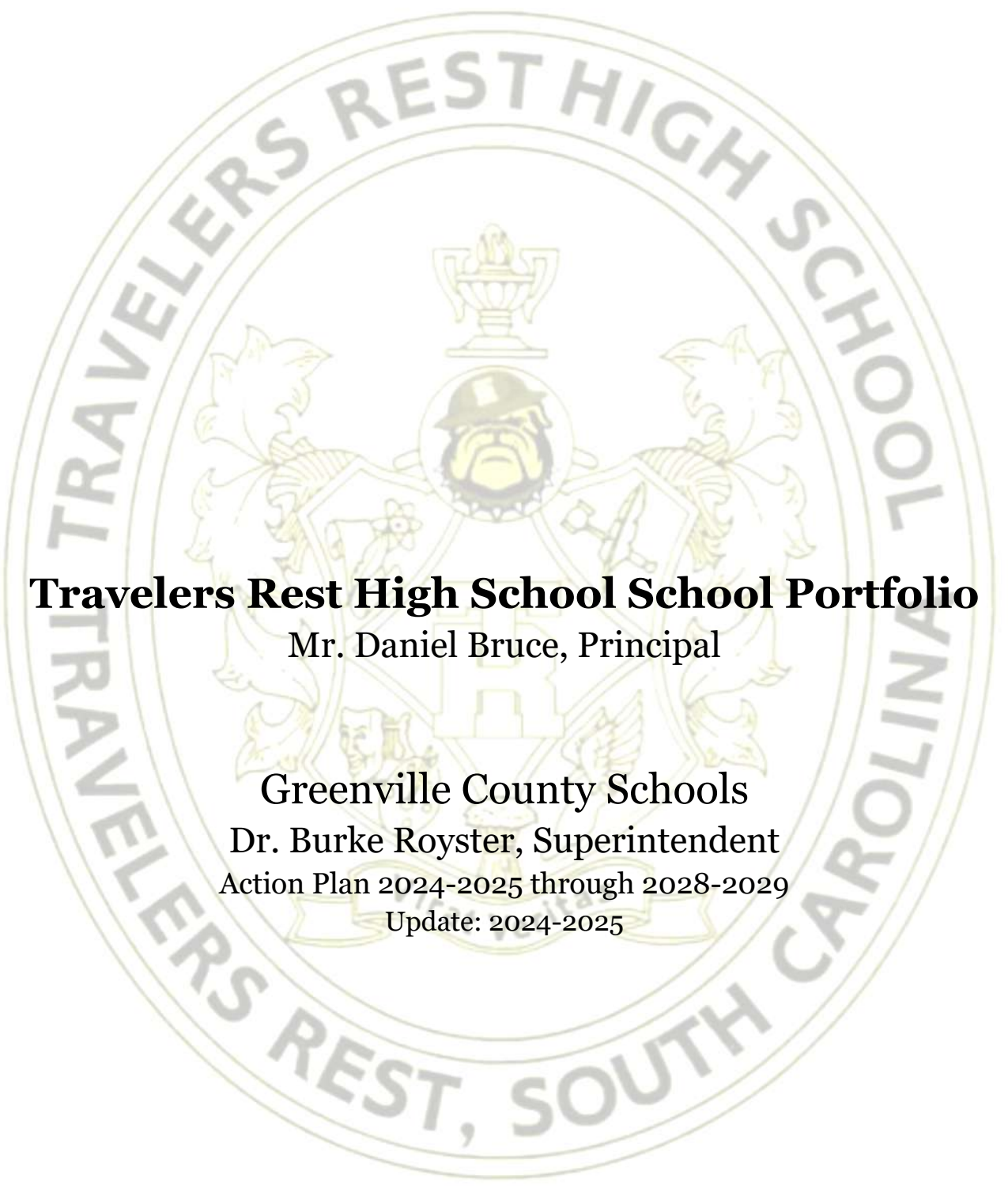


The seal of Travelers Rest High School is a large, circular emblem in the background. It features a central shield with a bulldog's head wearing a hard hat. Above the shield is a torch. The shield is flanked by two figures holding a banner. The outer ring of the seal contains the text "TRAVELERS REST HIGH SCHOOL" at the top and "TRAVELERS REST, SOUTH CAROLINA" at the bottom.

Travelers Rest High School School Portfolio

Mr. Daniel Bruce, Principal

Greenville County Schools

Dr. Burke Royster, Superintendent

Action Plan 2024-2025 through 2028-2029

Update: 2024-2025



School Renewal Plan Cover Page

SCHOOL NAME: Travelers Rest 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		5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Daniel Bruce		4/25/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Lori McKittrick		4/25/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Meredith E. Lynch		5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS:

301 North Main Street, Travelers Rest, SC 29690

SCHOOL TELEPHONE:

(864) 355-0000

PRINCIPAL E-MAIL ADDRESS:

wobruce@greenville.k12.sc.us



Stakeholder Involvement

Position and Name

1. **Principal:** Mr. Daniel Bruce
2. **Teacher:** Mr. Carson Barrett
3. **Parent/Guardian:** Ms. Amy Amidon
4. **Community Member:** Ms. Jessica Yale
5. **Paraprofessional:** Ms. Michelle McKinney
6. **Read to Succeed Reading Coach:** N/A
7. **School R2S Literacy Leadership Team Lead:** Dr. Meredith E. Lynch
8. **School R2S Literacy Leadership Team Member:** Ms. Erin Edwards

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

- **Asst. Principals:** Ms. Lindsey Hubert, Ms. Bianca Jamison, Ms. Andrea Thomason
- **Instructional Coach:** Dr. Meredith E. Lynch
- **Director of Counseling:** Ms. Heather Foster
- **PTSA President:** Ms. Leslie Weikle
- **School Literacy Leadership Team:** Dr. Meredith Lynch, Ms. Kailey Beck, Mr. Michael Coggins, Ms. Erin Edwards, Ms. Emily Huminski, Ms. Lori Mason, Ms. Shannon Oberle, Mr. Luke Ownbey, Mr. Alex Pogoloff, Ms. Kellie Slough



SC State Department of Education Assurances

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



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



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



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Portfolio Introduction

Travelers Rest High School's School Portfolio was developed in the spring of 2024 with input from the school portfolio committee, (identified [Stakeholders involved in the School Improvement Plan](#)) to document the anticipated changes for a five-year period beginning 2024-2025 and ending 2028-2029. The portfolio reflects the needs of the school as determined by its own self-reflection and needs assessment through data analysis, but also due to recommendations of community, district, regional, and state entities. Specific stakeholders providing vision and leadership during this process included the School Leadership Team, the Administrative Team, the Counseling Department, SIC, PTSA, and various school faculty, staff, and students.

