

Blue Ridge Middle School

2423 E. Tyger Bridge Road
Greer, SC 29651
864-355-1900



Mrs. Karen Bullard, Principal
Greenville County Schools
Dr. W. Burke Royster, Superintendent

School Portfolio

2023-2024 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Blue Ridge Middle 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		5/1/2024
PRINTED NAME	SIGNATURE	DATE

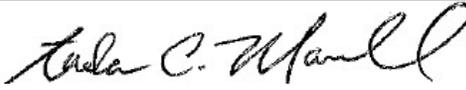
PRINCIPAL

Karen Bullard		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Andrew Marshall		5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kristen Garrett		5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2423 E. Tyger Bridge Road Greer, SC 29651

SCHOOL TELEPHONE: (864) 355-1900

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Karen S. Bullard
2. Teacher	Don Kauffman
3. Parent/Guardian	Brady Livingston
4. Community Member	Jim Barbare
5. Paraprofessional	Stephanie Moore
6. School Improvement Council Member	Dr. Andrew Marshall
7. Read to Succeed Reading Coach	Kristen Garrett
8. School Read To Succeed Literacy Leadership Team Lead	Charlie Kendrick
9. School Read To Succeed Literacy Leadership Team Member	Tanya Harris

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

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

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

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

Table of Contents

Section One: Introduction.....8

Section Two: Executive Summary.....9

Section Three: School Profile.....10

Section Four: Mission, Vision, and Beliefs.....15

Section Five: Data Analysis and Needs Assessment Student Achievement.....16

Section Six: Action Plan.....18

Section One: Introduction

At Blue Ridge Middle School, the Instructional Coach and key stakeholders gathered data and information pertinent to the academic and organizational structure of our school programs to include in our school portfolio. Once the committee began collaboration, the team members worked together using the Strategic Planning Checklist 2024-2025 to ensure all components were thorough and informative. In addition to the team members, our school secretary and guidance clerk provided some of the data pieces to complete this

portfolio. The Administrative Team reviewed the information in the portfolio and will share with our School Improvement Council and PTSA during their final meetings.

Section Two: Executive Summary

Summary of Needs Assessment for Student Achievement

In the spring of 2023, SC READY for Math was 52% and ELA was 71% while SC PASS for 6th grade Science was 61% in Meets Expectation and Exceeds Expectations. In response to the data, the following initiatives have been determined:

- Use of common assessment tools, such as Mastery Connect.
- Grade-level subject-area common major assessments

- Inclusion with co-teaching models of instruction
- District-level Benchmark assessments for ELA and Math and District-level common assessment for Social Studies and 7th and 8th grade Science
- Academic assistance opportunities through Skill Building and ROAR time
- Reading assistance opportunities through district initiatives, such as System 44, and Read 180
- Scaffolding and differentiated instruction to guarantee student understanding of standards-based instruction
- Subject area data teams - PLCs and Related Arts PLCs

Summary of Needs Assessment for Teacher and Administrator Quality

Needs assessments indicate that teachers need continual professional development to maximize their growth. Professional development is determined based on school initiatives and staff needs to include literacy strategies, math strategies, inclusive practices, scaffolding and differentiated instruction, and data driven professional learning communities. Emphasis will be placed on data PLCs both teams and departments working together to meet the needs of each student.

Summary of Needs Assessment for School Climate

The State Report Card Survey has indicated that students' and parents' satisfaction is slightly lower than teacher satisfaction from the majority of our stakeholders.

