RIVERSIDE HIGH SCHOOL PORTFOLIO

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

1998 Palmetto's Finest High School
Home of the Warriors
2001 School of Promise

Darah J. Huffman, Principal

Greenville County Schools
Dr. W. Burke Royster, Superintendent

Plan: 2024-25 through 2028-29

Update: March 4, 2024

<div align="center">SCHOOL RENEWAL PLAN COVER PAGE</div>

SCHOOL NAME: Riverside High School

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

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

Required Signature Page
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

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

PRINCIPAL

Ms. Darah Huffman	*Darah Huffman*	4/26/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Carolyn Brightharp	*[signature]*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jessie Bolton	*Jessie Bolton*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 794 Hammett Bridge Road; Greer, SC 29650

SCHOOL TELEPHONE: (864) -355-7800

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

Stakeholder Involvement for School Renewal

Position   Name

1.   Principal   Ms. Darah Huffman

2.   Teacher   Mrs. Mary Margaret Delap

3.   Parent/Guardian   Mrs. Loree Hartzog

4.   Community Member Mrs. Valerie Bynum

5.   Paraprofessional   Mrs. Dell Oates

6.   School Improvement Council Member   Dr. Carolyn Brightharp

7.   Read to Succeed Reading Coach   N/A

8.   School Read to Succeed Literacy Leadership Team Lead   Mrs. Jessie Bolton

9.   School Read to Succeed Literacy Leadership Team Member   Ms. Heather Greene

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

POSITION	*NAME*
Teacher—English	Karen Erickson
Teacher—Math	Holly Cameron
Teacher—Social Studies	Julie Faulk
Teacher—Science	Karen Becker
Teacher—World Languages	Kapp Abbott
Parent—PTA	Loree Hartzog
Parent—SIC	Carolyn Brightharp
Administrator	Darah Huffman
Media Specialist	Anna Webb

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

☑ Yes ☐ No ☐ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☑ Yes ☐ No ☐ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
☑ Yes ☐ No ☐ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
☐ Yes ☑ No ☐ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
☐ Yes ☑ No ☐ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

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

Riverside High School Portfolio

Table of Contents

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Introduction

Portfolio Committees
Team Members and Roles

Introduction

The Strategic Planning Committee, composed of six team members including the Principal and the Instructional Coach, has led the faculty through the School Portfolio and the self-assessment process for Riverside High School. Each team member guided a committee of seventeen faculty members through the various sections of the School Portfolio. Each committee updated a section of the portfolio to reflect the most recent test data, student honors, professional development, and Riverside's strategies for the 2025-2029 Action Plan. After the evidence was collected, the committee chairs collaborated with their members to make sure all areas of the standard were included in the narrative. When all the narratives had been reviewed, each committee shared the findings with the entire faculty, Student Government, the School Improvement Council, and the PTSA Board.

Strategic Planning Teams for School Portfolio

RHS Accreditation Strategic Planning Action Teams (2024-2025 through 2028-2029 Cycle)

These met to discuss and affirm the school's portfolio and to develop the school's action plan, during early February through mid-April.

EXECUTIVE SUMMARY (student achievement, teacher and administrator quality, school climate, significant challenges from past 3 years, significant awards, results, or accomplishments from the past 3 years)

Allen Arnold, Kelsey Barton, Karla Cannon, Carla Janosky, Ben Kase, Mary Beth Adams, Nate Swindall, Brad Redd, Kristin Rollins, Meg Wagner, Karen Becker, Erin Busch, Holly Cameron, Ben Campbell, Susan Candee, Robin Chandler, David Dejesa, Mary Margaret Delap, Carrie Fussell, Heather Greene, Hank Hill, Bri Jones, Casey Noble, Julie Teague, Kathy Varghese, Amanda Wald, Ben Eldridge, Dillon Fitts, Andrea Fowler, April, Harmon, Christine Hughes, David Rhodes, Becky Rogers, Neely Rossi, Brian Sorrells, Dan Vanaman, Elle Warne, Anna Webb

SCHOOL PROFILE (school community, school personnel data, student population data, major academic and behavioral features/programs/initiatives)

Allen Arnold, Kelsey Barton, Karla Cannon, Carla Janosky, Ben Kase, Mary Beth Adams, Nate Swindall, Brad Redd, Kristin Rollins, Meg Wagner, Karen Becker, Erin Busch, Holly Cameron, Ben Campbell, Susan Candee, Robin Chandler, David Dejesa, Mary Margaret Delap, Carrie Fussell, Heather Greene, Hank Hill, Bri Jones, Casey Noble, Julie Teague, Kathy Varghese, Amanda Wald, Ben Eldridge, Dillon Fitts, Andrea Fowler, April, Harmon, Christine Hughes, David Rhodes, Becky Rogers, Neely Rossi, Brian Sorrells, Dan Vanaman, Elle Warne, Anna Webb

VISION, MISSION, BELIEFS (review and affirm/edit)

Allen Arnold, Kelsey Barton, Karla Cannon, Carla Janosky, Ben Kase, Mary Beth Adams, Nate Swindall, Brad Redd, Kristin Rollins, Meg Wagner, Karen Becker, Erin Busch, Holly Cameron, Ben Campbell, Susan Candee, Robin Chandler, David Dejesa, Mary Margaret Delap, Carrie Fussell, Heather Greene, Hank Hill, Bri Jones, Casey Noble, Julie Teague, Kathy Varghese, Amanda Wald, Ben Eldridge, Dillon Fitts, Andrea Fowler, April, Harmon, Christine Hughes, David Rhodes, Becky Rogers, Neely Rossi, Brian Sorrells, Dan Vanaman, Elle Warne, Anna Webb

DATA ANALYSIS AND NEEDS ASSESSMENT (SDE School Report Card—ACT 16-17, WorkKeys 16-17, EOCEP, Four-Year Cohort Graduation Rate, Five-Year Cohort Graduation Rate, AP Report from College Board, SAT College Bound Senior Report from College Board)