Our portfolio is a living document describing Travelers Rest High School, including our strengths and weaknesses, but also our goals for improvement and self-evaluation, which are based on our identified assets and challenges. The portfolio not only describes our goals and visions for the future, but considers our school family, our progress, and our community partnerships in addition. Ultimately, the portfolio outlines our plans to increase student achievement while considering the needs of our faculty, staff, and community, which is the purpose of our work. As we progress to the end of the five year period, as a living document, the portfolio will be updated with evidence of how we continuously improve in helping our students succeed in becoming productive citizens of both our small community and the world beyond.



Executive Summary

In an effort to produce the most comprehensive picture of Travelers Rest High, the portfolio team has gathered and analyzed data in three areas:

1. Student Achievement
2. Teacher and Administrator Quality
3. School Climate

Findings are based on data analyzed from many sources, including the SC State Report Card, the school's PowerSchool database, District-provided reports, and the District's database for all schools, GCSOURCE.

Student Achievement Findings

EOC Scores. Travelers Rest has struggled to improve EOC test scores post-COVID. We have made strides in the current year with Algebra and Biology, but are still lacking improvement in English 2 and US History. In particular, our Students with Disabilities (SWD) struggle even more with success on the EOCEP Tests. In the Fall of 2023, for example, SWDs achieved at a 30% lower rate than their peers in regular education.

College and Career Readiness. TRHS has had mixed results with efforts to increase test scores in the area of college and career readiness; however, TRHS has been very successful in channeling students to successfully complete career pathways through coursework, either at the school, or through the Enoree Career Center. As a result, we had major increases in CCR over the past two years, particularly with our Multi-Lingual learners (ML) and Students with Disabilities (SWD).

Graduation Rates. Since the COVID-19 disruption, graduation rates at TRHS have fluctuated. After a drop of 2.3% from 2022 to 2023, TRHS's projected graduation rate is just over 80%. We expect 63.16% of SWD will graduate (21 / 34 students) and 88.89% of MLs will graduate (12 / 14 students). Data analysis indicates that we still have work to do in raising graduation rates in future 9GR cohorts.

Teacher and Administrator Quality Findings

Data analysis suggests that Travelers Rest has a turnover rate of about 10% each year. Additionally, 54 of 82 faculty members have been teaching for 10 years or less. While the faculty is young, 48% hold advanced degrees. Findings from the portfolio study indicate that the faculty does not use data to drive instruction on a daily basis, and that there is a lack of personalized instruction, with teachers preferring to use whole-group teaching strategies rather than working with students one-on-one.



School Climate Findings

An analysis of school climate data indicates the need to reduce student referrals, particularly the number of students for whom one referral is not a deterrent to further referrals. Chronic Absenteeism is a second area of concern determined in the needs analysis, and Travelers Rest needs to identify ways to reduce chronic absenteeism. Finally, analysis of the data identified a need to increase the number of backpack check-ins as a way to measure parent involvement in staying current with student grades.

Travelers Rest's Past Challenges: 2021 - 2024

There is no question that Travelers Rest, like all schools, has struggled with the effects of the pandemic on attendance and student engagement. Attendance issues significantly increased during the pandemic and have persisted to present day. As well, student engagement in school and family involvement has also hovered around pre-pandemic levels.

The population of Travelers Rest has changed significantly in the past 3 years with rising home prices due to the town's proximity to Greenville, causing many economic disruptions in families. While we have more wealthy families attending the school, most of the area's long-time residents have experienced negative effects of wages not keeping pace with rising inflation. Travelers Rest High School serves the largest geographic area of any Greenville County School District high school, with students traveling from the North Carolina border as well as from urban areas now being annexed by the city of Greenville.

These demographic aspects of the attendance area make for a diverse but increasingly poor population, with most parents who work full time and do not have time to volunteer or take part in their students' school lives. As such, the school is the 5th poorest school in the school district, and challenges stem from the same difficulties as many poor schools. The student population has become increasingly less stable, with more students matriculating from other area middle schools and more transfers during the school year.

Many of these outside challenges have led to the following issues that must be addressed in our strategic plan:

- Failure to meet ESEA rates in Math and Language Arts, particularly with the subgroups of African American males, students with disabilities, and high poverty students
- Students who struggle to read at grade level



- Failure to meet a graduation rate above 80%

Travelers Rest Awards, Results, and Accomplishments: 2021 - 2024

While we do have struggles in the area of student achievement, teacher retention, and school climate, we have many accomplishments of which we can be proud. In 2022-23 alone, our seniors earned \$7.5 million in scholarships; 16 students qualified as Palmetto Fellows; and 67 students qualified for Life Scholarships. There were 10 AP Courses Offered and 18 IB Courses Offered (Travelers Rest is an International Baccalaureate Diploma School).