Focus strategies include:

- Supporting transition from elementary school to middle school
- Supporting common assessments and analyzing data to drive instruction
- Providing extra academic assistance for struggling students during ROAR time
- Continuing with the inclusion model for students with disabilities

Significant Challenges in the Past Three Years:

- Closure due to COVID impacted our school in many ways.
- SC Ready Math and ELA scores increased
- SC PASS 6th Grade Science scores increased
- Chronic absenteeism increased

Significant Accomplishments:

- Establishing an enrichment program ROAR morning time to increase student achievement and to provide additional opportunities for support
- Added two Gateway to Technology Classes with 7 different course offerings
- Added a new Related Arts course: Exploratory
- SC Ready ELA achievement had significant growth and top achievement and growth in the district
- SC Ready Math achievement had significant growth and received highest growth in the district
- Girls Basketball and Softball Region Championship
- Blue Ridge Middle School was recognized as a National School to Watch!
- Assistant Principal Sandy Taylor was a finalist for the South Carolina Association of School Administrators Middle Level Assistant Principal of the Year.
- Principal Karen Bullard was a finalist for the South Carolina Association of School Administrators Middle Level Principal of the Year.
- Multiple awards received at the Middle School District Art Show
- Multiple awards received At the South Carolina Junior Beta Club Convention
- Orchestra students earned 18 Superior ratings and 6 Excellent ratings.
- Nine chorus students auditioned and were selected to participate in All-County Spring Sing.
- The band received the Outstanding Performance Award

- Band students earned 46 Superior ratings and 4 Excellent ratings at the Solo and Ensemble Festival.
- Ten student athletes were recognized individually as All Region players.
- A softball player was named the Greenville County Player of the Year.
- BRMS baseball team earned the title of Greenville County Champions.
- A robotics team received the Excellence Award
- Six robotics teams received invitations to the VEX Worlds Competition in Dallas, Texas.
- 18 students were identified as PSAT Junior Scholars

Section Three: School Profile

Community

Blue Ridge Middle School is a sixth, seventh and eighth grade school located in the northwestern corner of South Carolina and a part of Greenville County Schools. The 2014 census estimated the population at approximately 491,000 people with an average per capita income of \$40,791. Blue Ridge Middle has the largest geographical attendance area that currently serves 892 students. The school principal is Karen Bullard and Sandra Taylor and Jay Grady serve as assistant principals. William Gillette is the administrative assistant and Kristen Garrett is the Instructional Coach.

Parent involvement is encouraged at Blue Ridge Middle. Parents are asked to serve on the PTA board and lead school functions such as: dances, pageants, fundraisers, and running the school store. SIC has parent members that are allowed to offer input on how Blue Ridge Middle School can be improved. Parents as well as other community members are asked to volunteer as speakers through the career department. Teachers use parent volunteers in the classroom and as field trip chaperones. These volunteers also serve a vital part of the Veteran's Day assembly, field trips, and grade level days. All parent volunteer hours are logged through the sign in process in the office.

Business partnerships play a vital role in the success of Blue Ridge Middle and are recognized on the school website and school marquee. Local businesses make donations to the school to support programs within the school. Business sponsors also play a vital role in the sports program with paid advertising on the baseball and softball fields. Business sponsors donated a substantial amount of money to our Vex Robotics program so that our qualifying teams could attend the Vex Robotics World Competition in Dallas, TX.

Blue Ridge Middle is in its 34th year. The current site is the location of the original Blue Ridge High school built in 1954. The building was completely renovated in 2001; however, the original auditorium, stage, seats and gym floor are still in use. The facility is one story equipped with four classroom wings, including nine science labs, two GTT labs, spacious media center, open cafeteria, gym, locker and weight rooms. Also on site are two baseball and softball fields, a track and soccer field, along with outdoor basketball and tennis courts.

Personnel

There are currently 91 employees at Blue Ridge Middle School. There are 68 certified staff including 4 administrators, 4 counselors, 1 school librarian, 1 Instructional Coach, and 58 teachers. On our staff we have an attendance clerk, guidance clerk, office clerk, a full time nurse, and one secretary. The custodial staff is made up of seven positions with one plant engineer. The cafeteria has a total of nine positions with one of those being held by the cafeteria manager. The media center is staffed with one media clerk and one media specialist.