Darah Huffman, Angela Abercrombie, Jonathan Duty, Sundra Latson, Erica Scott, Jonathan Sierputowski, Katie Smith, Jessie Bolton, Casey Noble, Amanda Fishking, Erin Busch, Hunter Logan, Marjorie Hintalla, Becky Rogers, Heather Williams

LEADERSHIP

Riverside High School shares the decision-making process in the following ways:

Administrative Leadership Team
2023-2024

- Darah Huffman, Principal

- Angela Abercrombie, Assistant Principal

- Jonathan Duty, Assistant Principal

- Sundra Latson, Assistant Principal

- Erica Scott, Assistant Principal

- Jonathan Sierputowski, Administrator

- Michael Pettit, Athletic Director

- Jessie Bolton, Instructional Coach

- Katie Smith, Instructional Coach

- Casey Noble, Director of School Counseling

Department Chairs
2023-2024

MATH
Holly Cameron

ENGLISH
Mary Margaret Delap

SPECIAL EDUCATION
Carrie Fussell

SOCIAL STUDIES
Susan Candee

FINE ARTS
Amanda Wald

P.E.
Brianne Jones

LANGUAGES
Ben Campbell

C.T.E.
Julie Teague

SCIENCE
Karen Becker

SCHOOL COUNSELING
Casey Noble

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Portfolio

Executive Summary

Needs Assessment

Challenges
Awards

Executive Summary

Student Achievement Needs Assessment:

At Riverside, student academic achievement is a priority. We continually analyze assessment results and work to address the academic needs of our students by implementing new programs and strategies.

- End of Course passage rates demonstrated that Riverside students passed EOCs at a higher rate in every course than other schools in the district.

- Riverside students score above the state and national averages on the ACT and SAT.

- Riverside offers twenty-three AP courses.   The overall pass rate for Riverside students exceeds both state and national averages.

- Riverside students have been quite successful on Career Readiness testing,WIN. In 2023, 87% percent of our third year students earned an employability credential, higher than the district and state average and higher than the year before when it was 76%.

- The graduation rate has grown over the last three years. The Class of 2021 had a graduation rate of 90.4%, the Class of 2022 had a graduation rate of 93.2% and the Class of 2023 had a graduation rate of 93.0%.

Executive Summary

Teacher and Administrator Quality Needs Assessment:

- 100 percent of teachers are certified by South Carolina or are currently enrolled in a South Carolina certification program.

- 84.3 percent of teachers have advanced degrees

- 91.8 teacher attendance rate

- 88.1 percent of teachers returned from previous year

- $62.2991 average teacher salary

- 0.0 percentage of teacher vacancies for more than 9 weeks

Executive Summary

School Climate Needs Assessment:

School climate at Riverside High School is generally positive, based on the results of school surveys. Our attendance rates and the number of discipline referrals are indicative of a safe and healthy school. In addition, we have a high level of parental involvement, with a few identified areas in need of further improvement.

- Tardies comprise the highest percentage of discipline referrals.

- PowerSchool and GCSource provide accurate information concerning attendance, disciplinary records, and grades to parents, teachers, and students.

- Survey results over the past five years indicated that teachers, students, and parents are generally satisfied with the school climate. The lowest indicator was for parent satisfaction with School Home Relations, which was at 72.7%.

Executive Summary

Challenges from 2024-2025 through 2028-2029

- Meeting the needs of an increasingly diverse student body.
- Transitioning into a new SCHSL athletics region where we will likely, due to geography and lack of rivalries, lose revenue in ticket sales.
- Increasingly offering classes and instruction that are challenging, appropriate, and student-centered.
- Providing equal access for all RHS students to the academic curriculum as well as a transition from traditional to block schedule, beginning in the fall of 2021.
- Fostering professional development related to new programs, software, websites, etc., while also implementing technology in the classroom to enhance student learning and prepare students for employment.
- RHS has increased credit and content recovery offerings, along with an expansive tutoring program, Academic Time, which meets two-three days per week from 4:00 to 5:30 pm with certified teachers in core subject areas.

Executive Summary

Significant Awards from 2024-25 through 2029-2029:

- Highest Overall Performance Among GCSD High Schools (2022 & 2023)
- Excellent Rating on SC Report Card (2022 & 2023)
- Top SAT (1148) in GCS, ranked #6 in SC
- Top ACT (23.9) in GCS
- 13 SC AAAA Champions in Speech and Debate 13th consecutive title, 2023-24
- SC Palmetto Gold Award winner (2001-2020)
- 95 SC AAAA/AAAAA High School League State Championships (1973-2024)
- 233 National Merit Scholars (1984 -2023)
- 78% AP Passage Rate in GCS
- 400 CTE Certifications for 2023-24
- RHS Ranked #12 in SC and #1811 in the Nation by *US News and World Report*
- Award Winning Youth in Government Program
- Class of 2024: 57 Palmetto Fellows
- 648 out of 903 Student Athletes with 3.0 or above
- 4.01 GPA average for 2022-2023 student athletes
- $86,000Amount of money raised by Student Council for charity
- 42 athletic teams on varsity, JV, or C-team
- Award Winning SC AAAA Marching Band is marching in a parade in London in the 2024-2025 school year.
- Health Science Partnership with USC Medical School at Greenville Health System (EMT partnership) - We are the only public high school in South Carolina where students can earn their EMT certification during high school.

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Portfolio

School
Profile

School Profile

School Community:

School History:
- Founded in 1973
- New development, along with community involvement is improving local services and courses offered

Facilities:
- School was founded in 1973, moved into new building in 2006 (Energy Efficient / Green School)
- All academic classrooms are equipped with Promethean Boards
- In 2019-2020 all students received Chromebooks.
- Auditorium seats 660; cafeteria seats 600 and was recently decorated with school paraphernalia
- Athletics boast 1 full-size gym, 1 smaller auxiliary gym, 1 multi-purpose room, lighted football stadium seats 3500; lighted baseball, softball, and tennis courts; new rubberized track; and a new weight room has recently been completed.