Other noteworthy awards and accomplishments from 2021-2024 include:

Athletic Honors:

- Students on the following teams consistently ranked as Region Champions:
 - Boys and Girls Swim
 - Girls Tennis
 - Boys Cross Country (also state runner up in past years)
 - All State Players in Boys Basketball
 - Individual All-State and State Champion Wrestlers
 - Cheerleading Regional and State Awards
 - Girls Track State Coach of the Year
- Region and State Coaching Awards for
 - Girls Tennis
 - Girls Swim
 - Boys Cross Country

Fine Arts Honors:

- Students regularly selected for All-Region, All-County, and All-State Bands
- Students consistently selected to District Honor Choir
- Theater students consistently recognized for Drama Awards, including Superior Play, Superior and All-Star Acting, Original Film, Costume Design, and Acting/Musical Event Awards
- William and Mary Ivey Long Spirit Awards

2022-23 School/Faculty Honors:

- Eight National Board Certified teachers
- Three Region 2 AAAA Coaches of the Year
- GCS District Teacher of the Year
- SC State Top Five Finalist- Teacher of the Year
- President Elect- State Beta Club Sponsor



Profile of Travelers Rest High School

Description of School Community

Travelers Rest High School has a proud tradition of school spirit and community as a suburban high school in the small, but growing, city of Travelers Rest, SC. Once considered a rural area in Northwest Greenville County, the city's location 7 miles from the city of Greenville has made it a prime location for growth as Greenville grows exponentially and housing opportunities become less affordable.

As stated previously in this report, the school has the largest attendance area geographically, stretching to the North Carolina line to the north and east, the Pickens County line and Berea to the west, and the more urban areas of Cherrydale and Sans Souci to the south. Students from upscale communities, such as Cliff's Valley and Stratford Forest / Green Valley attend the school, as well as students who live in government subsidized housing communities. As most of the attendance zone is considered rural, there are many students who are considered rural poor.

The area is also home to three institutions of higher learning: Furman University, Greenville Technical College's Northwest Campus, and North Greenville University.

Travelers Rest is in an era of growth and change. The development of Main Street is ongoing, in major part due to the Swamp Rabbit Trail, a 28-mile bike and pedestrian trail traversing the Reedy River and connecting the city to downtown Greenville. A result of the trail has been a boon of development in our city, as trail riders and runners connect with the beauty of our area. As the city continues to grow and change, so does our school. There are many parks and other greenspaces around the perimeter.

Traditionally, we have had a true feeder school pattern with the community middle school. The majority of our incoming freshmen (68%) continue to matriculate from Northwest Middle School, but this number has decreased over the last 5 years, resulting in our student body becoming more diverse. Other incoming freshmen matriculate from Berea Middle School (9%), but just as many come from out of the district, with the remainder (12%) coming from various other schools in the district.

Parent Involvement. Travelers Rest High has an active and generous PTSA, which in 2023-2024 provided Thanksgiving and Christmas gifts to the faculty and staff, sponsored a student appreciation day with drawings and gifts for all students, incentivized students to improve on benchmark assessments given in all EOC classes, provided funds for a PLC appreciation breakfast for faculty, and sponsored gifts for



Assistant Principals and Teacher Appreciation Weeks. They also provide special funding for faculty conferences and various student events.

Community Partners. The school has a local partnership with George Coleman Ford, who supplies a coffee bar freely for all faculty, staff, and visitors to the school. The company also furnishes free pick-up and delivery services for faculty and staff who have their vehicles serviced there. Other community partners who provide incentives for our faculty include Chicora Alley Restaurant, PJ's Rise of Nutrition, Prisma Mobile Mammography, Cupcakes by Michelle, Clutch Coffee Bar, Jan's Carrot Cakes, Switchback Pilates, and Sub Street Food Truck.

Facilities. Our classrooms are all equipped with Promethean Boards, and laptop computers are issued to all teachers and students (Chromebooks). Our campus includes an agricultural shop and greenhouse, 5 state-of-the art science labs shared between 9 teachers, an art studio with a kiln room, a band practice field, and an auditorium with seating capacity of 648. Athletic facilities include football and soccer stadiums, baseball and softball fields, four tennis courts, a paved track, weight room, fitness room, three gymnasiums, and two practice fields.

School Personnel Data

Daniel Bruce, principal, leads an administrative team of four assistant principals. In addition to the Administrative Team, leadership structures for the school include the faculty council, composed of the principal, the Instructional Coach, the Director of Counseling, and department chairs from each of the eight content areas. Further breakdowns of the colloquially known "Staffulty," certified faculty and administrative positions and non-certified personnel, are detailed in the next table.



Table: Faculty and Staff of Travelers Rest High

Certified Staff		Number
Administration		5
Counseling Department		5.5
Media Center		2
Certified Academic Staff		4.5
Teachers		67.5
% Certified Faculty with Advanced Degrees		48%
Average Salary		\$58,930 (up from \$56,842)
% Teacher Attendance		96.45%
% Teachers with Professional Certification		84.7%
Gender:	Male: Female:	32 53
Faculty Race/Ethnic Makeup:	Black/ African American: Hispanic: American Indian: White	10 4 1 70
Support Staff		33

Among the certified faculty, there are 5 administrators, 67.5 classroom teachers, a part-time ESOL instructor, a part-time IB Coordinator, one instructional coach, one testing coordinator, one athletic director, 5.5 school counselors, and two media specialists.

The support staff consists of one school resource officer, one nurse, one ISS aide, one credit recovery aide, seven clerical workers, one mental health counselor, and three teaching aides. Eleven maintenance staff workers and 7 cafeteria workers make up the rest of the support staff.

Student Population Data

Though our school is located in a large metropolitan school district, we have maintained our identity as a small town high school. Diversity is not apparent in our racial makeup; we are diverse socioeconomically, with just over 60% of our students in poverty.



Student Enrollment and Average Attendance Rates

Year	Grade 09	Grade 10	Grade 11	Grade 12	Total	Avg Attend.
2020-2021	336	310	268	257	1171	89.95%
2021-2022	359	300	267	270	1196	91.48%
2022-2023	371	311	276	231	1189	92.23%
2023-2024	346	331	270	259	1206	91.97%

As the table above illustrates, Travelers Rest High has grown over the past 4 years from an enrollment of 1171 in 2020-2021 to 1206 in 2023-2024. In addition to the 1206 students who attend school in person, there are also (in 2023-2024) a total of 8 virtual students for whom Travelers Rest is their home school. These students count in our attendance totals and are reported in testing data; they will be eligible to participate in graduation with their cohort as well.

The average daily attendance rate has fluctuated the last 4 years from 89.95% to 91.97% this year, which is down from this time in 2022-2023.

