

BLUE RIDGE HIGH SCHOOL

PRINCIPAL: ASHLEY WARDLAW

DISTRICT: GREENVILLE COUNTY SCHOOLS

SUPERINTENDENT: BURKE ROYSTER



2024-2025 THROUGH 2028-2029

UPDATED SPRING 2024

2024-2025 School Renewal Plan Cover Page

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Blue Ridge 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	<i>W. Burke Royster</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ashley Wardlaw	<i>Ashley Wardlaw</i>	4/25/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	<i>Dr. Carolyn J. Styles</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Joel Perkin	<i>Joel Perkin</i>	4/25/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Abigail Cook	<i>Abigail Cook</i>	4/25/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2151 Fewes Chapel Rd, Greer, SC 29651

SCHOOL TELEPHONE: (864) 355-1800

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

2024-2025 Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Ashley Wardlaw
2. Teacher	Austin Abercrombie
3. Parent/Guardian	Tabatha Brower
4. Community Member	Barbara Higginbotham
5. Paraprofessional	Richard Stevens
6. School Improvement Council Member	Joel Perkin
7. Read to Succeed Reading Coach	n/a
8. School Read To Succeed Literacy Leadership Team Lead	Abigail Cook
9. School Read To Succeed Literacy Leadership Team Member	Kim Kluge

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*

2024-2025 Assurances for School Renewal Plans

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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

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

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

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

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

Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A

Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

- Yes** **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).
- 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.
- 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.
- 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** **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.
- 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.
- 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.

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Introduction

The Blue Ridge High School portfolio, crafted with care and dedication, serves as a testament to our ongoing evolution and commitment to excellence. #HearUsROAR. This living document not only captures our journey but also serves as a platform for self-assessment, communication, and accountability among our staff, students, parents, and community.

The portfolio of Blue Ridge High School contains our vision, goals, plans, and the evidence of our progress. It showcases our partnerships, demographic understanding, and our relentless pursuit of enhancing student achievement. Each section offers a glimpse into the collective efforts that make our school a nurturing environment for our students.

Crafted collaboratively by a team of educators, the narrative within the portfolio reflects insights gathered from staff, students, parents, and community members. It is a reflection of our shared commitment to continuous improvement and innovation.

We strive to build strong **R**elationships with all stakeholders, create an **O**rganization that promotes the **A**chievement of all students, and **R**allies our community behind our great school. #HearUs**ROAR**.

Executive Summary

In accordance with South Carolina Curriculum Standards, Blue Ridge High School (BRHS) gathers and analyzes data on student academic achievement through standardized test results and other student performance sources. Examples of these standardized tests include the American College Test (ACT), Scholastic Aptitude Test (SAT), SC End of Course Exams (EOCs) and the WIN (Worldwide Interactive Network Ready to Work assessment) as the main indicators of measuring student achievement. It is mandatory that all students in their third year of high school take the WIN. The ACT and SAT are taken voluntarily by any junior or senior. In addition, students who are enrolled in Algebra I, English II, Biology, and US History are assessed using End-of-Course Exams. A summary of BRHS students' scores follows. Finally, BRHS teachers use formative and summative assessments to regularly monitor student progress and modify instruction as needed. These assessments provide a variety of evidence that achievement goals have been met. Throughout each semester, teachers communicate and collaborate with colleagues in order to improve student performance.

Needs Assessment or Findings for Student Achievement

Evidence of Strengths

- Instruction is aligned with state learning standards, as well as with national, state, and district goals and expectations of student learning.
- Students are actively involved in the learning.
- Science teachers used hands-on laboratory experiences to emphasize standards.
- Various types of grouping strategies are used in the classroom to help students understand instruction and to encourage active participation.
- Advanced Placement courses are offered in English, Math, Science, Social Studies, and Art.
- Learner expectations are clearly stated in district curriculum guides and South Carolina frameworks.
- Advance Placement (AP), Dual Credit, Honors, and College Prep courses are offered.
- Career and Technology courses are offered, which include Family and Consumer Sciences, Business Education and Agriculture Education.
- Blue Ridge High has a strong arts program. Our choral students, band members, and visual art students have received numerous honors and awards.
- Special education classes are provided (inclusion, resource, and self-contained).
- Appropriate methods of unbiased assessment are chosen based on class, district, and state goals.
- Expectations for assignments are conveyed before assessments are taken. Thus, students have a clear understanding of the expectations before beginning an assignment.

Evidence of Need

- Continue to use Universal Design for Learning strategies (UDL) to reach all learners.
- Continue to focus on the progress of students with disabilities.
- Even though progress has been made in the use of different types of assessments, more variety would be beneficial.
- Continue using online software to enhance student preparation for the ACT, SAT, WIN, and EOC.
- Continue using MasteryConnect as a means of creating common assessments to give teachers the opportunity to collaborate with fellow colleagues and identify best practices to help effectively teach content standards.
- Continue working with at-risk students.

Needs Assessment or Findings for Teacher and Administrator Quality

Evidence of Strengths

- The school collaboratively develops a school wide plan for improvement.
- Teachers analyze student achievement on classroom assessments, common unit assessments, benchmark assessments and standardized tests in order to determine how to best help students succeed.
- Faculty council (consisting of administrators, instructional coaches, department chairs, and front office representatives) was developed to aid in the decision making processes .
- Collaboration with Blue Ridge Middle School has aided student success.
- District committees and school staff are working to better align instruction with those specific goals and objectives.
- Departmental meetings allow opportunities for sharing ideas and support.
- Teachers use multiple sources of data to make instructional decisions: school report card, classroom assessments, Individual Education Plans (IEPs), and observations.
- Teachers work cooperatively on creating common syllabi for courses. Teachers provide syllabi to students and parents. The syllabi are aligned to the state curriculum standards and include classroom expectations, grading policies, and an outline of course content.
- Teachers provide syllabi and outlines of courses on their websites.
- Teachers meet at school, district, and state levels to receive and share knowledge in updating the curriculum.
- Departmental meetings are held bi-monthly to address curriculum related issues and to share ideas.
- Faculty professional developments focus on improving student achievement through the PLC process.
- Teachers use a variety of assessments: standardized tests, objective tests, essays, daily work, homework, portfolios, projects, rubrics, grading scales, and performance assessments.

Evidence of Need

- Opportunities for peer observations are needed.
- Vertical Team meetings are needed to allow opportunities for sharing ideas and support.
- Additional departmental planning opportunities are needed in order to continue our focus on refining curriculum foundations as standards continue to change.

Needs Assessment or Findings for School Climate

Evidence of Strengths

- SIC meetings are held monthly to discuss how community and parent representatives can contribute to the school improvement process.
- Return to the Ridge Rally was implemented in 2022 to welcome all families back to school in August.
- Tiger Rush is an event for rising 9th graders to come to the high school to learn more about classes, clubs and athletics.
- In 2022-2023 BRHS school Excellent in the School Climate indicator on the School Report Card.
- In 2022-2023, over 95% of teachers responded they were satisfied with the learning environment on the latest school report card survey.
- In 2022-2023, over 98% of teachers responded they were satisfied with the social and physical environment on the latest school report card survey.