Leadership
- Current administration: Principal – Ms. Darah Huffman; four Assistant Principals – Mrs. Angela Abercrombie, Mr. Jonathan Duty, Mrs. Sundra Latson, Mrs. Erica Scott; Administrator – Mr. Jon Sierputowski; Instructional Coaches – Mrs. Jessie Bolton, Mrs. Katie Smith; Athletic Director – Mr. Michael Pettit
- Ms. Huffman is in her sixth year as principal of Riverside High School, and she is in her twenty first year as an educator in South Carolina
- Administrative jobs are divided among the administrative team
- Multiple levels of leadership teams
  - o Weekly administrative sessions (Principal, Assistant Principals, Administrative Assistant, Instructional Coaches, and Director of School Counseling)
  - o Faculty Council Team broken into three different groups:
    - Operations - department chair plus one more from each department
    - Instructional - one person from each department
    - Student - up to two people per department
  - o PLC meetings - twice monthly
  - o Vertical teaming with PLC's, grade levels, and feeder middle schools
  - o School Improvement Council
  - o PTA Board

Parental Involvement:
- Student body of 1798 from two primary feeder schools (Riverside Middle and Northwood Middle)
- Industry: 701 business establishments in the area - largest sectors are wholesale trade (100 businesses) and retail trade (134); largest employer in the area is BMW; over 95% of the community members work in the private sector
- Speech, band, and athletics have booster clubs to provide support for their organizations:
    - Speech Booster Club provided 1,500 volunteer hours by thirty active parents
    - Band Booster Club involved eighty parents volunteering twenty hours per week for a total of 40,900 volunteer hours
    - 697 Athletic Booster Club volunteers provided 10,455 volunteer hours
    - Mothers in Touch includes 48 volunteers for a total of 5,184 hours
    - The Parent Teacher Student Association has also provided numerous volunteer hours (school store, selling spirit wear, tutoring, etc.)
    - The SIC Committee has contributed twenty-five parent volunteers for a total of 250 hours
- Volunteer time is somewhere in the range of 200,000 to 220,000 hours of volunteer service when including hours that are completed after school hours for athletic, speech, band competitions and events.

School Improvement Council (SIC):
- SIC provides leadership and support for the development of the School Improvement Plan through the School Portfolio
- SIC works closely with teachers, parents, students, community members, and the administrative team to support the effective implementation of the strategies for the improvement
- SIC implemented and improved the school-wide career day and the school-wide job fair.
- SIC evaluates and assesses the School Report Card Survey results every year at one of its monthly meetings in November or January

School Profile

School Personnel:

The Riverside faculty remains stable, with a low turnover rate.

- 100 percent of teachers are certified by South Carolina or are in a SC certification program

- 84.3 percent of teachers have advanced degrees

- 91.8 teacher attendance rate

- 88.1 percent of teachers returned from previous year

- $62.2991 average teacher salary

- 0.0 percent of teacher vacancies for more than 9 weeks

School Profile

Student Population:

- The total enrollment has remained around 1800 for the past 5 years.
- The percent of students with disabilities is currently 9.4, down from 9.6%
- The attendance rate for the past five years has hovered over an impressive 94-96%.
- Our graduation rate has increased to pre-Covid graduation rate of 93%.
- The number of students participating in athletics has steadily increased over the past five years
- The number of special education students has remained somewhat steady over the past five years.
- The number of successful scores on Advanced Placement exams has remained consistent over the past five years.
- The number of students deemed College and Career Ready has increased over the past five years.

Current Demographics:

Ethnic profile by number and percentage as of March 2024.

Race	#	% of Total
Black or African American	217	12.1%
American Indian or Alaskan Native	10	0.6%
Asian	173	9.6%
White	1064	59.2%
Hispanic/Latino	234	13.0%
Native Hawaiian or Other Pacific Islander	1	0.06%
Two or More Races	99	5.5%
Total	**1798**	**100%**

School Profile

School's Major Academic and Behavioral Features:

Academic Accomplishments
Riverside is proud of its history of academic accomplishments and to continue to support and encourage students to reach its higher expectations and standards in all areas. Riverside students are accomplished in National and State tests along with our academic extracurricular.

Recently, South Carolina has required that students in their third-year are offered the ACT instead of the High School Assessment Program. Riverside students ranked within the top two schools for scores in Greenville County Schools of 22.4 in 2023, 22.3 in 2020, 22.7 in 2022, and 23.9 in 2021. This does not include the writing portion. Riverside also had the top SAT scores in the district with 1148 in 2021, 1104 in 2022, and 1104 in 2023. Students who take the PSAT their junior year are also entered into the National Merit Scholarship Program, and Riverside has had 233 National Merit Scholars from 1984-2020.

Riverside offers three different academic levels for most subject areas. As a whole, the school has also added several different Advanced Placement (AP) courses and now offers 22 different courses. In 2021-2022, RHS offered 22 AP courses to 450 students with a pass rate of 72%. RHS offered 22 courses in 2022-2023 to 444 students with a pass rate of 77%, and 23 courses to 517 students in 2023-2024. RHS began the AP Capstone program during 2020-2021.

Riverside has also experienced growth in our Dual Enrollment offerings over the past several years. In 2021-2022, RHS offered 9 DE with 361 enrollment seats; in 2022-2023, 7 DE courses were offered with 294 dual enrollment seats, and in 2023-2024, 8 DE courses were offered with 410 dual enrollment seats.

The class of 2024 had 57 students awarded Palmetto Fellows Scholarships.

Riverside has the strongest and largest speech and debate program in the Carolinas and has been recognized as a School of Excellence as one of the top twenty speech programs in the nation on multiple occasions. Riverside maintains the largest National Speech and Debate Association (NSDA) chapter in SC and is the largest producer of new degrees Riverside students have advanced to semi-final and final rounds in United States Extemporaneous Speaking, Informative Speaking, Humorous Interpretation, Program Oral Interpretation, Congressional Debate, Commentary, and Expository Speaking.

Riverside has 192 members in the National Honor Society and 212 members in Beta Club.