Gender, Ethnicity, and Poverty

Classification	2020-2021	2021-2022	2022-2023	2023-2024
Male	54.19%	52.22%	51.69%	50.29%
Female	45.81%	47.78%	48.31%	49.71%
American Indian / Alaska Native	3	4	1	---
Asian	9	10	11	10
Black / African American	149	143	132	154
Hispanic / Latinx	78	83	94	98
Native Hawaiian / Pacific Islander	1	---	2	3
Two or More Races	42	48	46	55
White	888	907	900	885
Pupils in Poverty (PIP)	64.1%	65.1%	58.6%	61.9%

The percentage of males to females is almost evenly split. The overwhelming majority of the student body is white, a trend that has held for many years, with black students



composing most of the remainder of the student population. Hispanic students make up 7.88%, which is up from previous years. The percentage of pupils in poverty (PIP) has decreased in the year 2022-2023, but increased again in 2023-2024 to 61.9%. PIP status for students has remained relatively stable over time.

Special Populations: English Learners and Students with Disabilities. The number of English Learners continues to increase, but is still a very small minority of students at Travelers Rest. In 2023-2024, there were 57 English Learners.

The population of Students with Disabilities (SWD) has increased by 50% over the last 4 years, particularly in the areas of students with Specific Learning Disabilities and students with 504 Accommodation Plans.

Students with Disabilities by Year

Classification	2020-2021	2021-2022	2022-2023	2023-2024
Autism	10	8	10	19
Emotional Disability	6	4	6	8
Intellectual Disability (mild)	7	3	7	6
Multiple Disabilities	5	4	5	8
Other Health Impairment	21	10	21	33
Specific Learning Disability	98	57	98	121
Speech / Language Impairment	1	---	1	---
Deaf and Hard of Hearing	---	---	---	1
504 Accommodations	11	27	46	57
Total SWD	159	129	194	253
Percent of enrolled students	13.57%	10.78%	16.32%	20.98%

Students with Disabilities continue to challenge the faculty and staff in terms of student achievement. Students with special needs are actively involved in all school activities and events. There are 9 full time special education teachers, two classroom aides, and a 1:1 personal aide. A hearing specialist is itinerant and comes to the school in the mornings. The students in the Employability Program meet regularly with Vocational Rehabilitation to be placed in job training in order to earn their Workbased Learning Certifications.



The data described above illustrates the increasing diversity of the student population. This heterogeneity brings with it special concerns and challenges as faculty and administration work to provide personalized and meaningful instructional opportunities for our students.

Major Academic and Behavioral Features, Programs, and Initiatives

A student's life is a busy life at Travelers Rest High School. Listed below are the main student activities offered at the school:

- 30 Athletic Teams
- 20+ Clubs
- Bi-Weekly SEL Opportunities in Advisory
- Student Council
- Journalism and Yearbook
- Community-Based Job Training

International Baccalaureate (IB). One of the most significant developments over the last 4 years has been the redevelopment and growth of the IB Diploma Program. The program continues to draw students to our school from other district locations, positively impacting our school academically, and bringing with it further diversity. The Sterling School/Charles Towne Gifted Center draws academically talented students wishing to enroll in the IB program, and students come from other district schools that are not feeders to Travelers Rest so they will have options to earn the diploma.

To illustrate its growth, in 2019 Travelers Rest had 4 full IB Diploma candidates, but only 2 of those students earned diplomas. From 2020 - 2022, we had no full diploma candidates, and enrollment in the IB program fluctuated. In the school year 2022 - 2023, three students were enrolled in the full diploma program.

In 2023-2024, there were 12 juniors and 3 seniors enrolled to be eligible for the full diploma. We are also able to offer 7 IB classes for those students who do not wish to be in the full diploma program. In 2024-2025, enrollment in all IB classes is expected to increase due to recruiting efforts. In the spring of 2023, 22 students were enrolled in IB classes; in the spring of 2024, 45 students were enrolled in IB classes.

Professional Learning Communities (PLCs). Another important feature of the academic program at Travelers Rest are the faculty's Professional Learning Communities. PLCs at Travelers Rest are well-established in the courses that culminate in an EOC test. Common planning for teachers in Algebra 1, Biology 1, and US History has helped in PLCs meeting regularly and planning together based on student data.



English 2 teachers were unable to be scheduled for common planning; however, all EOC course PLCs will have common planning next year.

Additional work is needed to ensure that all PLCs are using common assessments and achieve the same pacing. In addition, Travelers Rest has work to do in establishing a PLC culture in courses that are not tested. Lack of common planning is an obstacle to this goal, but PLCs will be scheduled next year in a way that allows teachers to meet with each other during the day. We continue to strive to implement the PLC process with fidelity in order to benefit all student learning.



Mission, Vision, and Beliefs

Mission

The mission of Travelers Rest High School is to educate students both academically and socially so that they become responsible citizens of our local and global community.

Vision

Our tagline is “One Community, Cultivating Minds, Expanding Possibilities,” which promotes the **Vision** of the school:

- **Curriculum:** Our curriculum will be progressive and designed to help students meet all required standards. It must be:
 - Real-world relevant
 - Standards-based
 - Research-based
 - Challenging
 - Intra- and Inter-disciplinary
 - Diverse
 - Adaptive to students’ needs and learning styles
- **Instruction:** Instruction will be concise, clear, and consistent, with strategies appropriate to student needs. It must include:
 - Incorporation of multiple learning styles
 - Self-evaluation
 - Emphasis on higher-order thinking skills
 - High expectations for performance and behavior
 - Delivery by highly qualified professionals
 - Creativity to encourage student involvement
 - Flexibility to encourage student growth
 - Interesting and engaging approaches
 - Based on best practices
- **Assessment:** Assessment must be fair and just and appropriate to student needs and learning styles, as well as appropriate to the learning objectives. It must be:
 - Varied and authentic
 - Flexible to allow for students to demonstrate knowledge in a variety of ways, both traditional and non-traditional
 - Continuous
 - Used to monitor and direct instruction
 - Based upon instruction
 - Challenging and aligned with desired student learning