- In 2022-2023, over 85% of students responded they were satisfied with the social and physical environment and learning environment on the latest school report card survey.

Evidence of Need

- In 2022-2023, less than 80% of parents responded they were satisfied with the school-home relations on the latest school report card survey.

Significant Challenges from the Past Three Years

- Less than 70% of the 2021 graduating class were labeled as “College or Career Ready” by the state.
- Students with disabilities scored between 25 and 35 points lower than those without disabilities on End-of-Course tests.
- Students with disabilities had a much lower graduation rate than those without disabilities.

Significant Awards, Results or Accomplishments from the Past Three Years

2023

- Orchestra earned excellent ratings at CPA.
- Choir received Superior Ratings.
- Corps of Cadets qualified for 3A State and were selected to perform in Washington DC at the National Memorial Day Parade.
- Air Force JROTC earned Distinguished Unit with Merit.
- 2nd publication of "Tigers Tigers Burning Bright" creative writing journal.
- Student Council raised more than \$74,000 for the Make a Wish Foundation, the largest spirit week donation in BRHS history.
- National Honor Society has performed more than 2000 hours of community service this school year.
- Beta Club is a Club of Merit and a Club of Distinction for 2024 with students from all grade levels represented.
- Sister School to Hebei Global Village International School in China.
- Orchestra had 5 students make All County Orchestra, 1 make Region 2 Honors Orchestra, and 1 make SC All State Orchestra.
- BRHS had its first ever Robotics Club competition team.
- Band had 5 students make the Greenville All County Band, 4 students make the Region 1 honor band, with 3 qualifying to audition for All State, one student awarded a contract to march with Spirit of Atlanta Drum and Bugle Corps this summer.
- Choir had 18 students participate in Region Choir, 13 students participate in District Choir, 15 students made All State (the most students of any Greenville County School).
- BRHS Choir student was the state's highest scoring Soprano 1 SC for All State auditions and another student was the state's #9 scoring bass for All State Auditions.
- BRHS Choir performed at Biltmore Estate and at the Greenville Chorale Christmas Concert.
- Boys Golf All-State Team 2023.
- Boys Golf Upper State Individual Champion 2023.
- Wrestling Qualified for AAA Playoffs 2023.
- Wrestling Region Champion and State Qualifier 2023.
- Girls Golf Region Champions 2023.
- Girls Basketball Region Champions.
- Baseball Region Champions.

- State Champion Powerlifter.

2022

- Orchestra earned excellent ratings.
- Chorus invited to sing at Biltmore Estate and with the Greenville Chorale.
- Corps of Cadets qualified for 3A State.
- Inaugural publication of "Tigers Tigers Burning Bright" creative writing journal.
- Student Council raised more than \$40,000 for the Emerson Rose Heart Foundation during Spirit Week in the Fall of 2022.
- National Honor Society has performed more than 2000 hours of community service this school year.
- Beta club is a Club of Merit and a Club of Distinction for 2022 with students from all grade levels represented.
- Both Greenville County representatives for the state-wide STEM signing day are BRHS Tigers.
- Orchestra had nine students earn all-county honors, two earn all-region, and one make all-state.
- Chorus had 18 students participate in the district honor choir and 14 in the all-state choir (the most of any GCS school).
- Band had eight students qualify for all-county honors band, 10 qualify for Region 1 honor band, one was selected to tour with an honors band in Sydney, Australia, and one selected for the county Jazz Honor Band.
- One student placed first in region for FBLA.
- 25 students earned a perfect score on the Fall-Winter EOC test.
- Region Champions Girls Golf 2022.
- Upper State Champions Girls Golf 2022.
- Girls Golf Individual State Champions 2022.
- Girls Tracks Individual State Champions 2022.
- Football All-State Selections 2022.
- Boys Golf Region Champions 2022.
- Boys Football held highest GPA among all football teams in Greenville County 2022-2023.
- Girls Basketball Region Champions.
- AAA Athletic Director of the Year by SCAAA.
- Baseball Region Champions.

2021

- The Blue Ridge Student Body along with Student Council raised \$22,752.55 for Hope Foundation during Spirit Week in the fall of 2021.
- Ms. Collins was awarded the 2021 AP CSP Female Diversity Award, one of only two in the district.
- FBLA took top spots in district competitions: 1st place in business ethics, 1st place in sales presentation, 1st place in economics, 2nd place in public service announcement, 2nd place in organizational leadership, 3rd place in electronic career portfolio, 3rd place in sales presentation, 3rd place in graphic design, 4th place in political science, 4th place in public speaking, and 9th place in advertising.
- Blue Ridge earned back-to-back region varsity cheer championships and took coach of the year and cheerleader of the year for region 2-3A.
- Orchestra earned four superior ratings and four excellent ratings at Solo and Ensemble.
- Girls Basketball Region Champion 2021-2022.

- Boys Basketball Region Champion 2021-2022.
- Boys Basketball AAA State Champions 2021-2022.
- Boys and Girls State Basketball All State Selections 2021-2022.

School Profile

School Community

Blue Ridge High School is located in a rural community situated in the northern portion of Greenville County, South Carolina. It is nestled in the foothills of the Blue Ridge Mountains near the North Carolina border, between the cities of Greer and Travelers Rest. Though the school is not located in a designated town, it is within a close-knit community. Blue Ridge High School is one of 15 traditional high schools in Greenville County.

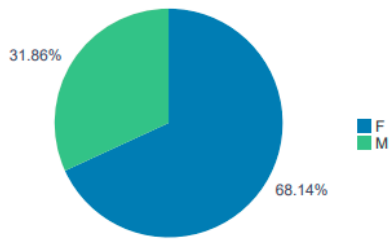
Blue Ridge High School was first established in 1955. The original building was located on Tyger Bridge Road. The current building was constructed in 1986 and the renovation/expansion project was completed in January 2006. When Blue Ridge High School first opened its doors, there were 339 grade eight through twelve students enrolled. Upon completion of the renovation project, the building capacity is now over 1,100 students, grades nine through twelve. There are currently approximately 1081 students and 61 certified faculty members.

