

School Data Portfolio

Eastside High School

1300 Brushy Creek Road
Taylors, South Carolina 29687

864-355-2800

Mr. Todd Stafford, Principal
Dr. W. Burke Royster, Superintendent

Greenville County Schools

Plan Scope

2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: EASTSIDE HIGH SCHOOL

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (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 |  | 4/8/2025 |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|---------------------|--|-------------|
| Todd Stafford |  | 3/12/25 |
| PRINTED NAME | SIGNATURE | DATE |

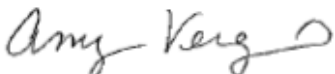
CHAIRPERSON, BOARD OF TRUSTEES

| | | |
|---------------------|--|-------------|
| Dr. Carolyn Styles |  | 4/8/2025 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|---------------------|--|-------------|
| Kelley Haff |  | 3/12/25 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

| | | |
|---------------------|--|-------------|
| Amy Verga |  | 3/12/25 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 1300 Brushy Creek Rd., Taylors SC 29687

SCHOOL TELEPHONE: (864) 355-2800

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

Stakeholder Involvement for School Renewal

Position and Name

1. Principal Mr. Todd Stafford
2. Teacher Mrs. Sarah Furr, Mr. John Anastasio
3. Parent/Guardian Mrs. Kelley Widdows
4. Community Member Mr. Mike Miros
5. Paraprofessional Ms. Robin Hinton
6. School Improvement Council Member Mrs. Kelley Haff
7. Read to Succeed Reading Coach N/A
8. School Read To Succeed Literacy Leadership Team Lead Mrs. Amy Verga
9. School Read To Succeed Literacy Leadership Team Member Mrs. Beth Broadwell

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

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

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

Table of Contents

| | |
|--|------------|
| 1. Introduction | -----p. 8 |
| 2. Executive Summary | -----p. 9 |
| 3. School Profile | -----p. 13 |
| 4. Mission, Vision, and Beliefs | -----p. 17 |
| 5. Data Analysis and Needs Assessment | -----p. 18 |
| 6. Action Plan | -----p. 23 |

1. Introduction

This report was developed to document the changes and progress our school has made while working to advance teaching and learning. The self-study process and resulting report provides our staff with an ongoing means for self-assessment, communication, continuous improvement and accountability.

Our mission, vision, and action plan comprise a living document that describes Eastside High School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress and achievements within the context of our student demographics and our school needs. This report also describes how we build and utilize our overall school plan for the purpose of increasing student learning – our ultimate outcome.

A team of stakeholders served as the steering committee for this work based on input from our entire faculty. The faculty was invited to participate in the review process to meet and review the prior portfolio and assess progress to the current point in time. In 2024, three faculty members volunteered to serve on a team along with the two instructional coaches to revise the previous five year plan, Mrs. Brianna Howard, Ms. Laura Wallace, and Mrs. Karen Whaley. The team reviewed the list of needs and provided evidence that we had or had addressed these needs. As we moved in our process from a review to a plan for the future, we continue to work towards meeting the goals set by Greenville County School District. The plan was reviewed and approved by our faculty, our Student Government, our PTSA, our Leadership Team, and our School Improvement Council.

We have overcome many obstacles and we continue to face many challenges. We have many programs that are sources of great pride for our school. We are pleased that we have set and maintained a standard of excellence in the face of potential barriers. This school year, we adopted our theme of “Day One Dedicated” with a commitment to stay dedicated to our work from day one through day one hundred eighty. We are proud of our school and look forward to sharing it with you. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve our school.

2. Executive Summary

Student Achievement Summary

Because of the diverse nature of our student body, student learning needs are constantly evaluated. Our ML population continues to grow; therefore, our teachers incorporate a variety of instructional strategies. We have added another ESOL teacher and offered professional development using the ELLevation app provided by our district, building relationships and overcoming barriers with ML students. and accommodating assessments for ML students. Our teachers at every level push students to reach their maximum potential. We are also dedicated to increasing enrollment in our AP, Dual Credit and Honors level classes. We are an AP Capstone school and have a long-range goal to increase the number of AP and Dual Credit classes offered. We are focusing on providing our students the necessary tools for success in their future whether college bound or career bound. Greenville County School District in their Graduation Plus initiative, strives to ensure that every GCSD student is both college and career ready at

graduation. We have implemented new initiatives this school year to continue helping all of our students achieve college or career readiness status by graduation.

Our Professional Development continues to focus using diverse instructional strategies to address the faculty identified goals of increasing student engagement. We offer monthly technology professional development and have featured two weeks of conference style professional development with sessions before and after school as well as during planning and lunch. We continue to utilize the Universal Design for Learning approach which helps our teachers design lessons to meet the varied needs of our students.