- **Environment:** The environment must be safe and free from conditions that would adversely affect student learning. It should give students an equal opportunity to learn in an engaging and positive place, for which they will be proud. It must be:
 - Enriching and stimulating for the whole student -- aesthetically, academically, and socially
 - Inviting to the students, staff, and community
 - Engaging and encouraging of student learning
 - Reflective of an atmosphere of respect, support, and compassion for all stakeholders
 - Adequate in terms of resources
 - Clearly reflective of expectations for rigor and excellence

Beliefs

Travelers Rest High School holds the following beliefs and values with regard to instruction, curriculum, assessment, and environment:

Instruction should

- Be rigorous in nature with high expectations for all students
- Be clearly defined and well-organized
- Be flexible in delivery to accommodate learning styles
- Impart a strong work ethic
- Involve parents as partners in the child's education
- Be assessed in a timely manner
- Be delivered in a respectful and professional manner
- Be presented with conviction and relevance to our world

Curriculum should

- Be aligned with state standards
- Be meaningful
- Offer diversity
- Educate the student as a whole person (academically, socially)
- Reflect cross-curricular integration
- Be current, up-to-date

Assessment should

- Be authentic
- Varied
- Rigorous
- Accommodate different learning styles
- Be used to improve instruction and alter curriculum
- Be aligned with defined learning objectives
- Be continuous



- Be consistent and fair

Environment should

- Be a safe place for all stakeholders
- Be clean and inviting
- Allow for individual expression
- Allow for collegiality among students and staff
- Exhibit a concern for all participants
- Display integrity, trust, truth, respect, and fairness for all
- Allow all students to be successful



Data Analysis and Needs Assessment

District Expectations

Greenville County Schools' expectations for student learning are outlined in the district's Strategic Education Plan for 2024 - 2029. Charting a Steady Course for Excellence in Education clearly reflects the measures outlined in federal and state plans. The goals identified for Greenville County Schools are:

1. Raise the academic challenge and performance of each student.
2. Ensure quality personnel in all positions.
3. Provide a school environment supportive of learning.
4. Effectively manage and further develop necessary financial resources.
5. Improve public understanding and support of public schools.

The School Board identified Goal 1 as the primary goal with Goals 2 - 5 as support goals. All five goals are fully developed in the district's Strategic Education Plan. That plan, available at the district website, contains objectives, strategies, and resources for effectively achieving each goal. Goals 1, 2, and 3 relate directly to Travelers Rest's Action Plans for Performance Goals.

Local Expectations at Travelers Rest High School

Expectations for teaching and learning are evidenced in Travelers Rest's Mission and Vision statements, which can be summarized in our tagline: *One community; Cultivating minds; Expanding possibilities.*

As one community, faculty, staff, and students should be centered on a single objective -- increasing achievement for all students -- which can only be attained when we raise each student's level of academic challenge, thereby leading to increased performance. By ensuring high quality personnel in all positions, we will create a community of high standards, which will support a true learning environment.

In order to increase achievement for all students, it is important to meet students "where they are," meaning that all students do not arrive at Travelers Rest performing at grade level and ready to learn. It will take creative solutions in order to raise achievement for those students who, due to academic and / or personal barriers, are not ready to learn, which is why the faculty, staff, and even the school climate play a key role in student performance.



SCDE School Report Card Data: Student Achievement

Data from the most recent SC School Report Card indicates that Travelers Rest High is effective in some areas while working to improve in others. Our overall rating in 2022-2023 was *Average*.

Obviously, the capstone of any student's high school career is graduation. Travelers Rest has had a rather stagnant graduation rate over the last 3 years:

Graduation Data

Year	Graduation Rate
2023	77.6%
2022	79.9%
2021	78.4%

End-of-Course tests, one of the indicators on the School report card, continue to be an area of emphasis. Travelers Rest High is attributed to an ongoing school wide initiative using data from benchmarks from EOCEP classes to guide classroom instruction aimed at improving mastery of specific standards which will be tested on the EOCEP Tests. Teachers in these classes meet in Professional Learning Communities on a regular basis to address strategies that can assist students in achieving mastery.

In addition to EOCEP scores, the Data Analysis continues with a review of testing data that helps determine if students are college or career ready, as well as the district's Graduation+ assessments.



SC EOCEP Scores

Year / Class	Algebra 1	Biology 1	English*	US History
2018-2019 % Pass % ABC	52 23	60 38	English 1 75 53	81 59
2019-2020 (Fall only) % Pass % ABC	42 30	55 36	English 1 68 61	75 52
2020-2021 % Pass % ABC	43 18	64 40	English 2 85 67	67 44
2021-2022 % Pass % ABC	56 34	56 42	English 2 85 67	N/A due to standards revisions
2022-2023 % Pass % ABC	59 26	54 36	English 2 85 69	74 48
Fall 2023 % Pass % ABC	61 28	57 48	85 67	68 51

**Until 2019-2020, the English EOC was administered to students in English 1. Beginning in 2020-2021, the English EOC is administered to students in English 2.*

Students with Disabilities (SWD) traditionally struggle even more with success on the EOCEP Tests, as seen in the Fall 2023 EOC pass rates, shown on the next table.