School Personnel Data

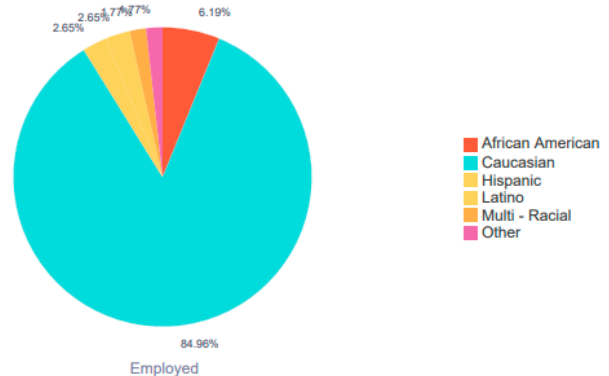
In addition to the 61 certified faculty members; which include teachers, school counselors, athletic director, assistant athletic director, administrators, and media specialists; the following classified employees serve in support roles for the school:

- Guidance Clerk
- Attendance Clerk
- Media Center Clerk
- School Resource Officer
- Licensed Nurse
- Receptionist
- Bookkeeper
- Secretary
- Certified Athletic Trainer
- In-School Suspension (ISS) facilitator
- 3 Paraprofessionals working with Special Education Students

Staff by Gender



Staff by Ethnicity



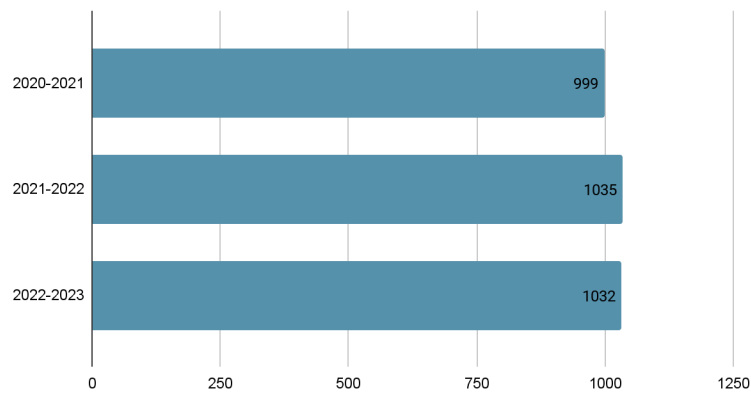
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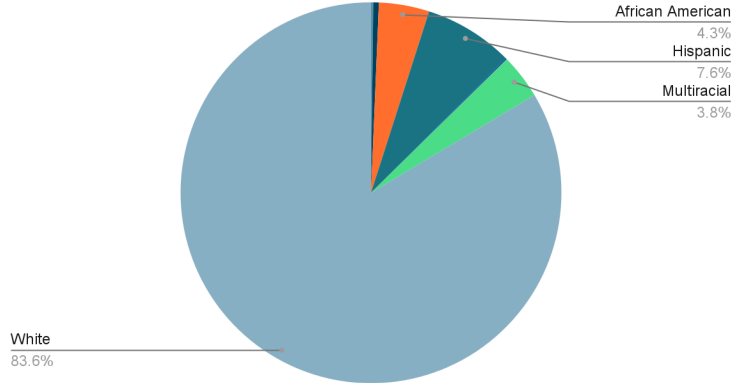
Race/Ethnicity	Admin		Other		Teacher		Employed	% of						
	F	M	F	M	F	M								
African American			1	0.0%			6	0.0%						
Caucasian	2	100.0%	2	100.0%	25	0.0%	8	0.0%	36	0.0%	23	0.0%	96	0.0%
Hispanic							1	0.0%	1	0.0%	1	0.0%	3	0.0%
Latino					2	0.0%			1	0.0%			3	0.0%
Multi - Racial							1	0.0%	1	0.0%			2	0.0%
Other					1	0.0%			1	0.0%			2	0.0%
Grand Total	2	100.0%	2	100.0%	29	100.0%	10	100.0%	46	100.0%	24	100.0%	113	100.0%

Student Population Data

Day 90 Enrollment

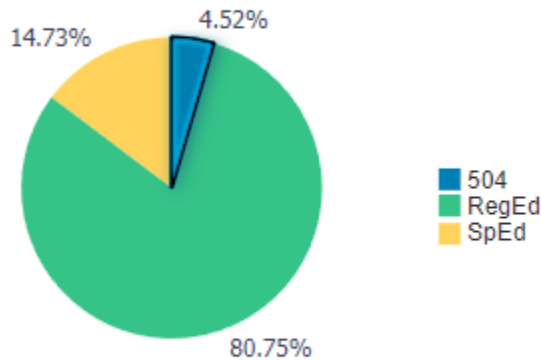


Day 90 Enrollment, 2023-2024



Approximately 46 % of Blue Ridge High School students are identified as Pupils in Poverty. In addition, approximately 14.73% of BRHS students qualify for special education services. We offer special needs students support through resource classes as well as through self-contained classes. Students qualifying for the self-contained classes work towards an occupational diploma. 4.52% of BRHS students have a 504 and receive accommodations. Forty-four students are Multi Language Learners and are provided assistance through an ESOL teacher and receive accommodations.

Students by Education Status



2023 - 2024 Enrolled

Major Academic and Behavioral Features/Programs/Initiatives

Blue Ridge High School promotes student involvement in extracurricular activities and programs. A wide array of offerings is available to students: Beta Club, Student Council, National Honor Society, AFJROTC, Spanish Club, Health Occupations Students of America, Future Farmers of America, Key

Club, Drama Club, Robotics, HOSA, Adventure Club and Fellowship of Christian Athletes. Currently, almost 50 percent of our student body is actively involved in our athletic programs, the Blue Ridge High School Corps of Cadets, and our Chorus and Orchestra. In addition, we offer Credit Recovery through VirtualSC for students needing to make up academic credits and Content Recovery through Edgenuity for students needing to make up a unit of a class.

Blue Ridge High School currently uses the 4X4 Block. Using this model provides teachers with larger blocks of time for instruction that can be more student-centered. Teachers can also better incorporate project-based learning and inquiry learning experiences into the curriculum. The 4X4 Block model also allows teachers an opportunity to address differences in learning styles and intelligence modes. This model encourages students and teachers to work cooperatively as a community of learners who encourage and support each other.

At Blue Ridge High School, we have been very successful in our overall approach to educating children. Our daily operations have been established by the Leadership Team and Faculty Council, that includes input from the faculty and staff. In addition, BRHS has established an academic learning climate in which there is a focus on instructional goals. The decision-making process is collaborative and provides opportunities for meaningful involvement of school stakeholders. Progress in improving student achievement and instructional effectiveness is monitored frequently and is adjusted as necessary. Instruction at Blue Ridge High School is based on a standards and data driven curriculum. Teachers make adjustments to the instructional process based on student learning needs and assessments of student learning. Instruction at BRHS has become more uniform and consistent by focusing on learning standards and implementing strategies for the EOC, WIN, ACT, and SAT. Curriculum at Blue Ridge High School is firmly centered on both state and district learning standards. The curriculum focuses on the diverse needs of all student learners and provides opportunities for acceleration and remediation in language arts, mathematics, science, and social studies. Blue Ridge High School continues to embrace the Personalized Learning Initiative, in which every student was issued a district-provided device for the use in and out of the classroom.

BRHS takes seriously the findings that early intervention leads to better outcomes for students and so implements the OnTrack protocols, identifying students who are starting to get off-track in attendance, behavior, or course grades and convening a group of counselors, administrators, and teachers to find the root cause of the student getting off track and develop interventions for each student. Also, after school tutoring is offered twice a week in the media center for those students needing extra help in math, science and English.

Mission, Vision, and Beliefs

We will build strong **R**elationships with each other and hold each other to high expectations.

We collaborate to create an **O**rganization that promotes the **A**chievement of all students.

We will **R**ally our school and community around all that is unique and great about BRHS.

#HearUsROAR!

Our mission is to offer each student interdisciplinary experiences that develop intellectual, social, physical, creative, and technological potential in a safe environment.