An outgrowth of higher academic accomplishments has been the establishment of the National Art Honor Society, Mu Alpha Theta Math Honors Society, Tri-M Music Society,, the National Spanish Honor Society, and the National German Society. Both sophomores and seniors in Mu Alpha Theta have taken the American Mathematical Society exam in the past several years.

Career Education

In 2021-2022, 78 students attended J. Harley Bonds Career Center, in 2022-2023, 98 RHS students are attending Bonds, and that number rose to 102 students in 2023-2024. J. Harley Bonds Career Center offers students the opportunity to pursue a technical career interest while earning high school credits. There is also a possibility of dual college credits. Students can earn licenses or national certification in their area of interest. Programs include Agricultural Science, Automotive Technology, Building Construction, Computer Science, Culinary Arts, Health Science, and Welding. Our students are also welcome to attend other career centers for classes not offered at Bonds. In the past we have had students attend other career centers for a Child Care program and Aircraft Maintenance.

All of our counselors are certified in career development. We are hosting a manufacturing event this week for students to gain information on the growing manufacturing industry in the upstate. Students participate in career exploration and attend Career Day events. Each student meets with a guidance counselor to discuss career plans and the educational path needed to get to his or her goal. All students have access to the South Carolina Occupational Information System (SCOIS). Students participate in the WIN assessment and use their scores to gain employment.

Riverside has also added a Health Science curriculum, which has seen tremendous growth over the past three years. Students can become licensed Emergency Medical Technicians through this program. Students can also get CPR certification and are introduced to numerous health career options. Students participate in ambulance rides and work in the hospital system. Riverside High School is the only public high school to offer the Emergency Medical Services program for students to earn their EMT certification.

88.2% of our 2023 graduates were deemed College and Career Ready, which demonstrated the RHS focus on CCR opportunities for our students.

Riverside counselors and administrators collaborate to support student needs and encourage success through our school's OnTrack program

Riverside has two special education classes in which students work on an Occupational Credential. These classes focus on vocational training, with the goal of co-op employment in the senior year. Students earning an Occupational Credential can choose one of three paths, or a combination of the three, towards graduation. Option one, the student can attend the career center their junior and/or senior year in any regular education program that they are interested in by completing the application process and qualifying for the program. The goal for the student is to complete the program at the career center and be employable in that field during the second half of their senior year. Students in the Occupational program are required to complete 360 of paid employment in order to graduate with an Occupational Credential. As a second option, the students in the Occupational program may also choose to work with a transition liaison during their junior year to complete their non-paid training hours. Then during their senior year the students can work with the transition liaison to obtain paid employment in order to meet the requirement of 360 hours of paid work hours in the

community. As a third option, the students may work with Vocational Rehabilitation Department to complete required non-paid training hours their junior year and the 360 hours of required paid employment hours. The Moderately Mentally Handicapped (MMH) class participates in Supported Employment Training (S.E.T.) in which the students are placed on a job for training purposes without pay during their junior year. The goal is to work toward independence on a job. Then the goal for their senior year is for the student to obtain paid employment in order to successfully transition into society after high school.

Fine Arts
The Fine Arts Department consists of seven teachers offering instruction in Drama, Jazz Band, Marching Band, Stringed Instruments, Choral Music, Visual Arts, Photography, and Art History.
Riverside sends students to the Greenville County Fine Arts Center and to the Governor's School for the Arts. Approximately 45% of the student body is enrolled annually in a fine arts course.

Riverside has the largest chapter of the National Art Honor Society.NAHS members are actively involved in community service projects that support various needs in our community, such as the Greenville Children's Hospital. The visual arts program has been cited by the President's Council for the Arts. A number of students take Advanced Placement classes in art, including both AP Art History and AP Art Studio. The visual art students annually participate and earn recognition in various competitive art shows within Riverside High, as well as community art shows, such as Artisphere and the annual Fourth Congressional District Show.

The Riverside Music Department has a Tri-M Music Honor Society chapter. Riverside band and orchestra consistently win All-Academic, All-County, All-Region, and All-State honors. The choral students also compete for positions in the All-State choir as individuals. As a group, the choir's other accolades include competing and earning superiors at the State Choral Festival, now called the State Choral Assessment, and participating annually in the District Honor Choir. The music department has performed throughout the country including New York City, Chicago, Orlando, Los Angeles, and Miami. They will travel to London, England in the 2024-2025 school year to perform in the New Year's Day Parade. The Drama Department presents various theater performances, holding auditions that are open to the entire student body. The 2023-2024 productions were *Alice in Wonderland* and *The Radium Girls*. The Music Department is consistently recognized by the media, local service organizations, St. Francis Hospital, and the Greenville Children's Hospital. Riverside graduates distinguish themselves throughout the country.

Athletics
Each year Riverside fields 42 athletic teams at the varsity, junior varsity, and 'C'/'D' team levels. These teams include football (4), volleyball (2), girls' cross country (2), boys' cross country (2), girls' tennis (2), boys' tennis (1), girls' basketball (2), boys' basketball (3), wrestling (2), baseball (2), softball (1), boys' golf (2), girls golf (1), boys' track (2), girls' track (2), boys' soccer (2), girls' soccer (2), swimming (2), lacrosse (4), and cheer (2). Parents of athletes and Athletic Booster Club members are very active supporters

who staff a souvenir stand, work in the press box, provide pre-game meals to our teams, and sell athletic equipment and apparel during lunch shifts. They also work concession stands at athletic events. During the 2023-24 school year, 648 student athletes maintained a GPA of 3.0 or above, and the GPA average for RHS athletes was an impressive 4.01.

Student Leadership

Riverside maintains the tradition as one of the most active student councils in the Southeast. Although the South Carolina Association of Student Councils held its first convention in 1948, and Riverside only opened in 1973, it has hosted more state conventions (which means more state presidents) than any other school. We have sent delegates to the National Association of Student Councils Conference, the Southern Association of Student Councils Conference, the South Carolina Association of Student Councils conference and summer camp. Students held key state offices including president, and hosted the state convention in the 2008-2009 and 2015-2016 school years. In the 2009-2010, 2012-2013, 2013-2014, 2015-2016, 2017-2018, and 2022-2023 school years, Riverside hosted the SCASC District Rally. In 2022, around 450 students attended the Rally hosted at Riverside. Riverside is consistently recognized as a Gold Honor Council, whose students present workshops for other student leaders at the state and regional conferences. The RHS Student Council sponsors Spirit Week each year, raising money for charities. Recent recipients include Big Brother, Big Sister of the Upstate, The Family Effect and Make-A-Wish. Council's student leaders work tirelessly to promote school spirit, pride and involvement among students, faculty and the community.