Gender Breakdown

- Administrators: Male - 2/ Female - 2
- Teachers: Male - 15 / Female - 43
- Support Staff: Male - 0 / Female - 10.5
- ESOL: Male - 0 / Female - .5

Years of Service

- 1-3 Years: 8 Staff Members
- 4-5 Years: 2 Staff Members
- 6-8 Years: 2 Staff Members
- 9-10 Years: 8 Staff Member
- 11-15 Years: 5 Staff Members
- 16-20 Years: 11 Staff Members
- 21-25 Years: 11 Staff Members
- 26+ Years: 14 Staff Members

Certification Subject

- ELA: 14 Staff Members
- Math: 10 Staff Members
- Science: 10 Staff Members
- Social Studies: 14 Staff Members

- Special Education: 7 Staff Members
- Elementary: 20 Staff Members
- Other: 16 Staff Members

Attendance Rates

- 2019-2020: Teachers - 91.7% / Students - 95.94%
- 2020-2021: Teachers - 93.6% / Students - 94.7%
- 2021-2022: Teachers - / Students -
- 2022-2023: Teachers - 91.7% / Students - 91.4%
- 2023-2024: Teachers - / Students - 94.1%

Student Population

Total Enrollment

- 2019-2020: 947
- 2020-2021: 943
- 2021-2022: 913
- 2022-2023: 901
- 2023-2024: 892

Enrollment by Gender

- 2019-2020: Male - 474 / Female - 473
- 2020-2021: Male - 472 / Female - 471
- 2021-2022: Male - 463 / Female - 450
- 2022-2023: Male - 460 / Female - 441
- 2023-2024: Male - 443 / Female - 449

Special Education (EH, Autistic, OH, LD, multi-handicapped)

- 2019-2020: 145
- 2020-2021: 177
- 2021-2022: 118
- 2022-2023: 118
- 2023-2024: 117

Ethnicity

- 2019-2020: African American - 4.0% / Caucasian - 84.2% / Hispanic - 6.1% / Other - 5%
- 2020-2021: African American - 7% / Caucasian - 85% / Hispanic - 7% / Other - 1%
- 2021-2022: African American - 2.9% / Caucasian - 87.1% / Hispanic - 5.2% / Other - 4.2 %
- 2022-2023: African American - 3.2% / Caucasian - 85.9% / Hispanic - 6.5% / Other - 4.3%
- 2023-2024: African American - 3.3% / Caucasian - 84.3% / Hispanic - 8.3% / Other - 3.8%

Pupils in Poverty:

- 2019-2020: 42.7%
- 2020-2021: 46.1%
- 2021-2022: 52.2%
- 2022-2023: 52.1%
- 2023-2024: 46.0%

Gifted and Talented

- 2019-2020: 29%

- 2020-2021: 29%
- 2021-2022: 25.4%
- 2022-2023: 30.4%
- 2023-2024: 33.9%

School-wide Academic and Behavioral Programs, Features and Initiatives

Blue Ridge Middle school provides a wide variety of programs, features, and initiatives in order to accomplish our mission of building college and career-ready graduates.

PBIS Behavior Support System (ROAR Cards)

Blue Ridge Middle School proactively addresses student behavior through a Positive Behavior Intervention and Support system where teachers and staff intentionally address positive behaviors desired by students, which support the mission of Blue Ridge Middle students. Utilizing the ROAR acronym, positive student behavior is centered on Respect, Organization, Attitude and Responsibility. Students receive signatures on their student ROAR cards and are able to redeem their cards for a variety of rewards and incentives throughout the year.

Advanced Academic Course Offerings

Blue Ridge Middle School provides opportunities for students to take courses that offer high school credit (Carnegie Units.) Virtual School- There are at least 4-5 classes offered every semester. Advanced class offerings are available in language arts and math through the Gifted and Talented Program as well.

High School Credit Courses

- Honors Algebra I
- Honors English I
- Art I
- Personal Finance
- Fundamentals of Computing

Academic Programs / Initiatives

In addition to our content and related arts classes, we have other opportunities available that provide educational opportunities for the students of Blue Ridge Middle School.