Teacher/Admin Summary

All teachers are classified as Highly Qualified and we have no state accreditation deficiencies. Teachers are working towards obtaining a variety of endorsements on their state teaching certificates, such as Literacy, Gifted and Talented, and ESOL. Courses are being offered at the district and state level as well as online to ensure that all teachers have the opportunity to gain these skills as needs are identified. Several teachers are working on adding Administration certification to their state teaching certificate.

School Climate Summary

We continually strive to increase teacher, student, and parent satisfaction with the school learning environment. Our PTSA, SIC, counselors and administrators plan fun treats or meals for the faculty monthly along with notes or emails of appreciation. School safety continues to be at the forefront of school and district decisions. We have added a safety app, Raptor, to provide secure messaging, safety alerts, and a means to account for every person on campus during an emergency. In addition, the district provides a weapons detection system, Evolv, on a rotating,

randomized basis at school sites throughout the district. Skills for Success Lessons are addressed through targeted presentations in small advisory groups. These lessons cover topics such as Empathy and Coping with Stress.

Significant Challenges From the Past 3 Years

Eastside's challenges stem from our changing population of students. The number of students who are new to the country has continued to increase, with a significant increase of refugees, which bring challenges beyond language acquisition, such as disrupted schooling and trauma ranging from familial separation to war. As noted in the introduction, our ESOL teacher allocation has increased from one full time position to two full-time positions in recent years. Chronic absenteeism has continued to increase which creates challenges for students to complete work, master material, and take assessments in a timely manner. In fall of 2022, Eastside added an Attendance Interventionist position to work solely with truancy issues and Seat Time Recovery Program.

Accomplishments/Results During the Past 3 Years

New courses have been added to better fit the diverse needs and interests of students. Recent additions to the AP course offerings include AP Seminar, AP Research, and AP Computer Science. Dual Credit courses are now available in Biology and Personal Finance in addition to courses which have been available for years. To support emerging teachers, Education 1400, 1500, 2400, and 2500 are now offered as part of the Expressway to TigerTown program, a collaborative initiative powered by Greenville County Schools, Greenville Technical College and the Clemson University College of Education. Several new Honors level courses have been added over the past three years including Psychology, Sports Medicine 3, Astronomy, and

Yearbook. Additional courses added include Broadcast Journalism, Musical Theater Production, Spanish for Native Speakers, Integrated Science, Civics, Personal Finance, Health Science, new Pathways to Career Readiness classes, Accounting 1 and 2, and Nutrition & Wellness. Special Education teachers co teach in several core Math and English courses to meet the needs of students needing special education services in the mainstream classroom.

Beyond the course offerings, we have several new programs on campus ranging from the Mock Trial team to Work-Based Learning for Sports Medicine. Boys' Volleyball is the latest addition to sports. Our teachers offer before and after school tutoring as part of a school wide program. Additionally, the CoreCourse GPA program has been implemented to assist our student athletes with understanding the recruitment process from the NCAA and D1-D3 colleges.

We have updated many facilities on our campus over the past three years including a new outdoor learning center and garden, student parking lot expansion, signage and branding, trophy cases, expanded art galleries, softball scoreboard, sound system and visitors concession stand in the football stadium and benches along the front of the school. Our largest facility update was building a new weight room. In October of 2023 we opened our doors to a brand new 75'x48' 3,600 square feet Athletics Performance Center right off of the Auxiliary Gym. This Performance Center is fully equipped with 7 Sorinex XL Series Double Full Racks with the Uber Package, which allow 14 complete workstations for our students/athletes to train at Eastside. What sets us apart from other schools is that our strength training equipment is a South Carolina Company that is known for its innovation, craftsmanship, and functionality. All equipment is also made in the USA. Sorinex was founded by Richard Sorin, a former school teacher who wanted to create a better way to train his classes around forty years ago. Sorinex is still a family

owned business located in Lexington County, SC and employs more people than ever. "Sorinex is the most sought after strength brand for professional teams, colleges, high schools and military bases. Their designs have changed the face of strength training forever and can be found in almost any serious gym in the world." Plans are in place to paint and update the basement and locker rooms, construct a shelter for our bus holding area, install more benches in our outdoor areas, and build a tennis shelter and band storage building.

3. School Profile

School Profile Summary

"STRENGTH THROUGH HUMAN UNDERSTANDING," our school motto, has served as the school focus since 1970. Our school first opened its doors in August of 1970 to 650 students from four neighboring schools. During its first year, the school established school colors of royal blue and gold, chose the eagle as its mascot, decided upon its motto, printed its first school newspaper, and began its first yearbook. The school also formed its chapter of the National Honor Society and began its marching band.

By 1973, the student body had doubled in size and the building had also been enlarged to accommodate this growth. The 1980's saw the student population increase to over 1,400. Math teacher Dr. Alexia Latimer established the first computer lab in the school district here at Eastside. Natural Helpers, a national peer counseling organization, was established at our school as the first in the school district and in South Carolina. The 1990's witnessed the construction of a new football stadium and also ushered in the concept of Site-Based Management. As the twenty-first century unfolds, all schools face the impact of accountability legislation.