SWD EOCEP Test Data: Fall 2023

Course	Fall23 SWD % Pass	Fall23 TRHS %Pass	Fall23 SWD %ABC	Fall23 TRHS %ABC
ALG 1	37%	64%	9%	29%
BIO	20%	57%	10%	48%
ENG 2	57%	85%	26%	67%
USH	37%	68%	21%	51%



ACT, SAT, and Career Readiness Test, Dual Enrollment, and Career Readiness Pathways Data

ACT Scores 2021 - 2023 with % Meeting College-Ready Benchmarks

Test	Year	English	Math	Reading	Science	% Meeting College-Ready Benchmarks				
						4 Subjects	E	M	R	S
ACT	2023	18	18	19	19	14	47	22	38	26
	2022	17	18	20	20	24	40	30	40	38
	2021	16	17	18	18	24	36	17	31	24

SAT Results: 2021 - 2023

Test	Year	Percent Tested	English / Reading / Writing AVG	Math	AVG Composite Score
SAT	2023	59	502	475	976
	2022	49	511	490	999
	2021	49	508	490	999

AP and IB Placement Exams

Year	Number Taking Exam		Percent with passing Score		Number Exams Administered	
	AP	IB	AP	IB	AP	IB
2023	91	9	69.8%	72.7%	106	11
2022	101	2	61.1%	100%	126	8
2021	115	11	59%	95%	139	20



Dual Enrollment

Year	Number Enrolled in Dual Enrollment Courses	Percent Enrolled in Dual Enrollment Courses	Percent of 11th/12th graders completing 6 hours of DE with C or higher
2004	70	15%	N/A
2023	71	14%	7.9%
2022	61	12%	5.1%
2021	55	10.9%	7.6%

Career Readiness Assessment (WIN and/or Ready to Work)

Year	Number Tested on all 3 subjects	Percent who received credential	Percent earned Level 5	Percent earned Level 4	Percent earned Level 3	Percent earned Level 2	Percent not earning Credential
2023	313	76.4%	.6%	37.7%	21.4%	16.6%	23.6%
2022	373	74%	7.5%	10.2%	30.3%%	26%%	26%
2021	229	83%	.4%	11.4%	57.2%	14%	17%

Career Readiness Data: Seniors 2021 - Present

Career Readiness by Testing, Pathway Courses, or Certifications	TRHS	% Difference from Previous	TRHS SWD	% Difference from Previous	TRHS ML	% Difference from Previous
Currently Earned 23-24	79%	+12%	40% (15/37)	-12%	100% (14/14)	+31%
<i>Projected to Earn 23-24 (enrolled students)</i>	96%	+29% <i>projected</i>	86% (32/37)	+24% <i>projected</i>	100% (14/14)	+31% <i>projected</i>
Year 22- 23	67%	+9%	52%	+20%	69% (13/19)	<i>data unavailable</i>
Year 21-22	58%	<i>data unavailable</i>	32%	<i>data unavailable</i>	<i>data unavailable</i>	<i>data unavailable</i>



2022 - 23 Graduation + (G+)

A feature of Greenville County Schools initiatives is *Building a Better Graduate*, referred to as *Graduation+*. Conceived by the recognition that jobs in today's work force require more than a high school education, Greenville County Schools is committed to graduating students with a diploma, plus either a technical certification or college credit. There are many ways that students can attain a technical certification as well as college credit.

Travelers Rest High School 2022-2023 Graduation+

G+ Criterion	Number
AP Test 3+	31
IB Test 4+	3
Dual Credit	58
Career / Technical Certification	155
Work-Based Learning	57
# Students	256
# Graduated	248
College Ready	72
Career Ready	170
Any G+ Criterion	194
Percent of Graduates with G+	75.78%



Teacher and Administrator Quality

In order to maintain a high quality workforce, it is essential to support teachers in their work and provide opportunities to collaborate. The primary mechanism for collaborative teaching and learning at Travelers Rest are the Professional Learning Communities (PLCs). PLCs provide the following benefits for teachers, which in turn positively affect student learning:

- Supported and shared leadership of planning and instruction
- An emphasis on shared values and vision
- Shared professional practice

Each PLC at Travelers Rest provides teachers an opportunity to plan together, analyze student learning data, and increase student achievement. PLC goals for 2024-2025 will address increased achievement in EOC courses, utilization of best teaching and engagement practice, and an emphasis on small group instruction to personalize student learning.

To address Teacher and Staff Climate Concerns, the Administrative Team has implemented a new Faculty Council Structure beginning 2024-2025. The purpose of this reorganization is to address faculty concerns about lack of voice and leadership, as indicated in the UpBeat School Climate Survey. Teachers will have the opportunity to join Faculty Council via enrolling on one of three teams to give voice to the areas of Instruction, Operations, and Student Experiences. With more faculty voice in a team environment, teachers will be able to give input on these vital areas of the school environment.

The Faculty Council Instructional Team will work with Instructional Coaches to plan and implement both school-wide and content-specific professional development, which will address UpBeat Survey concerns regarding relevant professional development. In addition, this team will address further UpBeat concerns regarding Teacher Appreciation as they plan efforts to increase morale among the faculty.

The (*draft*) Professional Development Calendar for 2024-2025 also addresses school and district concerns regarding teacher retention, as it lists the variety of professional learning avenues to orient new teachers, both new to teaching and new to the building, to the Travelers Rest Community.



2024-25 Professional Learning Calendar

Event	Month(s) Offered
Administrative / ILT Team Planning	July
New Staffulty Orientation	July
Gallup Strengthsfinder Analysis in Administrative Team and in Faculty for use in PLCs	July, August
New to TRHS Teacher Meetings	August - December, March, and May
Monthly School-Wide Instructional Focus PDs via Planning Periods	August, September, October, November, December, January, February, March, April
Monthly PLC Meetings for non-EOC teachers	August, September, October, November, December, January, February, March, April
Weekly PLC Meetings for EOC teachers with Benchmark Data Analysis and Reflections twice per semester	August, September, October, November, January, February, March, April
Personalized Professional Learning Opportunities: Content-Specific, School-Wide Instructional Focus, Technology Focus	September, October, November, December, January, February, March, April
Professional Reading of the Month	August, September, October, November, December, January, February, March, April
Monthly Faculty Council Meetings: Operations Team, Instructional Team, Student Experiences Team	August, September, October, November, December, January, February, March, April
First Year Teacher Meetings - Bi-Weekly	August, September, October, November, December, January, February, March, April, May

School Climate Needs Assessment

The tables provide key data in evaluating what is needed to improve the school climate.



