Robert E. Cashion Elementary School
Strategic Plan 2024-2029

Robert E Cashion Elementary School
1500 Fork Shoals Road
Greenville, South Carolina 29605
864-355-8000

Ryan Streetman, Principal
Greenville County Schools

Dr. Burke Royster, Superintendent

Action Plan 2023-2024 through 2024-2029
Principal email Address: rstreetm@greenville.k12.sc.us

SCHOOL NAME: Robert E. Cashion Elementary

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

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

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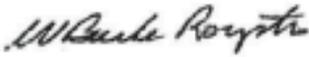
Dr. W. Burke Royster	*W Burke Royster*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ryan Streetman	*Ryan Streetman*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Chris Thrasher	*Chris Thrasher*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD
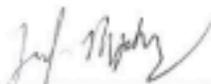
Jennifer Murphy	*Jennifer Murphy*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1500 Fork Shoals Road, Greenville, South Carolina 29605

SCHOOL TELEPHONE: (864) 355-8000

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

Stakeholder Involvement Page

Stakeholder Involvement for School Renewal

Position	Name
Principal	Ryan Streetman
Teacher	Kayla Karl
Parent/Guardian	Misty Barr
Community Member	Liz Forrester
Paraprofessional	Brianna Lynch
School Improvement Council Member	Chris Thrasher
Read to Succeed Reading Coach	Jennifer Murphy
School Read to Succeed Literacy Leadership Team Lead	Jennifer Faust
School Read to Succeed Literacy Leadership Member	Melissa Campbell

ASSURANCES FOR SCHOOL RENEWAL PLANS

<table>
<tr>
<td colspan="2" align="center">Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))</td>
</tr>
<tr>
<td>☑ Yes
☐ No
☐ N/A</td>
<td align="center">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).</td>
</tr>
<tr>
<td>☑ Yes
☐ No
☐ N/A</td>
<td align="center">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).</td>
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<tr>
<td>☑ Yes
☐ No
☐ N/A</td>
<td align="center">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.</td>
</tr>
<tr>
<td>☑ Yes
☐ No
☐ N/A</td>
<td align="center">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.</td>
</tr>
</table>

☑ 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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Data Analysis and Needs Assessment	**Administration, Academic Coaches, Title I Facilitator**
Action Plan	**Instructional Leadership, Counselors**

Executive Summary

Robert E. Cashion Elementary School is helping all students develop the world-class skills in life and career characteristics of the Profile of the South Carolina Graduate by following our vision: we will provide an academically challenging program in a safe, caring and nurturing environment. Our 'tagline' summarizes our actions – Reaching… Educating… Caring. We demonstrate this by challenging our students with best practices to assist them in reaching their full potential, and providing our teachers and staff with continuous professional development necessary for guiding students toward goal attainment. Our teachers are engaged in ongoing professional development focusing on learning effective methods and instructional strategies. These researched based methods and strategies strengthen our teachers' ability to deliver the most effective and challenging instruction supporting world-class life and career skills.

Needs Assessment for Student Achievement

- We scored a 50 (Average) on the 2022-2023 School Report Card
- In ELA we scored 47.9% on SC Ready
- In Math we scored 42.5% on SC Ready
- Our ML students scored 59.5% proficiency on WIDA.

Needs Assessment for Teacher and Administrator Quality

- Robert E. Cashion has 100% Highly Qualified Teachers
- Professional Development will continue to focus on teacher needs and survey results.
    - 2023-2024 PD focused on Conscious Discipline
    - 2024-2025 PD includes Conscious Discipline and LETRS training.
- A major focus has been on hiring and retaining teachers, and we have monthly meetings with a team of teachers to promote the school culture and climate within the school.
- Robert E. Cashion is dedicated to being a student centered school, and all teachers participate in yearly book clubs to continue to promote the positive school culture and climate

Needs Assessment for School Climate

- According to the school report card, 98.4% of parents are satisfied with the learning environment of the school.
- We are working to continue to improve school-home relations with events such as:
    - Cashion's Thanksgiving
    - Sweetheart Dance
    - Read Across America week neighborhood book giveaways
    - Parenting with Purpose Classes
    - STEAM night
    - Cashion Block Party
    - Fall Festival
    - Talent Show
    - Chorus, STEP Team, Cheer, Drumming Performances
    - Cashion Holiday Community Fair
    - Cashion Community Family Fun Festival (Literacy night in communities)

Significant Challenges-from past 3 years

- Meeting the needs of our diverse population of students with emotional and social needs continues to be a priority.
- We are implementing Conscious Discipline across the school. Conscious Discipline is an adult-first technique that addresses self-regulation and skills to model and teach students healthy ways to manage their thoughts, feelings, and behaviors to deal with conflict and difficult situations.