Our school is the fulfillment of a vision, inspired by her leaders -- students, teachers, administrators, parents, and all the supportive citizens of the community -- a team effort that gives special meaning to "Eastside High School: Engaging Minds. Embracing Community." which is our current tagline. While some of our parents are difficult to reach, we have very high parent involvement overall. Our parents volunteer thousands of hours to the school each year. Our parents and community members are very active in our PTSA, SIC, All Sports Booster Club and supporting all of our Arts programs. We have ongoing partnerships with our local YMCA, several churches, athletic wear stores and many other local businesses.

Fourteen principals have led our school in its fifty five year history. The longest tenure has been ten years. Our current principal is in his first year at Eastside. The balance of the administrative team consists of four assistant principals and two instructional coaches. Eastside High School has one-hundred and thirty one faculty members. Our faculty is composed of 5 administrators, 85 teachers/professional staff and 41 support staff. All teachers are deemed HQ according to federal guidelines. Nineteen of our teachers are National Board Certified, eight four percent hold advanced degrees, eight eight percent are considered experienced by the state department and our teacher attendance rate is consistently in the low ninetieth percentile. During the past three years we have been able to add positions for Testing Coordinator, Attendance Intervention, Behavior Intervention and Student Support Clerks. We continue to recruit diverse candidates to interview for open positions so that our faculty demographics more closely match our student demographics.

Eastside High School's student enrollment has remained relatively constant over the last several years around 1,500 students. The configuration by grade level for 2024-2025 is as

follows: 9th 390 students, 10th 361 students, 11th 351 students, and 12th 378 students. Our enrollment includes about 400 students who do not reside in our attendance area but attend through the school change in assignment choice program. The ethnicity of our students is as follows: 57%, are white, 14% are African American, 20% are Hispanic, 4% are Asian, 5% are multiracial and other. Our white population has decreased over the past five years, while our hispanic population has increased in that time frame. Two other populations which have increased over the past few years are the Pupils in Poverty and the Multilanguage Learners. We have changed over the years from a predominately upper-middle class student body to an increasingly diverse ethnic and socio-economic population. Our student attendance rate is steady at 96% - 97%.

While most of our students attend college in South Carolina, namely at Clemson and USC-Columbia, we have graduates all over the United States and the world working, serving in the military and attending university. Averaging over 2,000 student conferences each year, our school counselors play a crucial role in helping our students to plan for their futures.

Our school programs include literacy across the curriculum to support state standards, project-based strategies in our classrooms extensively and all teachers use learning targets. Our At-Risk population, repeat 9th grade population, and seniors who are at risk of not graduating on time are discussed at On Track meetings held twice a month. Counselors and assistant principals plan interventions and strategies to help these students succeed. In addition to our school counselors, a mental health therapist has been added to the staff which has proven to be an invaluable resource.

Eastside High School offers an array of extracurricular activities further engaging our students in high school life. Each organization is facilitated by at least one teacher sponsor. Academic clubs and honor societies include Academic Team; Beta Club; Math Team; Mu Alpha Theta (Mathematics Honor Society); National Art Honor Society; National English Honor Society; National Honor Society; Rho Kappa (Social Studies Honor Society); Science Honor Society; Sociedad Honoraria Hispánica, Las Águilas (Spanish Honor Society); and Societe Honoraire de Francais et les amis (French Honor Society). Additional interest-specific clubs include Art Club, Astronomy Club, Baking Club, Book Club, Central Spirit, DECA, FCA, First Priority, Fusion Club, HOSA, Natural Helpers, Pickleball Club, Speech and Debate, Ukulele Club, and Youth in Government. Eastside Athletics boasts plentiful and successful sports teams for boys and girls to include football, volleyball, cross country, tennis, swimming, golf, basketball, wrestling, baseball, softball, soccer, lacrosse, and track and field.

Eastside's Fine Arts department offers superior guidance and instruction for a well-balanced curriculum. Students may develop creative talents to their fullest potential under the tutelage of the fine arts faculty. Award-winning symphony band, marching band, guitar, chorus, orchestra, theater, and art studies afford students a broad range of experiences in performance and education. We also offer AP Art and AP Music Theory for those students who want to learn at the next level.

Each year during football season, the Eastside High School student government hosts numerous daily spirit week activities for seven days for the purpose of raising money for a charitable cause. The total funds raised are usually close to or over \$130,000 each year.