Our vision at Blue Ridge High School is to create a school where

- Each student will feel that the curriculum has prepared him or her for college and/or the workforce.
- The curriculum will be relevant, challenging and interesting.
- The curriculum will be always expanding, never stagnant, and changing to meet the needs of the student.
- Instruction will value student input.
- Instruction will be enhanced with technology when applicable.
- Varied methods of instruction will be used with emphasis on student involvement (Ex. hands on activities).
- Instruction will be accurate, well-planned, professional, and effective.
- Each student will be assessed proportionately on content and skills taught in the instructional process.
- Each student will be aware of the expectations that will be assessed.
- A variety of assessment techniques will be used.
- Assessment will be fair, accurate, and will require critical thinking.
- Students, teachers, and administration will feel pride and ownership in Blue Ridge High School.
- Blue Ridge High School will be safe, clean, comfortable and provide an atmosphere that is conducive to learning.
- Blue Ridge High's environment will reflect student accomplishments.
- Blue Ridge High School will set the standard for all other schools in the Southeast.

We believe that

- The student is the center of the educational process.
- Every student is a unique individual and that the curriculum should be designed to address a variety of learning styles, assessment techniques, and a broad range of interests.
- Every student should feel safe and secure in the school environment.
- Students should expect professionalism and support from all faculty, staff, and support personnel.
- Students should be nurtured and challenged to fully realize their gifts and skills.
- As an essential element of the educational process, each student must accept responsibility to be an active learner and supporter of the learning environment.
- We must offer the student interdisciplinary experiences which will prepare them as cooperative problem solvers and responsible decision-makers in the workplace.
- The academic program should adequately prepare students to meet or exceed established state standards.

- We have an obligation to help each student learn to deal with a technologically advanced 21st century in positive and creative ways.
- We must foster in all students an attitude of tolerance and understanding for cultural, physical, and other differences among people.
- Blue Ridge High School, as a partner with the home and community, should strive to exemplify characteristics of citizenship, self-sufficiency, and strong moral character.
- Blue Ridge High School, as a partner with the home and community, must teach individual responsibility for one's actions and acceptance of consequences appropriate to one's behavior.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

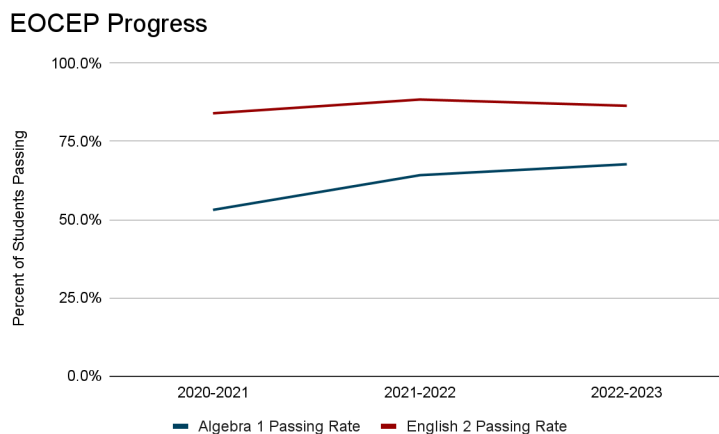
EOCEP

The percentage of students passing the Algebra 1 EOC was 53.1% in 2021, 64.2% in 2022, and 67.7% in 2023.

- A: 27
- B: 21
- C: 38
- D: 69
- F: 75

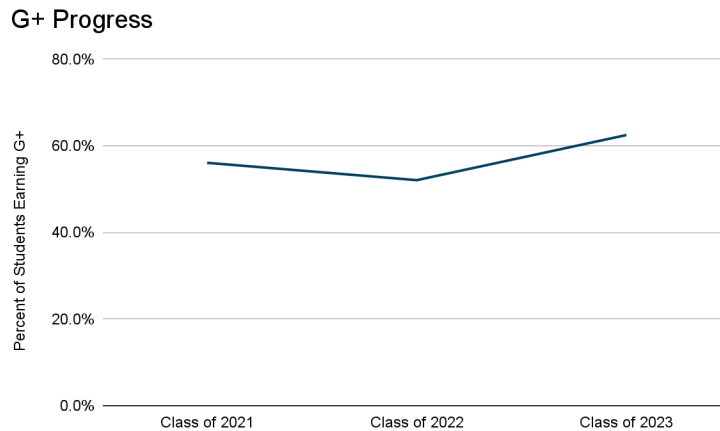
The percentage of students passing the English 2 EOC was 84.0% in 2021, 88.4% in 2022, and 86.4% in 2023.

- A: 77
- B: 68
- C: 72
- D: 36
- F: 41



Graduation Plus

Recognizing that jobs in today's workforce require more than a high school education, Greenville County Schools is committed to graduating students with a diploma, plus a technical certification and/or college credit. Graduation Plus (G+) is a district-wide initiative from pre-K through high school to ensure all students are career and college ready.



Advanced Placement

Blue Ridge High School offers a variety of Advanced Placement (AP) courses. Not all classes are taught each year due to student interest and scheduling conflicts. In the 2023-2024 school year Blue Ridge High School has teachers certified to teach all of the following courses:

- AP Art and Design
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP English Language and Composition
- AP English Literature and Composition
- AP European History
- AP Human Geography
- AP Macroeconomics
- AP Music Theory
- AP Physics 1: Algebra-Based
- AP Statistics
- AP US Government
- AP US History
- AP World History: Modern

In the class of 2021, students earned college credit in 51 college classes, graduating with between 153-204 college credits, depending on the policies of the colleges the students attended.

In the class of 2022, students earned college credit in 47 college classes, graduating with between 141-188 college credits, depending on the policies of the colleges the students attended.

In the class of 2023, students earned college credit in 62 college classes, graduating with between 186-248 college credits, depending on the policies of the colleges the students attended.

AP Progress



ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students. (<https://officialasvab.com>)

In the class of 2021, twenty-one students took the ASVAB. Sixteen students (76.2%) earned a score of 31 or higher with an average score of 46.7.

In the class of 2022, eleven students took the ASVAB. All eleven students (100%) earned a score of 31 or higher with an average score of 65.7.

In the class of 2023, twenty-six students took the ASVAB. Eighteen students (69.2%) earned a score of 31 or higher with an average score of 46.1.