Service Learning
Riverside has offered numerous opportunities for student service outside the student council. We continue to offer a Service Learning Class where students work with local elementary schools and middle schools to tutor and mentor younger students. These students also volunteer within Riverside to help Special Education classes as well as National HealthCare, Greer Relief, Front Porch Housing, Riverside Middle School, Buena Vista Elementary School, Woodland Elementary School. They completed 1000 hours during school and another 240 outside school day

Teacher Cadets
Teacher Cadets is a dual credit course where students may receive three hours college credit from North Greenville University and an extra quality point in GPA. In this course, the students examine all aspects of the educational process at the elementary, middle, and high school levels. The Teacher Cadets assist teachers at Buena Vista Elementary in all phases of their work. This course is open to juniors and seniors. In 2024-2025, Riverside High School will begin its partnership with Clemson University in its "Expressway to Tigertown" program to expedite students who are interested in the teaching profession to become certified teachers.

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Mission,

Vision,

Beliefs

Mission, Vision, Beliefs

The Riverside Community Believes:

1. Learning is an active, life-long process and the primary priority at our school.
2. Every student is important.
3. All students can learn.
4. All students should be challenged and encouraged to reach their potential in all areas.
5. All students should have the opportunity to learn in an environment where they and the staff are physically safe, and their dignity and mutual respect are maintained.
6. All students should have equal access to the total school program.
7. All students are encouraged to respect and understand the various cultures that comprise the community of learners at Riverside.
8. Educational experiences should enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
9. Curriculum and instruction should incorporate a variety of learning activities which accommodate the differences in students' learning styles.
10. Education is a shared responsibility nurtured by home, school, and the community.

Motto:

To instruct, prepare, and inspire students for success in future endeavors.

Mission Statement:

The mission of Riverside High School is to prepare students to become confident, competent, ethical individuals and responsible citizens by creating a positive and nurturing school environment where staff, students, parents, and the community work together to promote lifelong learning and to provide opportunities for students to reach their maximum potential.

Vision Statement:

Through a plan for the continuous improvement of the school, with directed focus on students through effective teaching and leadership, Riverside seeks:

1. To use shared decision making by gathering data and information for determining an effective educational direction for Riverside High School.

2. To increase the level of student performance by using various teaching strategies and methods.

3. To communicate and integrate the identified student learning standards in all levels of school instruction.

4. To encourage core values such as honesty and integrity in our students.

5. To continue a shared approach of leadership responsibilities through shared and supportive decision making.

6. To involve parents, teachers, students, and businesses in a coordinated effort to support the school's mission.

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Data Analysis
And
Needs Assessment

Data Analysis and Needs Assessment

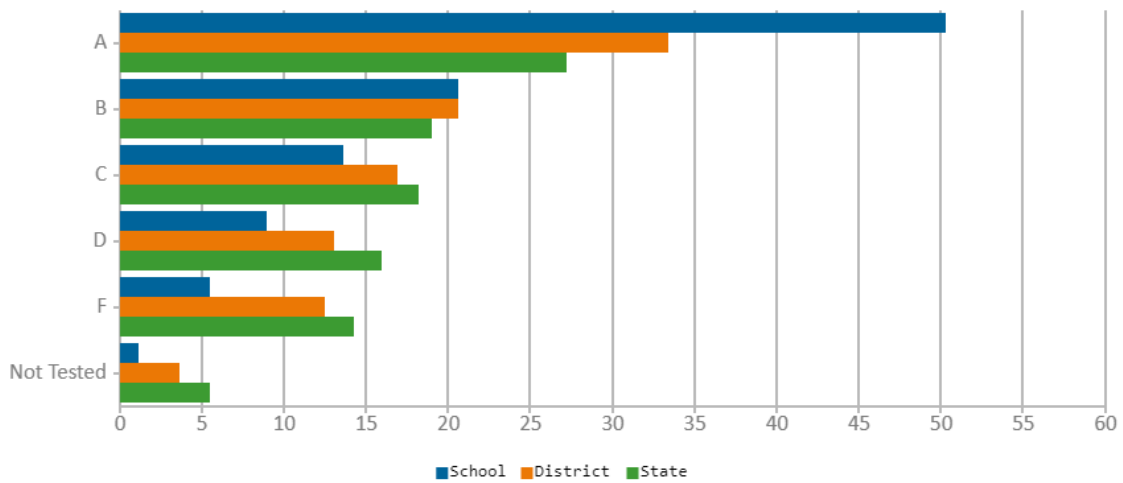# Student Achievement Needs Assessment
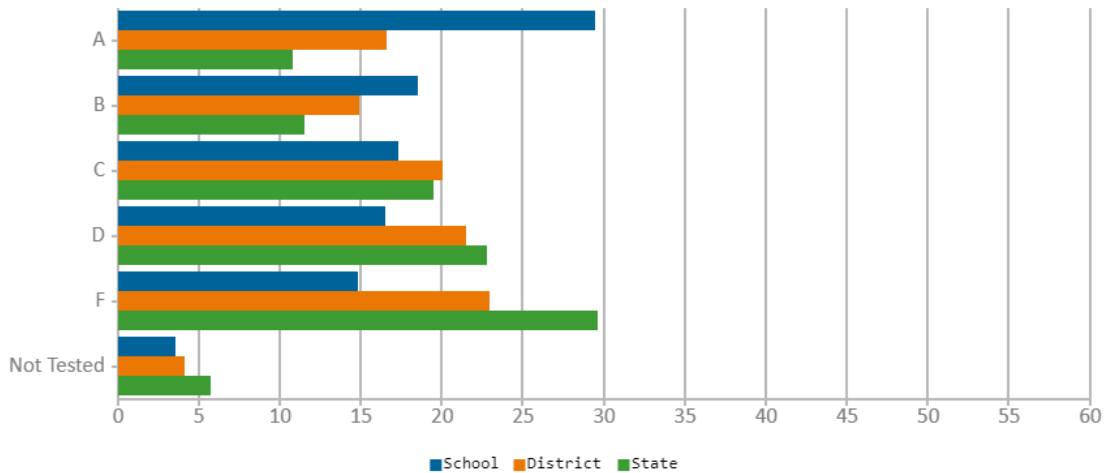
RHS School Report Card 2022-2023