4. Mission, Vision, and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we should operate. Staff was asked to brainstorm independently before we, as a group, agreed upon our core beliefs about what instruction, curriculum and assessment strategies will increase our students' learning. Our core beliefs are as follows:

- All students can learn.
- Students must be active participants in their own learning.
- Education is a shared responsibility of the home, the school, and the community.
- The academic program is the primary focus of the school.
- Extra-curricular activities are a valuable component of the total school program.
- Students learn best in a safe, disciplined environment nurtured by teachers, principals, support staff and community.
- Character development and mutual respect are essential for a positive learning environment.
- Educational experiences should encourage and enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Learning is a lifelong process.

Eastside High School's mission is to provide an educational program in a positive atmosphere that will ensure both quality and equity. Academic courses and extra-curricular programs will provide lifelong learning experiences for our community; furthermore, our vision is to be recognized as a school of excellence through our achievements in academics, athletics, and the arts.

5. Data Analysis and Needs Assessment

Student Achievement & Needs Assessment

Since the needs of our students are as diverse as the students themselves, a constant review of academic data provides our teachers and school leaders with a more accurate assessment of student progress. In the last ten years the free/reduced lunch population at Eastside High has increased 400%. Additionally, the Hispanic student population now makes up over 15% of the student body. Standardized test scores tend to mirror the socioeconomic composition of the family; therefore, we continually seek new ways to reach all our students.

Some additional data was analyzed to help us find growth areas. Discipline referrals have decreased over the past few years. The more time students spend in class the better they perform overall so we are consistent with enforcing the district's tardy and the state's attendance policy. Our graduation rate is rising and our counselors, attendance clerks and administrators are constantly meeting with students in a collaborative effort to help our students stay in school. Our student attendance rate continues to remain high, and all our teachers are deemed Highly Qualified by the federal NCLB standards.

Student Achievement Needs Assessment

EOC 2024

| | %A | %B | %C | %D | %F |
|-----------|-------|-------|-------|-------|-------|
| Algebra | 17.07 | 17.42 | 25.09 | 24.74 | 15.68 |
| English 2 | 38.42 | 27.25 | 13.9 | 11.44 | 8.99 |

G+ Summary 2024

| AP Test 3+ | IB 4+ | Dual Credit | ASVAB w/ROTC | CATE Certified | Work Based Learning | # Students | # Graduated | College Ready | Career Ready | Any G+ | % G+ |
|------------|-------|-------------|--------------|----------------|---------------------|------------|-------------|---------------|--------------|--------|-------|
| 112 | 0 | 109 | 0 | 218 | 66 | 373 | 364 | 158 | 242 | 290 | 77.75 |

Dual Credit and Pupils in Poverty 2024

| Number | % |
|--------|------|
| 36/135 | 26.7 |

**Teacher and Administrator Quality
Professional Development Calendar
2024-2025**

| DATE | TOPIC | FACILITATOR |
|---------------|--|-----------------------------|
| Mondays | Strategy of the Week | Amy Verga Kathryn Brooks |
| 8/12/24 | New Eagle Huddle PAS-T Overview for New Teachers | Amy Verga Kathryn Brooks |
| 9/9/24 | New Eagle Huddle Time Management Overview of Spirit Week | Amy Verga Kathryn Brooks |
| 9/17/24 | Tech Tuesday EdPuzzle Updates | Emily Molin |
| 10/14/24 | New Eagle Huddle Classroom Management Quarter Grades | Amy Verga Kathryn Brooks |
| 10/15/24 | Tech Tuesday Technology Integration Choice Board | Emily Molin |
| Week of 10/21 | Eagle Idea Exchange In October | |

| | | |
|----------------------------------|---|--|
| | Anxious Generation - Jonathan Haidt Google Classroom Activities Brain breaks MLL and Text Leveling Tools New ELA textbooks Features ML Newcomers Progress Monitoring - SpEd Core Course GPA - Counseling/Athletics Generative AI MagicSchool.ai Inclusion Best Practices Instructional Strategies Various Topics | Amy Verga Kathryn Brooks Lance Curry Various Teachers District District Staff |
| 11/9/24 | New Eagle Huddle Exams & Ending the Semester | Amy Verga Kathryn Brooks |
| 11/19/24 | Tech Tuesday Chromebook Tips and Tools | Emily Molin |
| 1/13/25 | New Eagle Huddle Lessons from S1 | Amy Verga Kathryn Brooks |
| 1/21/25 | Tech Tuesday TBD | Emily Molin |
| Week of 2/18/25 | Spring Semester PD Week New Eagle Huddle Generative AI MagicSchool.ai Various Topics Tech Tuesday | Amy Verga Kathryn Brooks Various Teachers Various District Staff |
| 3/10/25 | New Eagle Huddle Formal Evaluation 25-26 | Amy Verga Kathryn Brooks |
| 4/14/25 | New Eagle Huddle Formal Evaluation 25-26 | Amy Verga Kathryn Brooks |
| 4/15/25 | Tech Tuesday TBD | Emily Molin |
| 5/12/25 | New Eagle Huddle Celebration | Amy Verga Kathryn Brooks |