- Writing in all disciplines
- Teaming
- Literacy Emphasis
- Read to Succeed Initiatives
- Google Classroom
- Discovery Learning Education
- Interventions – both academic and behavior
- Skill Building
- SC Junior Book Award Reading Program
- Book Fair (Media Center)

Arts Courses

There are four different opportunities for students to learn, grow, and develop their fine arts skills. Music courses offer school performances as well as extra-curricular performance options. Art courses offer students opportunities to enter district, regional and state art shows. The Drama Enrichment program provides opportunities for students to perform in a theatrical production for the entire school and community.

- Band
- Chorus
- Strings
- Art and Advanced Art 1 course offerings

Business Education/ STEAM Courses

There are many different opportunities to learn and explore different career areas in our Business and STEAM courses.

- Project Lead the Way
- Design and Modeling
- Computer Science for Innovators and Makers
- Magic of Electrons
- Medical Detectives
- Automation and Robotics
- Science of Technology
- App Creator
- Career Education

Extracurricular Activities

There are opportunities to participate in extracurricular activities.

Clubs

- The National Junior Beta Club
- Student Council
- Science Enrichment
- Math Counts
- Drama Enrichment
- Robotics Teams

Athletic Teams

- **Middle School Teams**
 - Baseball, Basketball (Boys and Girls), Soccer (Boys and Girls), Softball, and Volleyball
 - High School Teams – There are opportunities to participate in the following:
 - Cheerleading, Cross Country, Football, Golf, Tennis, Track and Field, Wrestling, and marching band.
- **Community and Parental Involvement**
 - Parent-Teacher Student Association (PTSA)
 - School Improvement Council (SIC)
 - Tigers in Training (TNT)
 - Open House
 - Released Time
- **Mentoring and Character Education**
 - BRMS Mentor Program

Career Education

Blue Ridge Middle School has a Career Development Facilitator on staff that coordinates many opportunities for career exploration in addition to those built into the curriculum.

- Career Day – Teachers and community members speak to the students about various career fields and occupations.
- College Colors Day - Teachers and staff speak with students about their college and career path.

- Job Shadowing -6th- 8th-grade students spend a day shadowing someone at their place of employment. Students are required to write reflections about their experience as well as “Thank you letters” to those that allowed them to shadow.
- College Visit Day - 8th-grade students visit a local college to tour the campus and learn about what they need to do in high school to prepare themselves for college.
- Career Center Tour - 8th-grade students tour Bonds Career Center to learn about programs and certifications offered in high school.

Awards & Recognitions

- 2020-2021 Greenville County Schools Baseball Champions
- 2022-2023 Greenville County Schools Baseball Champions
- 2022-2023 State Robotics Champions
- 2022-2023 National Schools to Watch Designation
- 2023-2024 State Robotics Champions
- 2023-2024 Robotics Design Award
- 2023-2024 Outstanding Performance Award

Section Four: Mission, Vision, and Beliefs

Motto:We are BR!

Mission Statement: We build college and career ready graduates by providing engaging classes, creating meaningful experiences, and developing character, leadership, and citizenship.

Vision: “We are BR: where positive attitudes and understanding hearts make a great school community.”

Beliefs: We believe...

- Our school shares similar values with that of our community.
- Our school is a family working together to ensure the success of all students.
- Students learn best in a safe, caring student-centered environment.
- Students learn best in a supportive environment where individual student needs are met.

Section Five: Data Analysis and Needs Assessment Student Achievement

Student Achievement Needs Assessment

SC School Report Card

Achievement

For the needs assessment, the graphs below show SC READY and SC PASS by grade. attendance data for students and staff. Finally, qualitative data was collected from staff, students, and parents.