SC Department of Education Test Scores

End-of-Course Assessment Results in English 2 and Algebra 1

English

Algebra

END OF COURSE Passage Rates 3-Year Data:

	2021-22	2022-23	2023-24
Algebra 1	57%	77%	85.2%
Biology 1	73.9%	80/9%	84.8%
English 2	96.2%	96.1%	94.5%
US History	63.6%	83.2%	82.9%

GRADUATION RATE Analysis:

Graduation rates reflect only students who obtained a diploma within four years after beginning ninth grade. Not included are students who began at RHS in grade 9 and later transferred to another high school to pursue a state diploma. These students are documented by a "request for records" from the next high school. Unfortunately, some students are included in the aggregate that are not served by Riverside and some who are not on a diploma track. Examples include students who cannot be tracked after leaving RHS (for example, students who transfer and their destination school does not request a transcript), students who pursue a GED, and special education students who receive an Occupational Diploma or a District Certificate. This second set of students remains in the Riverside composite and lowers our graduation rate even though they are not being served in a diploma track at Riverside.

Four Year Cohort Graduation Rate

2020-2021	2021-22	2022-23
90.4%	92.2%	93%

SAT College Bound Senior Report Class of 2023:

The SAT—From SCDE 2023 School Report Card

The SAT is a standardized test often used in the college admissions process. Its' aim is to assess the student's readiness for college. The current test consists of two 800-point sections testing Evidence-Based Reading and Writing (ERW) and Mathematics. The highest composite score on the SAT is 1600. Most students take the test, which is offered several times per year, during their junior or senior year of high school. The district and state averages are included for comparison. State averages for SAT data are based on regular public schools and do not include private schools in the state.

	Percent of Students Tested	Average Evidence-Based Reading and Writing Score	Average Math Score	Average Composite Score
Our School	76.9	559	545	1104
Our District	55.1	528	505	1032
Statewide	48.2	523	498	1020

The highest composite score on the SAT is 1600. For each of the two sections of the test, the highest score is 800.

Note: The new SAT data (as of 2017) cannot be compared to that of previous years because the redesigned SAT is a different assessment using a different scale.

ACT (2022-2023):

State Testing – Average Score—Composite, English, Mathematics, Reading and Science:

Average ACT Score Achieved by Students During the 2022-2023 School Year
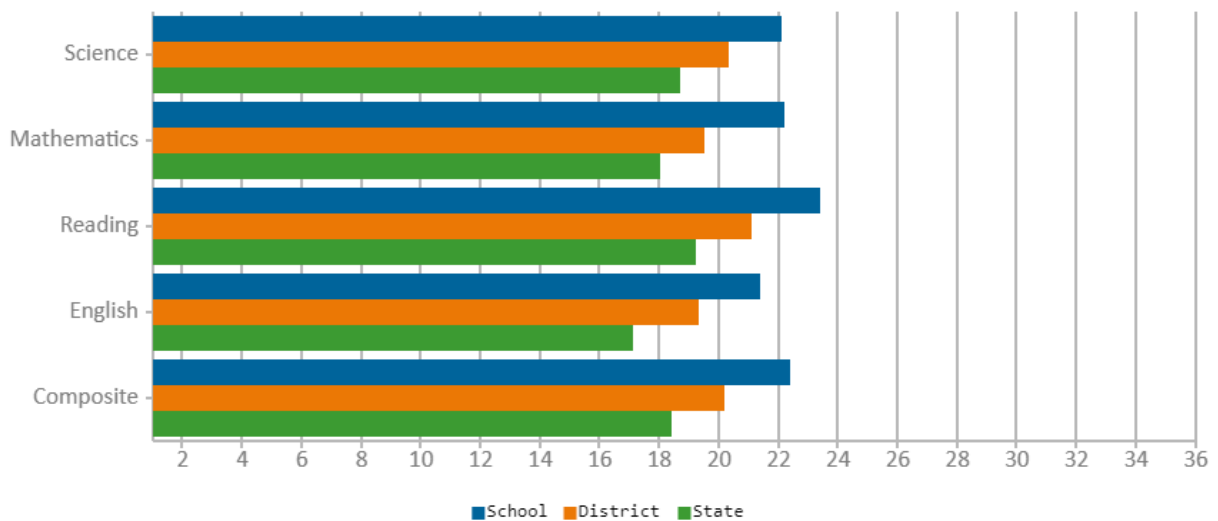
Average ACT Score Achieved by Students During the 2022-2023 School Year
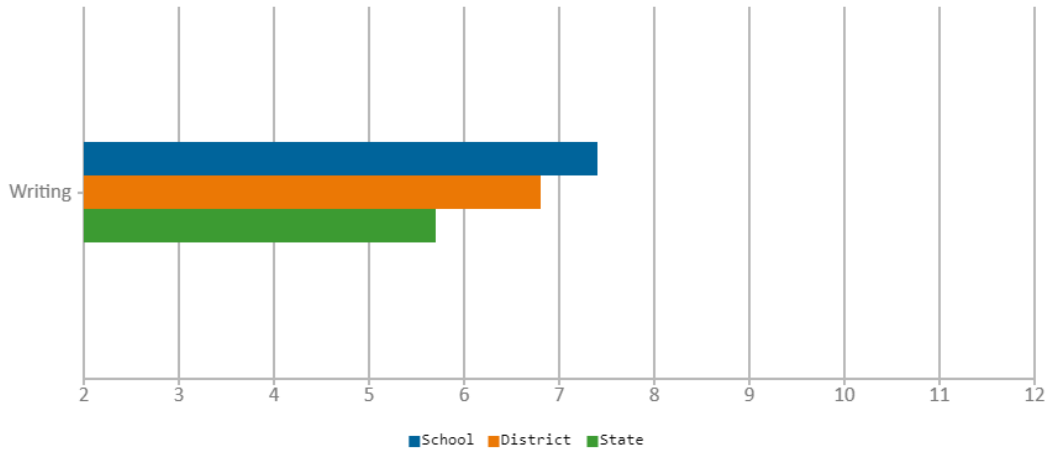
Percent of Students Meeting ACT College-Ready Benchmarks