School Climate Needs Assessment

Student Behavior Data

| # Students | 1+ Referrals | 2+ Referrals | Percent of students with at least 1 referral receiving 2 or more referrals |
|------------|--------------|--------------|--|
| 1578 | 403 | 245 | 60.79 |

Student Attendance Report

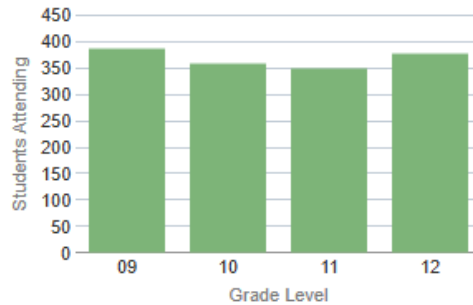
* AcademicYear: 2024 - 2025 ▼ * SchoolDay: 126

94.91%

YTD Avg Attendance Rate
Refresh - Export

Membership by Grade Level

| GradeLevel | Members | % of Total |
|--------------------|--------------|---------------|
| 09 | 386 | 26.3% |
| 10 | 356 | 24.3% |
| 11 | 348 | 23.7% |
| 12 | 377 | 25.7% |
| Grand Total | 1,467 | 100.0% |



Refresh - Print - Export

Membership data is taken from attendance records. The count shown is the number of students primarily attending the location on the school day selected.

Chronic Absenteeism 2024

| CA Student Count | Total Student Count | Chronic Absenteeism Rate |
|------------------|---------------------|--------------------------|
| 401 | 1551 | 25.85% |

Parent Teacher Conferences

| |
|--|
| Percent of Parents Attending IGP Conferences |
| 72% |

Volunteer Hours

| Raptor Sign In | Hours |
|----------------|-------|
| EHS Volunteer | 3,160 |

Backpack Activity/Log Ins

| # Students Attending | # Students with Backpack Contacts | % Students with Backpack Contacts | # Students (30 days) | % Students (30 days) | # Students (60 days) | % Students (60 days) |
|----------------------|-----------------------------------|-----------------------------------|----------------------|----------------------|----------------------|----------------------|
| 1,467 | 1,260 | 85.89% | 623 | 42.47% | 801 | 54.60% |

[2023-2024 SC SDE School Report Card](#)

GOAL AREA 1 – Performance Goal 1

| |
|---|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required) |
| Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 69% (2023) to 79%. |
| Interim Performance Goal: Meet annual targets below. |

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|------------------|------------------|----------------------|---------|---------|---------|---------|---------|
| GCS Accountability and Quality Assurance | | | Projected (HS) | 71% | 73% | 75% | 77% | 79% |
| | 69% | 84.32% | Actual (HS) | | | | | |
| | | | Projected (District) | 71% | 73% | 75% | 77% | 79% |
| | 69% | 78.3% | Actual (District) | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|--|-------------------|-------------------|---|
| Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level. | | | | | |
| 1. Develop annual academic growth targets based on the principal and school goal setting process. | 2024-2029 | <input type="checkbox"/> Principal and ILT | NA | NA | |
| 2. Design individualized school, teacher, and student goals based on growth and achievement. | 2024-2029 | <input type="checkbox"/> Principal, ILT, PLC | NA | NA | |
| 3. Integrate mathematical concepts into other subject curriculum maps, | 2024-2029 | <input type="checkbox"/> PLC | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|----------------|---|
| showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis). | | | | | |
| Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework. | | | | | |
| 1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms. | 2024-2029 | <input type="checkbox"/> PLC, Academics | NA | NA | |
| 2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology). | 2024-2029 | <input type="checkbox"/> PLC, Academics | NA | NA | |
| 3. Utilize formative and predictive assessment data to design differentiated instruction for all students. | 2024-2029 | <input type="checkbox"/> PLC | NA | NA | |
| 4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards. | 2024-2029 | <input type="checkbox"/> ILT | NA | NA | |
| 5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching. | 2024-2029 | <input type="checkbox"/> ILT | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|----------------|---|
| Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills. | | | | | |
| 1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students. | 2024-2029 | <input type="checkbox"/> ILT, ICs | NA | NA | |
| 2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback. | 2024-2029 | <input type="checkbox"/> ICs | NA | NA | |
| 3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity. | 2024-2029 | <input type="checkbox"/> ICs | NA | NA | |
| 4. Foster a collaborative relationship between schools and parents. | 2024-2029 | <input type="checkbox"/> Principal, SIC, PTSA, Counselors | NA | NA | |
| 5. Provide resources and workshops to help parents support their children's mathematical development at home. | 2024-2029 | <input type="checkbox"/> Counselors, SIC, PTSA | NA | NA | |

GOAL AREA 1 – Performance Goal 2

| |
|---|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required) |
| Performance Goal 2: By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 91% (2023) to 96%. |
| Interim Performance Goal: Meet annual targets below. |