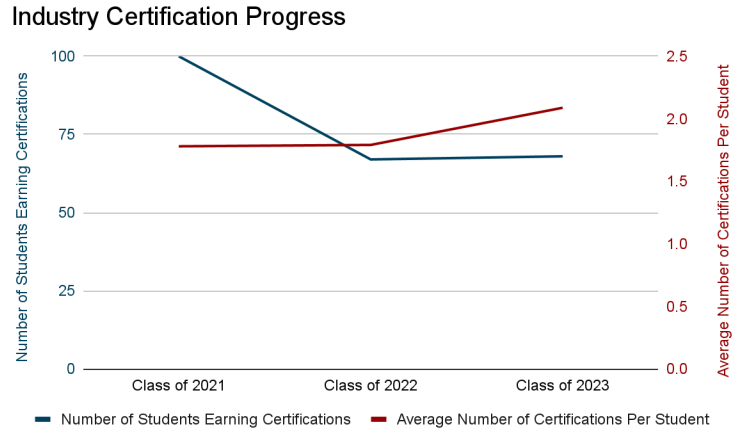
ASVAB Progress



Industry Certification

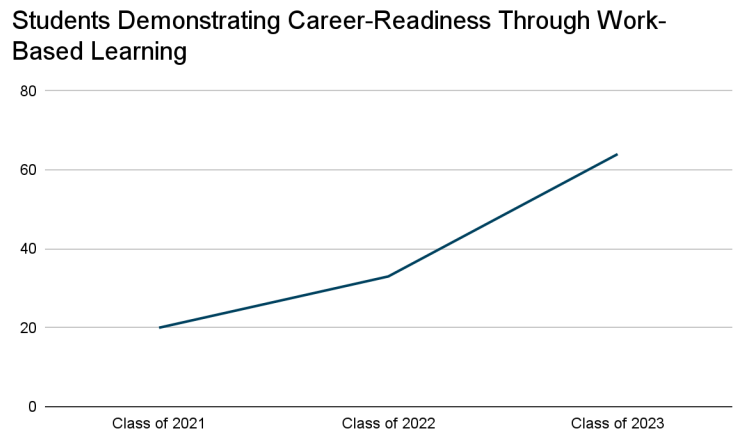
Industry certifications earned by Blue Ridge High students include OSHA-10, Microburst EmployABILITY Soft Skills, Hazardous Material Awareness, and Healthcare Providers Basic Life Support.

In the class of 2021, 100 students earned a total of 178 industry certifications.
 In the class of 2022, 67 students earned a total of 120 industry certifications.
 In the class of 2023, 68 students earned a total of 142 industry certifications.



Work-Based Learning

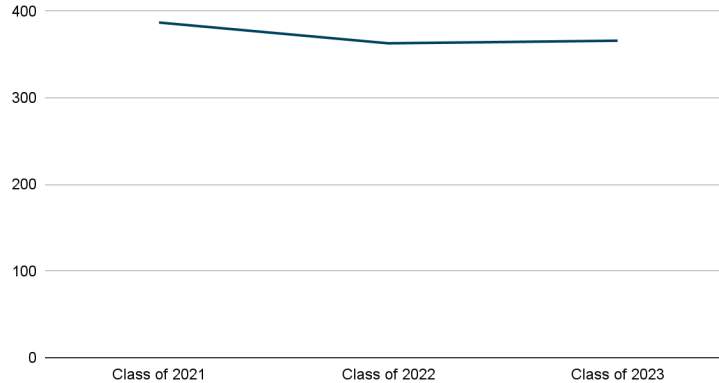
In the class of 2021, 20 students demonstrated career-readiness through work-based learning.
 In the class of 2022, 33 students demonstrated career-readiness through work-based learning.
 In the class of 2023, 64 students demonstrated career-readiness through work-based learning.



Dual Credit/Dual Enrollment

In the class of 2021, students earned 387 credits through dual enrollment classes.
 In the class of 2022, students earned 363 credits through dual enrollment classes.
 In the class of 2023, students earned 366 credits through dual enrollment classes.

Credits Earned Through Dual Enrollment Classes



Dual Credit/Dual Enrollment and Pupils in Poverty

- In the 2023-2024 school year, of the 146 students enrolled in Dual Credit courses, 39 students are identified as Pupils in Poverty.

Evidence of Strengths

- Instruction is aligned to state learning standards, as well as with national, state, and district goals and expectations of student learning.
- Students are actively involved in the learning and observers give specific feedback regarding student engagement.
- Teachers use a variety of grouping strategies to encourage active participation and social learning.
- Learner expectations are clearly stated by teachers in every period, every day.
- Teachers use technology to intentionally enhance the learning process.
- Administrators are working much more diligently to document students with work-based learning credentials.
- Counselors are offering the ASVAB multiple times per year.
- Counselors are having special meetings with students who qualify for AP and dual enrollment classes to encourage them to sign up for the classes.
- PLCs of the EOC teachers are collaborating with other high schools to share recommendations for increasing student success.
- PLCs of the EOC teachers are visiting and working with teachers and counselors at Blue Ridge Middle School to ensure vertical articulation and appropriate placement of students in the transition between buildings.
- EOC teachers are getting more intentional about data analysis of student work, taking two full days each semester to analyze and respond to results of test data.
- BRHS offers a robust CATE program with a focus on students completing career pathways.
- Teachers use a variety of assessment and feedback strategies, tailored to the needs of their students and appropriate to the content.

Evidence of Need

- Students in historically underserved subgroups (students with disabilities, at-risk students, pupils in poverty, etc.) are still underperforming when compared to their mainstream peers.
- Assessments and coursework needs to be better aligned with the level of rigor of state and national assessments.

- Online tools to support student learning are underused.
- Vertical articulation to give students more access to honors, AP, and dual enrollment courses needs to be strengthened.
- The PLC process building-wide needs to be strengthened and more focused on student learning.

Teacher and Administrator Quality

Professional Development Calendars for 2024-2025

- July 2024
 - New Employee Orientation
- August 2024
 - Creating and updating your teacher website, Promethean Board 101, Instructional Protocol and Learning Targets, How to honors, Goalbook and Ellevation, PLCs
- September 2024
 - PLCs - Peaks, Values and Norms
- October 2024
 - PLCs- Peaks and Checkpoints
- November 2024
 - PLCs- Cleaning the path and enrichment, The School Report Card and You
- January 2025
 - Ongoing PLCs, Chat GPT/AI
- February 2025
 - Ongoing PLCs
- March 2025
 - Ongoing PLCs
- April 2025
 - Ongoing PLCs

Evidence of Strengths

- The school collaboratively develops a school wide plan for improvement.
- Teachers are working collectively to Reach New Heights at 'The Ridge'.
- PLCs are continuing to grow and see results.
- Professional development is offered monthly based on the recommendations of the teachers at BRHS.

Evidence of Need

- PLCs need to continue to focus on subgroup achievement, specifically students with disabilities.
- PLCs need to continue to utilize data analysis and power standards to increase student achievement.