Percent of Students Meeting ACT College-Ready Benchmarks

English Benchmark Score: 18	Math Benchmark Score: 22	Reading Benchmark Score: 22	Science Benchmark Score: 23	All 4 Subjects
68.50	47.90	58.20	42.50	34.90

ACT® benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. The ACT is a registered trademark of ACT, Inc.

Riverside High School G+ Data for Three-Year Term

Category	2022-2023 # of Students	2021-2022 # of Students	2020-2021 # of Students
AP Test 3+	149	148	158
Dual Credit	175	186	173
CATE Certified	238	184	126
Work-Based Learning	81	49	26
# of Students in Cohort	446	487	439
# of Students Graduated	441	449	397
College Ready	249	244	233
Career Ready	264	199	120
Any G+	384	348	299
% of G+	86.10%	71.46%	68.11%

2023-2024 Students Enrolled in Dual Credit Courses

Total Number of Students Enrolled in DE Courses	244
Total Number of PIP Students Enrolled in DE Courses	34

Teacher and Administrator Quality Needs Assessment

2024-2025 Tentative Professional Development Calendar:

Gallup Strengthsfinder Analysis in PLCs	August
New to RHS Teacher Meeting	August
Monthly School-Wide Instructional Focus PDs via Conference Periods	August, September, October, November, December, January, February, March, April
Bi-Monthly PLC Meetings	August, September, October, November, December, January, February, March, April
Personalized Monthly Choiceboard: Content-Specific, School-Wide Instructional Focus, Technology Focus	September, October, November, December, January, February, March, April
Professional Reading of the Month	August, September, October, November, December, January, February, March, April
Monthly Faculty Council Meetings: Operations Team, Instruction Team, Student Team	August, September, October, November, December, January, February, March, April
EOC PLC: Benchmark Data Analysis & Reflections	Twice each semester
First Year Teacher Meetings - Monthly	August, September, October, November, December, January, February, March, April, May

School Climate Needs Assessment

2022-2023 Riverside High School Report Card
Link: RHS School Report Card 2022-2023

2022-23 SDE School Report Card and Cognia Survey Results			
	Teachers	**Students***	**Parents***
Number of surveys returned	99	1660	20
Percent satisfied with learning environment	96.9%	86.6%	88.2%
Percent satisfied with social and physical environment	89.9%	84.5%	83.3%
Percent satisfied with school-home relations	90.8%	94.9%	72.7%

Student Behavior Data			
#Students	**1+ Referrals**	**2+ Referrals**	**Percent of students with at least 1 referral receiving 2 or more referrals**
1910	412	192	46.60%

Attendance, Absenteeism, and Truancy		
Chronic Absenteeism Student Count	**Total Student Count**	**Chronic Absenteeism Rate**
358	1909	18.75%

Student Attendance Rate		
2020-21	**2021-22**	**2022-23**
94.51%	95.86%	94.83%

Parent and Student Miscellaneous Data, 2022-2023
% Students with Backpack Contacts
88.40%

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Action Plan

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 85.2% (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			Projected (HS)	87%	89%	91%	93%	95%
	85%	TBD	Actual (HS)					
			Projected (District)	71%	73%	75%	77%	79%
	69%	TBD	Actual (District)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· ILT and Algebra 1 PLC Team Members	N/A	N/A	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	· Faculty Council Instruction Team and ILT	N/A	N/A	C
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	N/A	N/A	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· District Academic Specialists and Curriculum Writing Teams	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Algebra 1 PLC Team Members and ILT	N/A	N/A	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	· ILT	N/A	N/A	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· ILT	N/A	N/A	C
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	· Instructional Coaches and Algebra 1 PLC	N/A	N/A	C
2. Provide professional development for teachers throughout the year based	2024-2029	· Instructional Coaches	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
on 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 and Algebra 1 PLC	N/A	N/A	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	· SIC and PTSA	N/A	N/A	C
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	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 94.5% (2023) to 96%.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· English 2 PLC and ILT	N/A	N/A	C
2. Identify the areas of strengths and areas of growth each year from summative	2024-2029	· English 2 PLC and ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
assessments to ensure curriculum maps and resources fully support student success.					
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· Instructional Coaches	N/A	N/A	C
4. Progress monitors intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· English 2 PLC, Erica Scott, On Track Team	N/A	N/A	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· English 2 PLC	N/A	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· English teachers, ILT, and academic specialists	N/A	N/A	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· English 2 PLC and ILT	N/A	N/A	C
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· English 2 PLC and ILT	N/A	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Faculty Council Instruction Team	N/A	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· English 2 PLC	N/A	N/A	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· English 2 PLC	N/A	N/A	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Instructional Coaches	N/A	N/A	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· English 2 PLC, Media Specialists, District Specialists, ILT	$3,000	General and Local Funds	C
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	2024-2029	· Instructional Coaches	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
all teachers develop the 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 Coaches and District Specialists	N/A	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· Instructional Coaches, English representative on Instruction Team, English 2 PLC, ILT	N/A	N/A	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· English 2 Teachers and ILT	N/A	N/A	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Instructional Coaches	N/A	N/A	C