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|------------------|------------------|----------------------|---------|---------|---------|---------|---------|
| GCS Accountability and Quality Assurance | | | Projected (HS) | 92% | 93% | 94% | 95% | 96% |
| | 91% | 91.01% | Actual (HS) | | | | | |
| | | | Projected (District) | 87% | 88% | 89% | 90% | 90% |
| | 86% | 87.7% | Actual (District) | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|-------------------|-------------------|---|
| Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level. | | | | | |
| 1. Leverage power standards and address pacing and ensure consistent use across all classrooms. | 2024-2029 | <input type="checkbox"/> Academics, PLC | NA | NA | |
| 2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success. | 2024-2029 | <input type="checkbox"/> ILT, PLC, ICs | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------------|--|-----------------------|-----------------------|--|
| 3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data). | 2024-2029 | <input type="checkbox"/> ILT, PLC, ICs | NA | NA | |
| 4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success. | 2024-2029 | <input type="checkbox"/> ILT, PLC, ICs | NA | NA | |
| 5. Implement a range of assessment methods that measure student understanding. | 2024-2029 | <input type="checkbox"/> PLC | NA | NA | |
| 6. Ensure vertical articulation of grade level content and practices. | 2024-2029 | <input type="checkbox"/> PLC, ILT, ICs | NA | NA | |
| 7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs. | 2024-2029 | <input type="checkbox"/> ICs, ILT | NA | NA | |
| Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery. | | | | | |
| 1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.). | 2024-2029 | <input type="checkbox"/> ILT, ICs, PLC | NA | NA | |
| 2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas. | 2024-2029 | <input type="checkbox"/> ILT, ICs, PLC | NA | NA | |
| 3. Utilize resources for differentiated support and acceleration for all students. | 2024-2029 | <input type="checkbox"/> PLC | NA | NA | |
| 4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery. | 2024-2029 | <input type="checkbox"/> PLC | NA | NA | |
| 5. Provide actionable feedback on instructional delivery and the student experience using | 2024-2029 | <input type="checkbox"/> ILT | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------------|-----------------------------------|-----------------------|-----------------------|--|
| learning walks, instructional rounds, and classroom observations. | | | | | |
| 6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles. | 2024-2029 | <input type="checkbox"/> ICs | NA | NA | |
| 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 | <input type="checkbox"/> ICs | NA | NA | |
| 2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success. | 2024-2029 | <input type="checkbox"/> ICs | NA | NA | |
| 3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework. | 2024-2029 | <input type="checkbox"/> ICs, ILT | NA | NA | |
| 4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills. | 2024-2029 | <input type="checkbox"/> PLC | NA | NA | |
| 5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework. | 2024-2029 | <input type="checkbox"/> ICs, ILT | NA | NA | |

GOAL AREA 1 – Performance Goal 3

| |
|---|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required) |
| Performance Goal 3: By 2029, the percentage of students who earn G+ will increase from 66% (2023) to 86%. |
| 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% | 81.0% | Actual (District) | | | | | |
| | | | Projected (School) | 70% | 74% | 78% | 82% | 86% |
| | 66% | 77.75% | Actual (School) | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|--|-------------------|-------------------|---|
| Action Plan for Strategy #1: Ensure all students engage in K-12 Career Exploration as outlined in Graduation Plus. | | | | | |
| 1. Complete comprehensive scope and sequence of career related activities using district’s College and Career Readiness platform | 2024-2025 | <input type="checkbox"/> ILT, Counselors | NA | NA | |
| 2. Evaluate career exploration opportunities that benefit students and local businesses. | 2024-2029 | <input type="checkbox"/> ILT, Counselors | NA | NA | |
| 3. Introduce diverse career options through interactive experiences, virtual tours, and | 2025-2029 | <input type="checkbox"/> PLC, Counselors | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------------|--|-----------------------|-----------------------|--|
| guest speakers in order to help students identify their interests and strengths. | | | | | |
| 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 | <input type="checkbox"/> Counselors | NA | NA | |
| Action Plan for Strategy #2: Utilize Career Planner software so students can clearly articulate a 9-12 career path to plan their high school course experience. | | | | | |
| 1. Implement district-wide course progression requirements for all core content courses. | 2025-2026 | <input type="checkbox"/> Academics | NA | NA | |
| 2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework. | 2024-2029 | <input type="checkbox"/> ILT, Counselors | NA | NA | |
| 3. Implement a district-wide course registration system (SchoolLinks) that ensures accuracy and precision in calculating both high school graduation requirements and pathway completion requirements. | 2024-2025 | <input type="checkbox"/> Academics | NA | NA | |
| Action Plan for Strategy #3: Ensure all students have access to CTE Pathways, AP, IB and/or Dual Enrollment. | | | | | |
| 1. Attend district wide-training for counselors in the use of the PSAT Pre-AP report and AP Potential. | 2024-2029 | <input type="checkbox"/> Counselors | NA | NA | |
| 2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools. | 2024-2029 | <input type="checkbox"/> ILT, Counselors | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|---|----------------|----------------|---|
| 3. Promote Dual Enrollment opportunities at all high schools and to all students. | 2024-2029 | <input type="checkbox"/> Counselors, Teachers | NA | NA | |
| 4. Utilize AP Review Day as a tool to improve AP Passage rates. | 2024-2029 | <input type="checkbox"/> Teachers, Students | NA | NA | |

GOAL AREA 1 – Performance Goal 4

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

Performance Goal 4: By 2029, 22.4% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 2.4%.