SC Ready 2023 by Grade Level (Percentage)

English Language Arts

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
6	7.2%	20.6%	25.4%	46.7%
7	13.1%	16.2%	30.0%	40.7%
8	11.3%	20.6%	29.9%	38.3%

Mathematics

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
6	15.8%	23.4%	33.7%	27.1%
7	17.2%	35.2%	23.1%	24.5%

8	24.8%	27.7%	20.9%	26.7%
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SC PASS 2023 by Grade Level (Percentage)

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
6	21.4%	17.6%	29.7%	31.4%

Teacher and Administrator Quality
Blue Ridge Middle School Professional Development Plan 2024-2025

Our school professional development plan will be based on our district priorities and school needs.

- August, 2024: Instructional Protocols, PLC vertical articulation, monthly faculty trainings
- September, 2024: Weekly PLCs, District PLCs, Department PLCs, SLO support, ML support and SPED support, Tuesdays in the Middle district training, teacher-led professional development, District Learning Walks
- October, 2024: Weekly PLCs, District PLCs, Department PLCs, Data Driven PLCs (Benchmark and Common Assessment Data Analysis), Tuesdays in the Middle district training, monthly faculty training
- November, 2024: Weekly PLCs, District PLCs, Tuesdays in the Middle district training, monthly faculty trainings
- December, 2024: Weekly PLCs, monthly faculty training
- January, 2025: Weekly PLCs, District PLCs, Tuesdays in the Middle district training, monthly faculty training, Data-driven PLCs (Benchmark and Common Assessment Data Analysis),
- February, 2025: Weekly PLCs, District PLCs, Teacher-led PD sessions on instructional strategies, including integrating Technology, monthly faculty training, Teacher Learning Walks
- March, 2025: Weekly PLCs, District PLCs, Teacher-led PD Sessions on instructional strategies including integrating Technology and a Teacher choice board including instructional strategies and technology
- April, 2025: Weekly PLCs, District PLCs, Data-Driven PLCs (Benchmark and Common Assessment Data Analysis), and SC Ready, SC PASS and Algebra EOC Testing Training
- May, 2025: Weekly PLCs, District PLCs and monthly faculty training

School Climate Needs Assessment

Support/Communication

Report Card survey results for students and teachers show an overall satisfaction with the learning environment, the social/physical environment, the home-school relations, and school safety. Parent surveys are mostly satisfied with the learning environment and school safety. In the area of social and physical environment and safety, the results of 75% and below provide an opportunity for growth.

Response/Next Steps

- Behavior – Developed and implemented a discipline matrix to address discipline offenses. Developed and implemented a PBIS plan to establish clear expectations and to provide positive incentives for students.
- Support/Communication – Provide transition support for rising 6th graders. Continued use of newsletters, email, school website, and social media.

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 scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52 % in 2022-23 to 64 % in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2 % annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card	50%	54%	Projected (MS)	56%	58%	60%	62%	64%
	52%	TBD	Actual (MS)					
	40%	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	<ul style="list-style-type: none"> • Principal • Secondary Assistant Superintendent 	NA	NA	Continue
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> • Principal 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Instructional Coach • Teachers 	NA	NA	Continue

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: 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 Academics Department	NA	NA	Continue
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, and technology).	2024-2029	• District Academics Department	NA	NA	Continue
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	• Teachers • Instructional Leadership Team	NA	NA	Continue
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	• Instructional Leadership Team	NA	NA	Continue
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	• Instructional Leadership Team	NA	NA	Continue
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	2024-2029	• Instructional Leadership Team	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and skills and ensure high expectations for all students.					
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> · Instructional Coach 	NA	NA	Continue
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> · Teachers · Instructional Leadership Team 	NA	NA	Continue
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · Faculty 	NA	NA	Continue
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers · Guidance 	NA	NA	Continue