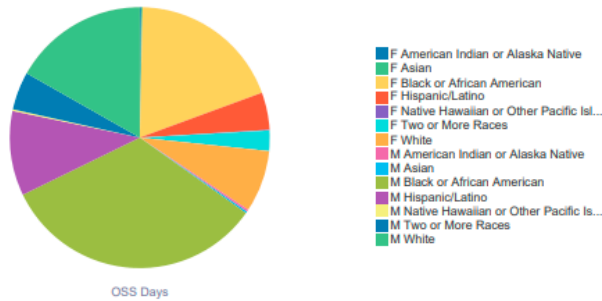
School Climate Needs Assessment

Student Behavior Data

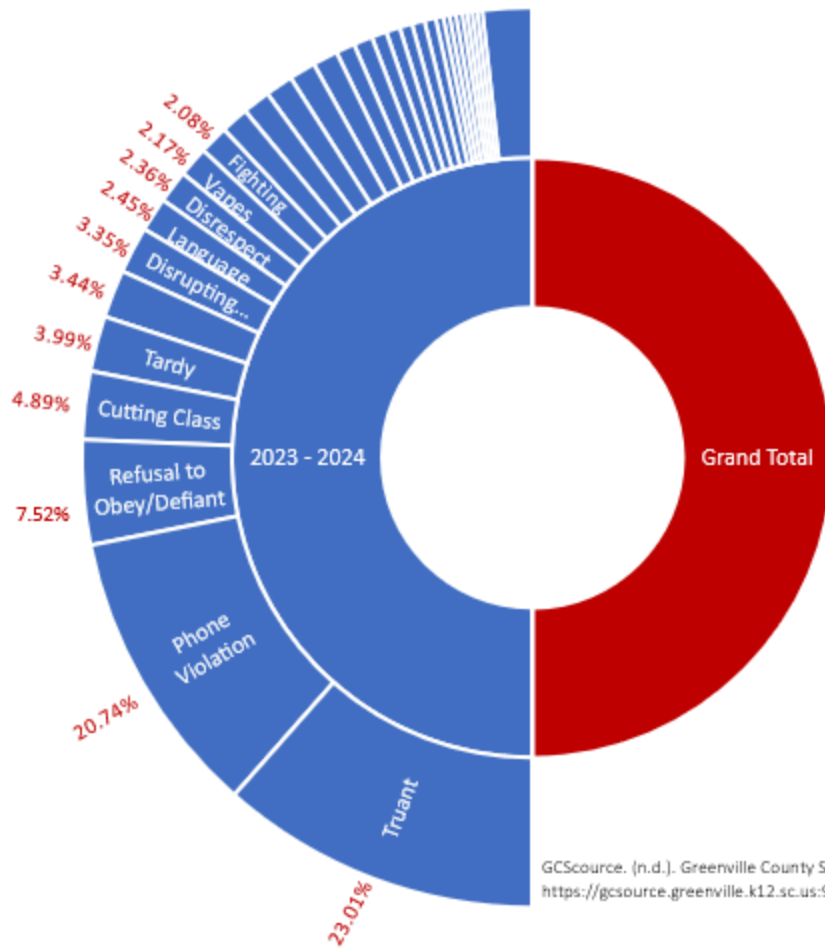
Referral Demographics

Gender & Ethnicity	# Students with Any Referral	OSS Days
F American Indian or Alaska Native	84	72
F Asian	197	89
F Black or African American	5,150	9,217
F Hispanic/Latino	3,547	2,236
F Native Hawaiian or Other Pacific Islander	30	28
F Two or More Races	1,158	1,238
F White	6,209	3,705
M American Indian or Alaska Native	131	133
M Asian	264	105
M Black or African American	6,062	15,926
M Hispanic/Latino	4,303	5,077
M Native Hawaiian or Other Pacific Islander	62	98
M Two or More Races	1,320	2,274
M White	8,191	8,116
Grand Total	36,708	48,314

OSS Days



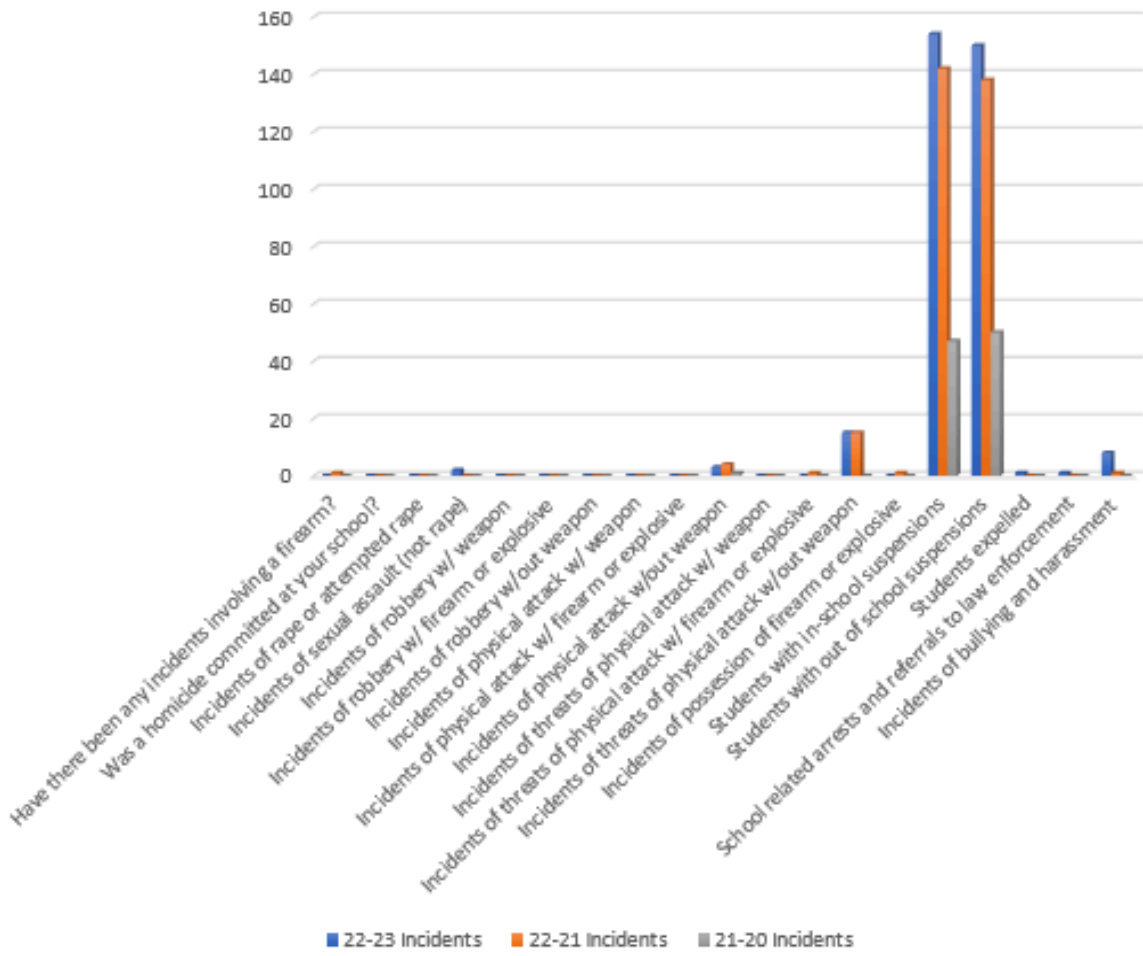
2023-2024 Current Leading Discipline Concerns Blue Ridge High School



GCSOURCE. [n.d.]. Greenville County Schools. Retrieved April 24, 2024, from <https://gcsourc.greenville.k12.sc.us:9502/analytics/saw.dll?dashboard>