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 |
|----------------|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| PowerSchool* | | | Projected (District) | 28% | 31% | 34% | 37% | 40% |
| | 25% | 30.1% | Actual (District) | | | | | |
| | | | Projected (School) | 7.4% | 12.4% | 17.4% | 22.4% | 27.4% |
| | 2.4% | 26.7% | Actual (School) | | | | | |

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

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|-------------------------------------|----------------|----------------|---|
| Action Plan for Strategy #1: All high schools will identify and meet individually with Pupils in Poverty students who qualify for dual credit/dual enrollment courses. | | | | | |
| 1. Identify PIP students demonstrating success in elementary school to foster and encourage participation in higher level courses early. | 2024-2029 | <input type="checkbox"/> Counselors | NA | NA | |
| 2. Identify PIP students who meet prerequisites for dual enrollment courses and are demonstrating skills that would | 2024-2029 | <input type="checkbox"/> Counselors | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------------|---|-----------------------|-----------------------|--|
| make them successful candidates for dual credit and honors courses. | | | | | |
| 3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses. | 2024-2029 | <input type="checkbox"/> Counselors, ILT, PLC | NA | NA | |
| 4. Establish peer support networks for PIP students participating in dual credit courses to foster a sense of community and provide mutual assistance. | 2025-2029 | <input type="checkbox"/> Counselors, PLC | NA | NA | |
| 5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students. | 2025-2029 | <input type="checkbox"/> Counselors | NA | NA | |
| 6. Create an in-person forum for parents of identified students to learn about G+ opportunities. | 2025-2029 | <input type="checkbox"/> Counselors | NA | NA | |
| Action Plan for Strategy #2: All high schools will administer the Accuplacer at the school during the school day. | | | | | |
| 1. High school counseling departments will attend training on Accuplacer readiness test administration. | 2024-2029 | <input type="checkbox"/> Counselors | NA | NA | |
| 2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline. | 2024-2029 | <input type="checkbox"/> Counselors, ILT | NA | NA | |
| 3. Encourage more students, including PIP, to register to take the Accuplacer. | 2024-2029 | Teachers, Counselors | NA | NA | |
| Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students. | | | | | |
| 1. Provide annual professional development for teachers prior to making recommendations on how students qualify | 2024-2029 | <input type="checkbox"/> ICs, Counselors | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|-----------------------|----------------|----------------|---|
| and benefits of taking advanced coursework. | | | | | |
| 2. Boost parent and student awareness of advanced coursework opportunities, pathways, and dual enrollment support. | 2024-2029 | □ Counselors | NA | NA | |

GOAL AREA 2 – Performance Goal 1

| |
|---|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required) |
| Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029). |
| Interim Performance Goal: Meet annual targets below. |

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--------------------------------|------------------|------------------|----------------------|---------|---------|---------|---------|---------|
| GCS Human Resources Department | | | Projected (District) | 100% | 100% | 100% | 100% | 100% |
| | 100% | 100% | Actual (District) | | | | | |
| | | | Projected (School) | 100% | 100% | 100% | 100% | 100% |
| | 100% | 100% | 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 | <input type="checkbox"/> Counselors, ILT | NA | NA | |
| 2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements | 2024-2029 | <input type="checkbox"/> Counselors, ILT | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|-----------------------------|----------------|----------------|---|
| and other opportunities for a path to education. | | | | | |
| 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, ILT, Teachers | NA | NA | |

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--------------------------------|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| GCS Human Resources Department | | | Projected (District) | 11.60% | 11.10% | 10.60% | 10.10% | 9.60% |
| | 12.10% | 10.1% | Actual (District) | | | | | |
| | | | Projected (School) | 7.5% | 7% | 6.5% | 6% | 5.5% |
| | 8% | 8% | 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 high quality support systems are in place for Induction teachers and those going through formal evaluation as well as intentionally planning staff appreciation events in order to keep a high level of morale among the staff. | | | | | |
| 1. Pair Induction teachers with high quality mentor teachers who share a planning block. | 2024-2029 | <input type="checkbox"/> ICs, Principal | NA | NA | |
| 2. Plan monthly meetings with teachers new to Eastside High School (New Eagle Huddle). | 2024-2029 | ICs | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------------|----------------------------------|-----------------------|-------------------------------|--|
| 3. Meet with teachers during the spring semester who will go through formal evaluation the next year. | 2024-2029 | ICs | NA | NA | |
| 4. Provide meetings and check-ins with those going through formal evaluations | 2024-2029 | ICs | NA | NA | |
| 5. Plan monthly activities to show staff appreciation. | 2024-2029 | ICs, Principal, Counselors, PTSA | \$5,000 | Principal - School Activities | |

