA	
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	<input type="checkbox"/> 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	<input type="checkbox"/> Director of Counseling	NA	NA	
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	<input type="checkbox"/> Director of Counseling, Counseling Department, IL	NA	NA	

GOAL AREA 2 – 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: 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)	100%	100%	100%	100%	100%

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<input type="checkbox"/> 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	<input type="checkbox"/> 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 as a career choice through internal and external programs.	2024-2029	<input type="checkbox"/> Director of Counseling, Counseling Department, ILT	NA	NA	

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.)* (* 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)	9.5%	9%	8.5%	8%	7.5%
	10%	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: 					
1. GHS Teacher Success Plan	2024-2029	<input type="checkbox"/> ILT, Instructional Coach, Gate Coaches, Teacher Success Coaches, Mentors	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)	TBD	TBD	TBD	TBD	TBD
	61.61%	TBD	Actual (School)	59.61%	57.61%	55.61%	53.61%	51.61%

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<input type="checkbox"/> ILT	NA	NA	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	<input type="checkbox"/> 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	<input type="checkbox"/> Advisory Teacher, SIC, PTSA, All GHS 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	<input type="checkbox"/> 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	<input type="checkbox"/> ILT, School Counseling	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	<input type="checkbox"/> SIC, PTSA, 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	<input type="checkbox"/> 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	<input type="checkbox"/> ILT, School Counseling	NA	NA	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> ILT, School Counseling, Teachers	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #3: 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	<input type="checkbox"/> ILT, School Counseling	NA	NA	
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> ILT	NA	NA	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> ILT, School Counseling, Teachers	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	<input type="checkbox"/> SIC, PTSA, Student Government, ILT, Teachers	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	<input type="checkbox"/> ILT, Teachers/Staff	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	<input type="checkbox"/> ILT, Teachers/Staff	NA	NA	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> ILT, Teachers/Staff, School Counseling	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<input type="checkbox"/> ILT, Teachers/Staff, School Counseling, Intervention	NA	NA	

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)	XX%	XX%	XX%	XX%	XX%
	35	TBD	Actual (School)	33	31	29	27	25

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> ILT, Teachers/Staff, School Counseling	NA	NA	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> ILT, School Counseling, Attendance	NA	NA	
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	<input type="checkbox"/> ILT, School Counseling, Intervention Specialists, Attendance	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	☐ Attendance, Intervention Specialist	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	☐ ILT, School Counseling, Intervention Specialists, 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	☐ ILT, School Counseling, Intervention Specialists, 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	☐ ILT, School Counseling, Intervention Specialists, 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	<input type="checkbox"/> ILT, School Counseling, Intervention Specialists, Counseling Department	NA	NA	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> ILT, School Counseling, Intervention Specialists, Counseling Department	NA	NA	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> ILT, School Counseling, Intervention Specialists,	NA	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		Counseling Department			
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	<input type="checkbox"/> ILT, School Counseling, SIC, PTSA	NA	NA	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> ILT, School Counseling, SIC, PTSA	NA	NA	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> ILT, School Counseling, SIC, PTSA	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	<input type="checkbox"/> ILT, School Counseling, SIC, PTSA, Clubs	NA	NA	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> ILT, School Counseling, SIC, PTSA	NA	NA	
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> ILT, School Counseling, SIC, PTSA	NA	NA	