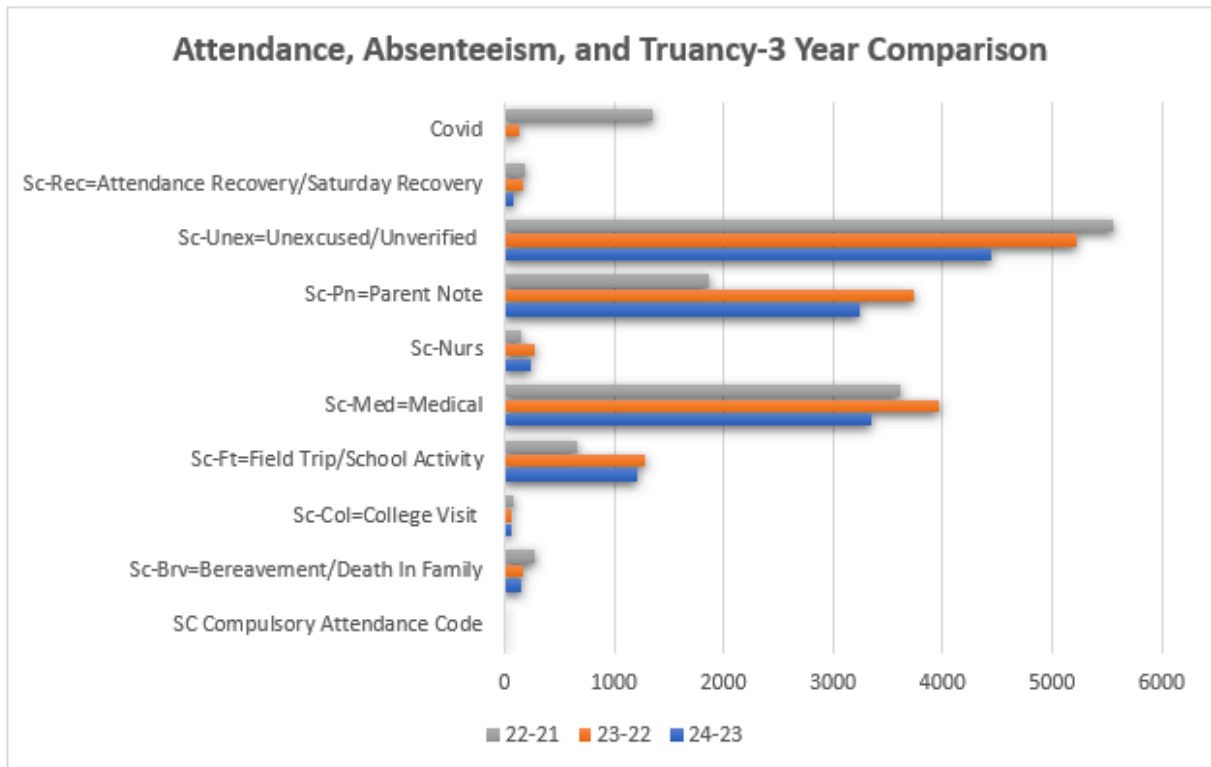
Number of Incidents 3 Year Comparison	22-23 Incidents	22-21 Incidents	21-20 Incidents
Have there been any incidents involving a firearm?	No	Yes	No
Was a homicide committed at your school?	No	No	No
Incidents of rape or attempted rape	0	0	0
Incidents of sexual assault (not rape)	2	0	0
Incidents of robbery w/ weapon	0	0	0
Incidents of robbery w/ firearm or explosive	0	0	0
Incidents of robbery w/out weapon	0	0	0
Incidents of physical attack w/ weapon	0	0	0
Incidents of physical attack w/ firearm or explosive	0	0	0
Incidents of physical attack w/out weapon	3	4	1
Incidents of threats of physical attack w/ weapon	0	0	0
Incidents of threats of physical attack w/ firearm or explosive	0	1	0
Incidents of threats of physical attack w/out weapon	15	15	0
Incidents of possession of firearm or explosive	0	1	0
Students with in-school suspensions	154	142	47
Students with out of school suspensions	150	138	50
Students expelled	1	0	0
School related arrests and referrals to law enforcement	1	0	0
Incidents of bullying and harassment	8	1	0

Incident Management System (IMS) 3 Year Comparison



Attendance, Absenteeism, and Truancy

SC Compulsory Attendance Code	24-23	23-22	22-21
	Absences	Absences	Absences
Sc-Brv=Bereavement/Death In Family	150	175	268
Sc-Col=College Visit	71	72	88
Sc-Ft=Field Trip/School Activity	1219	1275	668
Sc-Med=Medical	3355	3963	3614
Sc-Nurs	234	281	144
Sc-Pn=Parent Note	3246	3734	1864
Sc-Unex=Unexcused/Unverified	4450	5222	5555
Sc-Rec=Attendance Recovery/Saturday Recovery	87	162	195
Covid	0	134	1356



Volunteer Hours

Year	PTSA	Booster	SIC	Total Hours
2023-2024	264:01	N/A	N/A	463.17
2022-2023	762.05	N/A	N/A	1077:25
2022-2021	1243:56	45.15	57	2098:13

Backpack Accounts/Logins

# Of Students Attending	# Of Students with Backpack Contacts	% Of Students with Backpack Contacts	# Of Students 30 Days	% Students 30 Days	# Students 60 Days	% Of Students 60 Days
1,001	838	83.72%	426	42.56%	476	47.55%

Backpack Activity

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
1,001	838	83.72%	426	42.56%	476	47.55%

SCDE School Report Card

2023-2022	2022-2021	2021-2020
Good 61	Good 60	N/A

The SCDE School report card for Blue Ridge High School can be found at <https://screportcards.com>

Evidence of Strengths

- SIC meetings are held monthly to discuss how community and parent representatives can contribute to the school improvement process.
- Parent meetings for rising 9th students identified as at risk from the feeder middle school.
- Over 86% of teachers responded they were satisfied with the learning environment on the latest school report card survey.
- Over 86% of students responded they were satisfied with the social and physical environment on the latest school report card survey.

- Nearly 93% students responded they were satisfied with the school-home relations on the latest school report card survey.

Evidence of Need

- Increase the number of parents completing school climate survey.
- Interest survey to determine parents' concerns with the learning environment and/or school/home relations.
- Continued improvement with students with chronic absenteeism.