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% | 54.1% | Actual (District) | | | | | |
| | | | Projected (School) | 50.08% | 48.08% | 46.08% | 44.08% | 42.08% |
| | 52.08% | 60.79% | 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 | 2024-2029 | <input type="checkbox"/> APs, Principal | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|----------------|---|
| aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools. | | | | | |
| 2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal. | 2024-2029 | <input type="checkbox"/> Teachers, APs | NA | NA | |
| 3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement. | 2024-2029 | <input type="checkbox"/> Principal, APs | NA | NA | |
| 4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents. | 2024-2029 | <input type="checkbox"/> ICs, APs, Counselors | NA | NA | |
| 5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs. | 2024-2029 | <input type="checkbox"/> Principal, APs | NA | NA | |
| 6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student | 2024-2029 | <input type="checkbox"/> Teachers, SEL Team | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|----------------|---|
| input regarding lesson content and structure. | | | | | |
| Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being. | | | | | |
| 1. Make home-school relationships a priority through frequent connection and communication. | 2024-2029 | <input type="checkbox"/> Principal, APs | NA | NA | |
| 2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families. | 2024-2029 | <input type="checkbox"/> Principal, APs | NA | NA | |
| 3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences. | 2024-2029 | <input type="checkbox"/> Teachers, Counselors | NA | NA | |
| Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty. | | | | | |
| 1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc. | 2024-2029 | <input type="checkbox"/> Principal, APs, Teachers | NA | NA | |
| 2. Increase leadership opportunities within the school during the school day. | 2024-2029 | <input type="checkbox"/> Principal, APs | NA | NA | |
| 3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students. | 2024-2029 | <input type="checkbox"/> Principal, APs, Counselors | NA | NA | |
| Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior. | | | | | |

| 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 | <input type="checkbox"/> Principal, APs | NA | NA | |
| 2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions. | 2024-2029 | <input type="checkbox"/> APs | NA | NA | |
| 3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment. | 2024-2029 | <input type="checkbox"/> Teachers | NA | NA | |
| 4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives. | 2024-2029 | <input type="checkbox"/> Teachers, SEL Team | NA | NA | |
| 5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills. | 2024-2029 | <input type="checkbox"/> APs, Counselors, OnTrack Team | NA | NA | |

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|------------------|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| Student Services | | | Projected (District) | 22% | 20% | 18% | 16% | 14% |
| | 24% | 23.9% | Actual (District) | | | | | |
| | | | Projected (School) | 25.2% | 23.2% | 21.2% | 19.2% | 17.2% |
| | 27.2% | 25.85% | 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 | <input type="checkbox"/> Attendance Clerk, Principal, APs | NA | NA | |
| 2. Implement the model framework and ensure the implementation of strategies. | 2024-2029 | <input type="checkbox"/> Attendance Clerk, Principal, APs | NA | NA | |
| Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans. | | | | | |

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

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

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

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|----------------|---|
| Action Plan for Strategy #1: Increase parent engagement with district communication platforms. | | | | | |
| 1. Increase parent and guardian utilization of Backpack | 2024-2029 | <input type="checkbox"/> APs, Counselors | NA | NA | |
| 2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students. | 2024-2025 | <input type="checkbox"/> Principal, APs, Counselors | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|---|----------------|----------------|---|
| 3. Provide ongoing access to technology and support to parents and guardians at school locations. | 2024-2029 | <input type="checkbox"/> Principal | NA | NA | |
| Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community. | | | | | |
| 1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools. | 2024-2029 | <input type="checkbox"/> SIC, Principal | NA | NA | |
| 2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities. | 2024-2029 | <input type="checkbox"/> SIC, Principal | NA | NA | |
| 3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships. | 2024-2029 | <input type="checkbox"/> SIC, PTSA, Principal, Counselors | NA | NA | |
| Action Plan for Strategy #3: Increase two-way parent engagement at the school level. | | | | | |
| 1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing) | 2024-2029 | <input type="checkbox"/> SIC, PTSA, Principal, Counselors | NA | NA | |
| 2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events. | 2024-2026 | <input type="checkbox"/> SIC, PTSA, Principal, Counselors | NA | NA | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|------------------------------------|----------------|----------------|---|
| 3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community. | 2024-2029 | <input type="checkbox"/> Principal | NA | NA | |