2022-2023 SDE School Report Card Survey Results

Criteria	Teachers	Students	Parents
Number of Surveys Returned	72	1099	11
Percent Satisfied with Learning Environment	72.5%	80.1%	90.9%
Percent Satisfied w/Social and Physical Environment	82.9%	74.9%	80%
Percent Satisfied with Home / School Relations	76.8%	90.9%	71.4%

Student Behavior Data

Student Referrals 2022-23

# Students	1+ Referral	2+ Referrals	Percent with at least 1 referral receiving 2 or more additional referrals
1327	427	240	56.21%

Student Referrals Resulting in OSS by Race / Ethnicity (2023-2024)

Gender / Ethnicity	# Student w/Any Referral	# Days OSS Resulting
F: Black / African Amer	63	228
F: Hispanic / Latino	24	23
F: Two or More Races	10	43
F: White	202	183
M: Asian	1	6
M: Black / African Amer	73	177
M: Hispanic / Latino	34	21
M: Hawaiian or OPI	2	16
M: Two or More Races	19	20
M: White	253	432
Total	681	1149



Chronic Absenteeism(2022-2023)

Chronic Absenteeism Student Count	Total Student Count	Chronic Absenteeism Rate
424	1328	31.93%

Truancy

Incident	Referrals	% of Total	ISS Hours	OSS Days
Cutting Class	257	10.52%	813	40
Truant	429	17.57%	0	0
Tardy	435	17.81%	231	5
Cutting School	32	1.31%	117	17
Leaving School	22	0.9%	78	27

Attendance Rates

Year	Avg Attend.
2020-2021	89.95%
2021-2022	91.48%
2022-2023	92.23%
2023-2024	91.97%

Parent / Teacher Conferences

Year	Number
2020-2021	2,928
2021-2022	2,990
2022-2023	2,973
2022-2023	3,015

Volunteer Hours

2022-2023
4,320

23-24 Backpack Accounts / Logins

Backpack	Number
#Accounts	842
% Students	70.05%

LINK: [Travelers Rest High School 2022-23 SC SDE School Report Card](#)



Action Plan for Performance Goals

GOAL AREA 1: Student Achievement: Performance Goal 1

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: By 2029, the percentage of students who pass the Algebra 1 End-of-Course exam will increase from 59% (2023) to 74%.
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)	61%	63%	65%	67%	69%
	59%	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 (ILT)	NA		
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	ILT, along with the ALG 1 PLC	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	ILT, Faculty Council Instructional Team, along with core PLCs	NA		
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	District Academic Specialists and Curriculum Writing Teams, with input from content-area teachers	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	District Academic Specialists and Curriculum Writing Teams	NA		
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Algebra 1 PLC Team Members and ILT	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	ILT	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	ILT	NA		
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 Coach / Math Interventionist and ALG 1 PLC	NA		
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Coaches	NA		
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	ILT and ALG 1 PLC	NA		
4. Foster a collaborative relationship between schools and parents.	2024-2029	SIC and PTSA	NA		
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Math Department Chair and ALG 1 PLC	NA		



GOAL AREA 1: Student Achievement: Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students who pass the English 2 End-of-Course exam will increase from 85% (2023) to 90%.

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)	86%	87%	88%	89%	90%
	85%	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	English 2 PLC and ILT	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	English 2 and ILT	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	Instructional Coaches	NA		
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	On Track Team and ILT, with input from English 2 PLC	NA		
5. Implement a range of assessment methods that measure student understanding.	2024-2029	English 2 PLC	NA		
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Academic Specialists, ILT, and English teachers	NA		
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	English 2 PLC and ILT	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	English 2 PLC and ILT	NA		
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Faculty Council Instructional Team and English teachers	NA		
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	English 2 PLC	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	English 2 PLC	NA		
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	ILT	NA		
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	English 2 PLC, Media Specialist, District Specialist, ILT	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	Faculty Council Instructional Team	NA		
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	District Specialists and Instructional Coach	NA		
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	English Teachers on Instructional Team, English 2 PLC, and ILT	NA		
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	On Track Team with input from English 2 Teachers	NA		



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	NA		



GOAL AREA 1: Student Achievement: Performance Goal 3

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

Performance Goal 3: By 2029, the percentage of students who earn G+ will increase from 76% (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 (GCSOURCE)			Projected (District)	79%	83%	87%	91%	95%
	75%	TBD	Actual (District)					
			Projected (School)	80%	84%	88%	92%	96%
	76%	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	CCR AP, Instructional AP, Director of Counseling, CTE Academic Specialist, Special Ed Department Chair	NA		
2. Evaluate career exploration opportunities that benefit students and local businesses.	2024-2029	SIC, CTE Teachers, Director of Counseling, Future Teachers Academy Teachers, Special Ed Department Chair	NA		
3. Introduce diverse career options through interactive experiences,	2025-2029	SIC, CTE Teachers, Director of Counseling, Future	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
virtual tours, and guest speakers in order to help students identify their interests and strengths.		Teachers Academy Teachers, Special Ed Department Chair			
4. Facilitate internships, job shadowing, and work-study programs to provide students with real-world experiences, preparing them for post-secondary education and employment.	2024-2029	SIC, CTE Teachers, Counselors, Future Teachers Academy Teachers, Special Ed Department Chair	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	CTE Department Leadership Team, CCR AP, ILT, Counselors	NA		
2. Seek out and eliminate barriers that prevent students from access to more rigorous coursework.	2024-2029	CTE Department Leadership Team, CCR AP, ILT, Counselors	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	Director of Counseling, ILT	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	School Counselors			
2. Seek out and eliminate barriers to CTE participation at both the career centers and in middle and high schools.	2024-2029	School Counselors, CTE Teachers, ILT			



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	School Counselors, ILT, Teachers			
4. Utilize AP Review Day as a tool to improve AP Passage rates.	2024-2029	School Counselors, AP Teachers, ILT, Instructional Coach			



GOAL AREA 1: Student Achievement: 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, 49% of all dual credit course enrollment will include Pupils in Poverty (PIP), up from 34%.