Action Plan

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 67.4% (2023) to 77.4%.
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)	69.4%	71.4%	73.4%	75.4%	77.4%
	67.4%	TBD	Actual (HS)					
			Projected (District)	71%	73%	75%	77%	79%
	69%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	· Instructional Leadership Team	\$0	n/a	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Instructional Leadership Team · Professional Learning Communities	\$0	n/a	
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	· Academics department	\$0	n/a	
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· Academics department	\$0	n/a	
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· Academics department	\$0	n/a	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Professional Learning Communities	\$186 per PLC teacher per day	ATSI	
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	\$0	n/a	
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	\$0	n/a	
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	· Instructional Leadership Team	\$0	n/a	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Instructional Leadership Team	\$0	n/a	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Instructional Leadership Team	\$0	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · Parent-Teacher-Student Association · School Improvement Committee 	\$0	n/a	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> · Professional Learning Communities · Counselors 	\$0	n/a	

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 86.1% (2023) to 90.1%.
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)	87.1%	88.1%	89.1%	90.1%	90.1%
	86.1%	TBD	Actual (HS)					
			Projected (District)	87%	88%	89%	90%	90%
	86%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> · Instructional coaches · Professional Learning Communities 			
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"> · Academics department 	\$0	n/a	
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Professional Learning Communities 			
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> · Professional Learning Communities 	\$0	n/a	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> · Professional Learning Communities 	\$0	n/a	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> · English department faculty 	\$0	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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 coaches Professional Learning Communities 	\$0	n/a	
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> Professional Learning Communities 	\$0	n/a	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> Professional Learning Communities 	\$0	n/a	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> Professional Learning Communities 	\$0	n/a	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> Professional Learning Communities 	\$0	n/a	
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 	\$0	n/a	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> Academics department 	\$0	n/a	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 	\$0	n/a	
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 coaches Academic specialists 	\$0	n/a	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> Professional Learning Communities 	\$0	n/a	
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"> Professional Learning Communities 	\$0	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Instructional coaches	\$0	n/a	

GOAL AREA 1 – Performance Goal 3

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 3: By 2029, the percentage of students who earn G+ will increase from 62.5% (2023) to 82.5%.
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)	66.5%	70.5%	74.5%	78.5%	82.5%
	62.5%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students engage in K-12 Career Exploration as outlined in Graduation Plus.					
1. Complete comprehensive scope and sequence of career related activities using district's College and Career Readiness platform	2024-2025	· Counselors	\$0	n/a	
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	· Work-Based Learning Coordinator · Transition Liaison	\$0	n/a	
3. Introduce diverse career options through interactive experiences, virtual tours, and guest speakers in order to help students identify their interests and strengths.	2025-2029	· CATE department faculty	\$0	n/a	
4. Facilitate internships, job shadowing, and work-study programs to provide students with real-world experiences, preparing them for post-secondary education and employment.	2024-2029	· Work-Based Learning Coordinator · Counselors	\$0	n/a	
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement district-wide course progression requirements for all core content courses.	2025-2026	· Academics department	\$0	n/a	
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	· CATE department faculty	\$0	n/a	
3. Implement a district-wide course registration system (SchoolLinks) that ensures accuracy and precision in calculating both high school graduation requirements and pathway completion requirements.	2024-2025	· Counselors	\$0	n/a	
Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment.					
1. Attend district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential.	2024-2029	· Counselors	\$0	n/a	
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	· Counselors · CATE department faculty	\$0	n/a	
3. Promote Dual Enrollment opportunities at all high schools and to all students.	2024-2029	· Counselors · CATE department faculty	\$0	n/a	
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	· Teachers of Advanced Placement courses · AP Coordinator	\$0	n/a	

GOAL AREA 1 – Performance Goal 4

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher / Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 4: By 2029, 40.3% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 25.3%.
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)	28.3%	31.3%	34.3%	37.3%	40.3%
	25.3%		Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit/dual enrollment courses.					
1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early.	2024-2029	· Counselors	\$0	n/a	
2. Identify PIP students who meet prerequisites for dual enrollment courses and are demonstrating skills that would make them successful candidates for dual credit and honors courses.	2024-2029	· Counselors	\$0	n/a	
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses.	2024-2029	· Counselors · Work-Based Learning Coordinator	\$0	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Establish peer support networks for PIP students participating in dual credit courses to foster a sense of community and provide mutual assistance.	2025-2029	· Counselors	\$0	n/a	
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	· Counselors	\$0	n/a	
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	· Counselors	\$0	n/a	
Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day.					
1. High school counseling departments will attend training on Accuplacer readiness test administration.	2024-2029	· Counselors	\$0	n/a	
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	· Counselors	\$0	n/a	
Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	· Instructional Leadership Team	\$0	n/a	
2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support.	2024-2029	· Counselors	\$0	n/a	

GOAL AREA 2 – Performance Goal 1

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Counselors	\$0	n/a	
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	· Counselors	\$0	n/a	
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	· Counselors	\$0	n/a	

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)	8.9%	8.4%	7.9%	7.4%	6.9%
	9.4%	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: Support onboarding of new teachers by building community, fostering positive relationships throughout the building, and building capacity to enhance student learning experiences.					
1. New teacher support PLC	2024-2029	· Instructional Leadership Team	\$0	n/a	
2. New teacher orientation	2024-2029	· Instructional Leadership Team			
3. Next Chapter	2024-2029	· Instructional Leadership Team			

GOAL AREA 3 – Performance Goal 1

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.)* (* 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 <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	· OnTrack team	\$0	n/a	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· Instructional Leadership Team	\$0	n/a	
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	· Social-Emotional Learning Team	\$0	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Instructional Leadership Team	\$0	n/a	
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· OnTrack Team	\$0	n/a	
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	· Social-Emotional Learning Team	\$0	n/a	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Counselors · Instructional Leadership Team	\$0	n/a	
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· Social-Emotional Learning Team	\$0	n/a	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Social-Emotional Learning Team	\$0	n/a	
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	· Instructional Leadership Team · Counselors · Athletic Administrator	DOT physicals \$79 per teacher \$1.24 per mile	Local funds Field trip fundraisers	
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Student Council · Counselors	\$0	n/a	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Counselors · School Improvement Committee	\$0	n/a	
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> · Social-Emotional Learning Team · Faculty Council 	\$0	n/a	
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<ul style="list-style-type: none"> · Social-Emotional Learning Team · OnTrack Team · Faculty Council · Counselors 	\$0	n/a	
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<ul style="list-style-type: none"> · Social-Emotional Learning Team · Instructional Leadership Team · Professional Learning Communities 	\$0	n/a	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> · Social-Emotional Learning Team 	\$0	n/a	
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"> · Instructional Leadership Team · Counselors 	\$0	n/a	

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.)* (* 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)	24.6%	22.6%	20.6%	18.6%	16.6%
	26.6%	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> · Attendance clerk · Counselors 	\$0	n/a	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> · Attendance clerk · Counselors 	\$0	n/a	
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> · Attendance clerk 	\$0	n/a	
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> · District office 	\$0	n/a	
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· Counselors	\$0	n/a	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Attendance clerk · School Improvement Committee · Counselors	\$0	n/a	
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.)	2024-2029	· Attendance clerk · Counselors	\$0	n/a	

GOAL AREA 3 – Performance Goal 3

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.)* (* 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	<ul style="list-style-type: none"> • Guidance clerk • Counselors • Principal 	\$0	n/a	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> • Guidance clerk • Counselors • Principal 	\$0	n/a	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> • School Counseling Department 	\$0	n/a	
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
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	<ul style="list-style-type: none"> • School Improvement Committee • Parent-Teacher-Student Association 	\$0	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> · School Improvement Committee · Parent-Teacher-Student Association 	\$0	n/a	
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"> · School Improvement Committee · Parent-Teacher-Student Association 	\$0	n/a	
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<ul style="list-style-type: none"> · Counselors 	\$0	n/a	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> · Instructional Leadership Team 	\$0	n/a	
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<ul style="list-style-type: none"> · School Improvement Committee · Instructional Leadership Team 	\$0	n/a	