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 86.1% (2023) to %.
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)	88%	90%	92%	94%	95%
	86%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students engage in K-12 Career Exploration as outlined in Graduation Plus.					
1. Complete comprehensive scope and sequence of career related activities using district's College and Career Readiness platform	2024-2025	· AP over CCR, AP over Data, Director of Counseling, Academic Specialist over CTE	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	· SIC, Faculty Council Student Team, CTE teachers, Director of Counseling	N/A	N/A	C
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, Faculty Council Student Team, CTE teachers, Director of Counseling	N/A	N/A	C
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, Faculty Council Student Team, CTE teachers, Director of Counseling	N/A	N/A	C
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	N/A	N/A	C
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	· Department Leadership Team, ILT, Director of Counseling	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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, AP over Counseling	N/A	N/A	C
Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment.					
1. Attend district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential.	2024-2029	· School Counselors	N/A	N/A	C
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, Faculty Council Instruction Team	N/A	N/A	C
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	· School Counselors, ILT	N/A	N/A	C
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	· AP Teachers, AP over AP, School Counselors, Instructional Coaches	N/A	N/A	C

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, 28.9% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 13.9%.

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)	16.9%	19.9%	22.9%	25.9%	28.9%
	13.9%		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 *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit/dual enrollment courses.					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	· Elementary School Counselors	N/A	N/A	C
2. Identify PIP students who meet prerequisites for dual enrollment courses and are	2024-2029	· AP over data, Director of Counseling,	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
demonstrating skills that would make them successful candidates for dual credit and honors courses.		teachers in courses before the dual enrollment course			
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses.	2024-2029	· SIC, Counseling Department, Faculty Council Student Team	N/A	N/A	C
4. Establish peer support networks for PIP students participating in dual credit courses to foster a sense of community and provide mutual assistance.	2025-2029	· Pre-Dual Credit Teacher and Dual Credit Teachers, School Counselors, Faculty Council Student Team	N/A	N/A	C
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	· Director of Counseling, Faculty Council Student Team	N/A	N/A	C
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	· Director of Counseling, Faculty Council Student Team	N/A	N/A	C
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	2024-2029	· School Counselors	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
readiness test administration.					
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	· School Counselors	N/A	N/A	C
Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	· Director of Counseling	N/A	N/A	C
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	· School Counseling, AP over Communications	N/A	N/A	C

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· School Counseling · AP over Communications	N/A	N/A	C
2. If applicable, partner with Clemson University on an	2024-2029	· Director of Counseling	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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.		· AP over Scheduling · ExpressWay Teacher			
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	· Director of Counseling · ExpressWay Teacher · SIC · ILT	N/A	N/A	C

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: ☐Student Achievement*   ☑Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*   *(* required)*
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%

Resources Department	12.10%	TBD	Actual (District)					
			Projected (School)	11.4%	10.9%	10.4%	9.9%	9.4%
	11.9%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further celebrate teacher and student success multiple times throughout the academic year.					
1. Continue the promotion and use of the GRIT program.	2024-2029	· Instructional Coaches	$15,000	Local Funds, PTSA, Grants	C
2. Continue to celebrate staff members and their achievements as they happen throughout the year	2024-2029	● Instructional Coaches, Administration	$3,000	Local fund, PTSA	C

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
	TBD	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations	2024-2029	· Administrative Team	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
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.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· Administrative Team · Instructional Coaches	N/A	N/A	C
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	· Faculty Council Student Team · Advisory Teachers · SIC & PTSA · All RHS Stakeholders	N/A	N/A	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher	2024-2029	· ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
proportion of behavior incidents.					
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	· Administrator over On Track · On Track Team	N/A	N/A	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	· Faculty Council Student Team · SIC & PTSA · Freshman Success Teachers	N/A	N/A	C
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	· Director of Counseling · Administrator over communication	N/A	N/A	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· Administrative Team · Instructional Coaches	N/A	N/A	C
3. Discuss social, emotional, and behavioral development	2024-2029	· Counseling Department	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
within parent/teacher/student conferences.		· Teachers			
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	· Faculty Council Student and Operations Team · Counseling Department · Student Council Sponsor	$1,000	Local Funds	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Faculty Council Student and Operations Team · Counseling Department · Student Council Sponsor · Administrative Team	N/A	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Faculty Council Student Team · Counseling Department · SIC & PTSA · Student Council Sponsor	N/A	N/A	C
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	2024-2029	· Faculty Council Student Team	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.		· Advisory Teachers · Administrative Team			
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	· Administration · Counselors · Faculty Council Student Team	N/A	N/A	C
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	· Instructional Coaches · Administration · Faculty Council Teams	N/A	N/A	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Instructional Coaches · Administration · Counselors · Faculty Council Instruction Team	N/A	N/A	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and	2024-2029	· Graduation Coach · Administration · Counselors	N/A	N/A	C

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

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	11%	10%	9%	8%	7%
	12%	TBD	Actual (School					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Attendance Clerk · Administration	N/A	N/A	C
2. Implement the model framework and ensure the	2024-2029	· Attendance Clerk	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
implementation of strategies.		· Administration			
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	· Attendance Clerk · Administration	N/A	N/A	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District Personnel	N/A	N/A	C
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	· Attendance Clerk · Administration · Counselors · Teachers · Graduation Coach	N/A	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Counselors · Faculty Council Student Team · Administration · District · SIC · PTSA	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.)	2024-2029	· Administration · Counselors · School Nurse	$100	Local & General Funds	C

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	· PTSA · SIC · Counselors · Administration · Teachers	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· PTSA · SIC · Counselors · Administration · Teachers	N.A	N/A	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· PTSA · SIC · Counselors · Administration · Teachers	N/A	N/A	C
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	· PTSA · SIC · Counselors · Administration · Teachers	N/A	N/A	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· PTSA · SIC · Counselors · Administration · Teachers	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· PTSA · SIC · Counselors · Administration · Teachers	N/A	N/A	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	· PTSA · SIC · Counselors · Administration · Teachers	N/A	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· PTSA · SIC · Counselors · Administration	N/A	N/A	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	· PTSA · SIC · Counselors · Administration	N/A	N/A	C