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 scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from ___60___% in 2022-23 to ___82___% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by ___2___% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card	60%	72%	Projected (MS)	74%	76%	78%	80%	82%
	71%	TBD	Actual (MS)					
	57%	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	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	NA	NA	Continue
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	<ul style="list-style-type: none"> · Teachers · Instructional Leadership Team · District Academics Department 	NA	NA	Continue
3. Provide support for implementing data driven reflective conversations to	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
improve teaching practice (district, school, and individual data).		<ul style="list-style-type: none"> · District Academics Department 			
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	NA	NA	Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> · Teachers 	NA	NA	Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	NA	NA	Continue
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	NA	NA	Continue
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	<ul style="list-style-type: none"> · District Academics Department · Teachers 	NA	NA	Continue
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> · Teachers 	NA	NA	Continue
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> · Teachers 	NA	NA	Continue
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> · Teachers · Instructional Coach · District Academics Department 	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	NA	NA	Continue
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> · Teachers · District Academics Department 	NA	NA	Continue
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	NA	NA	Continue
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	NA	NA	Continue
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	NA	NA	Continue
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> · Teachers 	NA	NA	Continue
5. Provide professional learning opportunities on instructional strategies for diverse learners	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership 	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
using the Universal Design for Learning Framework.					

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)	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	<ul style="list-style-type: none"> · Administration · Guidance · SIC 	NA	NA	Continue
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	<ul style="list-style-type: none"> · NA 	NA	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: 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	· NA	NA	NA	NA

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" 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)	0%	0%	0%	0%	0%
	0%	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: Retaining teachers at the school level requires a multifaceted approach that addresses various factors influencing their job satisfaction and commitment.					
1. Professional Development Opportunities	2024-2029	<ul style="list-style-type: none"> · The Instructional Leadership Team · Teachers 	NA	NA	Continue
2. Teacher Voice and Participation	2024-2029	<ul style="list-style-type: none"> · The Instructional Leadership Team · Teachers 	NA	NA	Continue
3. Teacher Recognition & Rewards	2024-2029	<ul style="list-style-type: none"> · The Instructional Leadership Team · Teachers 	NA	NA	Continue

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)	52%	50%	48%	46%	44%
	54%		Actual (School)					

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
expectations and building positive relationships, while allowing 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	<ul style="list-style-type: none"> • Administration • Guidance 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Instructional Leadership Team • Teacher Mentors 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Guidance • Teachers 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Teachers • Guidance 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Administration • Teachers • Guidance • Support Staff 	NA	NA	Continue
2. Ensure school employees exhibit understanding and	2024-2029	<ul style="list-style-type: none"> • Administration • Guidance 	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
appreciation of all students and families and use best-practice communication strategies to connect with those families.					
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> • Administration • Guidance • Teachers 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Administrations • Guidance 	NA	NA	Continue
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> • Administration 	NA	NA	Continue
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> • Administration • Guidance • Support Staff 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Administration • Teachers 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Administration • Teachers 	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> • Administration • Teachers 	NA	NA	Continue
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> • Administration • Teachers • Guidance 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Administration • Teachers • Guidance 	NA	NA	Continue

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
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)	21%	19%	17%	15%	13%
	23%	23%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> Administration Support Staff Guidance 	NA	NA	Continue
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> Administration Support Staff Guidance Social Worker 	NA	NA	Continue
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	<ul style="list-style-type: none"> Support Staff Guidance 	NA	NA	Continue
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> Administration 	NA	NA	Continue
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	<ul style="list-style-type: none"> Administration Support Staff Teachers 	NA	NA	Continue
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> Administration Guidance Teachers 	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> · Administration · Nurse · Teachers 	NA	NA	Continue

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	· Faculty	NA	NA	Continue
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Faculty	NA	NA	Continue
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Administration · Guidance	NA	NA	Continue
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)	2024-2029	· Administration · SIC	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
to encourage and promote parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> • Guidance • Administration • Teachers 	NA	NA	Continue
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> • Administration • Teachers • Guidance 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Administrations • Guidance 	NA	NA	Continue
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> • Administration • Guidance 	NA	NA	Continue
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	<ul style="list-style-type: none"> • Administration 	NA	NA	Continue