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)	37%	40%	43%	46%	49%
	34%		Actual (School)					

*GCS D 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	School Counselors in elementary schools / middle schools	NA		
2. Identify PIP students who meet prerequisites for dual enrollment courses and are demonstrating skills that would make them successful candidates for dual credit and honors courses.	2024-2029	School Counselors and Teachers	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Collaborate with local businesses, colleges, and community organizations to create mentorship programs, internships, and networking opportunities for PIP students interested in dual credit courses.	2024-2029	SIC, Counseling Department, ILT	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	Counseling Department, ILT, Teachers	NA		
5. Develop a campaign to promote the benefits of advanced academic courses to 1st generation college students.	2025-2029	Director of Counseling, Counselors, ILT, On Track Team	NA		
6. Create an in-person forum for parents of identified students to learn about G+ opportunities.	2025-2029	Director of Counseling, Counseling Department, ILT, PTSA, SIC	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	Director of Counseling and Counseling Department	NA		
2. High schools will create a schedule to administer Accuplacer within the dual enrollment registration timeline.	2024-2029	Counseling Department	NA		
Action Plan for Strategy #3: Communicate and dispel misconceptions about advanced coursework for students.					
1. Provide annual professional development for teachers prior to making recommendations on how students qualify and benefits of taking advanced coursework.	2024-2029	Director of Counseling	NA		



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



GOAL AREA 2: Teacher / Administrator Quality: Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <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	ILT, SIC, PTSA	NA		
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	Director of Counseling, Counseling Department, ILT	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	Director of Counseling, Counseling Department, ILT	NA		

GOAL AREA 2: Teacher/Administrator Quality: 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%	TBD	Actual (District)					
			Projected (School)	9.5%	9%	8.5%	8%	7.5%
	10%	TBD	Actual (School)					



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Address Climate Weaknesses identified in GCS UpBeat Survey: Teacher Appreciation; Teacher Voice and Leadership, and Professional Development					
1. Reorganize the Faculty Council Structure to include specific personnel for the purpose of increasing teacher morale.	2024-2029	Faculty Council Instructional Team, Instructional Coaches, and ILT	\$2000	Community Partners and Local Funds	
2. Reorganize the Faculty Council to include teachers who are not department chairs to share in decisions about and lead faculty teams focused on Instruction, Student Experiences, and School Operations.	2024-2029	Faculty and Administrative Staff	NA		
3. Form an instructional team of faculty members to give input and lead professional learning opportunities, organize a peer observation network, and explore inter-departmental collaboration.	2024-2029	Faculty Council Instructional Team, ILT, and Instructional Coaches	\$1000	Community Partners and Local Funds	
4. Re-establish Employee and Teacher of the Month Program with recognitions in Faculty Meetings.	2024-2029	Faculty Council Instructional team and Instructional Coaches	\$500	Community Partners and Local Funds	



GOAL AREA 3: School Climate: Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	54%	52%	50%	48%	46%
	56.2%	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	2024-2029	Administrative Team	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	Administrative Team, Faculty, Faculty Council Student Experiences Team, and Faculty Council Operations Team	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	Administrative Team, Faculty, Faculty Council Student Experiences Team, Faculty Council Operations Team, SIC, PTSA, School Resource Officer	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	Faculty Council Instructional Team, Instructional Coaches, and ILT	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	Administrative Team, School Counselors, and Faculty Council Student Experiences and Operations Team	NA		
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	Faculty Council Student Experiences Team, SIC, PTSA, On Track Team, and Faculty	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: 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	ILT, School Counselors, and Faculty	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	ILT, School Counselors, and Faculty	NA		
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	ILT, School Counselors, and Faculty	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	Administrative Team, Faculty Council Student Experiences Team	NA		
2. Increase leadership opportunities within the school during the school day.	2024-2029	Administrative Team, Faculty Council Student Experiences Team	NA		
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Administrative Team, Faculty Council Student Experiences Team	NA		
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of	2024-2029	Administrative Team, Faculty Council Student Experiences	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
disrespect, disruption, disobedience/defiance, and inappropriate behavior.		and Operations Teams, SIC, PTSA, Faculty			
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	Administrative Team, Faculty Council Student Experiences and Operations Teams, Faculty	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	Administrative Team, Faculty Council Student Experiences and Operations Teams, Faculty	NA		
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Faculty Council Student Experiences and Operations Teams, Faculty, School Counselors	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	Faculty Council Student Experiences and Operations Teams, Faculty, School Counselors, On Track Team	NA		



GOAL AREA 3: School Climate: Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	30%	28%	26%	24%	22%
	32%	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	Administrative, Faculty Council Operations, and OnTrack Teams	NA		
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	Administrative, Faculty Council Operations, and OnTrack Teams, Attendance Clerk, Counselors	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: 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	Administrative, Faculty Council Operations, and OnTrack Teams, Attendance Clerk	NA		
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	District Specialists, Attendance Clerk, Administrative Team	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	Administrative Team, School Counselors, Faculty, Attendance Clerk	NA		
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	Administrative Team, SIC, Faculty Council Student Experiences Team, School Counselors, OnTrack Team	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	Administrative Team, OnTrack Team, School Counselors, Attendance	NA		



GOAL AREA 3: School Climate: 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)					
	70%	TBD	Actual (School)	72%	74%	76%	78%	80%

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	Administrative Team, SIC, Faculty Council Student Experiences Team, School Counselors, OnTrack Team, Attendance Clerk, Faculty	NA		
2. Implement a plan to increase parent and guardian awareness of communication methods,	2024-2025	Administrative Team, SIC, Faculty Council Student Experiences Team, School	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
involvement opportunities, and resources for students.		Counselors, OnTrack Team, Attendance Clerk, Faculty			
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	Administrative Team, SIC, Faculty Council Student Experiences Team, School Counselors, OnTrack Team, Attendance Clerk, Faculty	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	SIC, PTSA	NA		
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	Administrative and OnTrack Teams, School Counselors, SIC, and PTSA	NA		
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	Administrative and Faculty Council Student Experiences Teams, School Counselors, SIC, and PTSA	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	Administrative Team, School Counselors, SIC, and PTSA, and ESOL Teacher	NA		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	Administrative and Faculty Council Student Experiences Teams, School Counselors, ESOL Teacher, SIC, and PTSA	NA		
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	Administrative Team and SIC	NA		