- We have a high population of students who do not have personal experiences to make connections to instructional content (be it community, personal, or global). We are using technology to broaden the horizons of our students.
- Our school is currently in a population boom. We have grown by approximately 50 students per year the last four years. We are projected to have an enrollment of 1200 students within the next few years.

Significant Awards

- Greenville County Battle of the Books Runner-up
- Average Report Card Rating
- Partners in Education (PEP) Summer Reading Program
- Reading All Stars Participation through Greenville Drive
- American Heart Association Rookie of the Year Award
- Grant Awards for STEM and Literacy

At Robert E. Cashion Elementary, we have a quote from Henry Ford that sums up our philosophy for our school community: "Coming Together is a Beginning. Keeping Together is Progress. Working Together is Success." We believe the school, family, and community must share the educational responsibility of our students. We realize there are students still needing to close the basic skill gap. However, we are also aware of the need to rapidly expand our opportunities for all of our students to attain the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate. To this end, we at Robert E. Cashion Elementary, with the assistance of the family and community, are dedicated to finding and implementing ways to help our students develop these skills.

School Profile

School Community

Previously, Robert E. Cashion Elementary was known as East Gantt Elementary, which was a K-5th grade elementary school since the 1960's. After the 2002-2003 school year, Mr. Robert E. Cashion retired and a new school was built in a new location (approximately 4 miles away from the previous building). The new school was named after Mr. Cashion, the former principal of East Gantt.

Robert E. Cashion Elementary School is now a K4-5th grade public school built in 2003 and is located in southern Greenville County. Our school has made several business contacts within this community. Mauldin and Simpsonville are two heavily populated and fast growing communities near the school.

We have an active PTA program that helps make decisions on various levels. They support the school with their time, energy and finances. Parents are also an integral part of our volunteer program and serve as chaperones and room parents for classes. The staff of Robert E. Cashion School believes that our community and students' families work in cooperation with our staff to help our children succeed. Our school has been fortunate in having community partners, and we plan to increase involvement in the future through additional partnerships with local church groups and businesses. We have mentors from 3-M work with our students. Robert E. Cashion parents and family members are encouraged to become involved in school activities through PTA membership. Volunteers currently support our school by assisting in the media center, supporting teachers, tutoring, chaperoning field trips, and raising funds.

Community members and business partners currently involved with our school are: 3-M Corporation, South Greenville Fire Department, Farm Bureau, Greenville Evening Rotary Club, Publix, Take Heart Church, Reedy Fork Greenville Church, Wendy's, and Papa John's.

School Demographics

Student Population

A diverse population exists within our school, which includes the following student breakdown: 469 African Americans, 12 Asian, 138 Hispanics, 243 Caucasians, 3 American Indian, and 74 students of two or more races. There are 430 females and 510 males with a total student population of 940. The poverty index for Robert E. Cashion is 78.1%.

Enrollment Overview		
Student Group	Enrollment	Percentage
African American	469	51%
American Indian or Alaska Native	3	<.01%
Caucasian	243	26%
Hispanic	137	15%
Two or More Races	75	8%
Male Students	511	54%
Female Students	430	46%

School Staff

Principal - Ryan Streetman

In his ninth year as principal at Robert E. Cashion Elementary, Mr. Streetman continues to strive for continuous improvement in all areas of the school. Mr. Streetman was born and raised in Simpsonville, South Carolina. He graduated from Hillcrest High School in 1995 and after graduation he attended Erskine College where he graduated in 1999 with a Sports Management degree. However, before graduation he decided he wanted to pursue a career in Elementary education. He then enrolled at Lander University where he graduated in 2002 with a degree in Elementary Education. His teaching career began at Fountain Inn Elementary, where he taught for 8 years in both 4th and 5th grade. After earning his Masters in Supervision and Leadership from Clemson University, he started his administrative career at Ralph Chandler Middle where he served as the administrative assistant for 3 years. He spent one year at Simpsonville Elementary as the Assistant Principal and another year at Plain Elementary before being appointed principal of Robert E. Cashion Elementary School in 2015.

Assistant Principal – April Frederiksen

Mrs. Frederiksen is a product of Greenville County Schools. She received her Bachelor of Arts degree in Elementary Education from Clemson University and a Master of Arts Degree in School Leadership/Administration from Furman University.
This is Mrs. Frederiksen's 13th year as Assistant Principal at Robert E. Cashion Elementary School. Previously, she served as Assistant Principal at Gateway Elementary for four years and Administrative Assistant at Slater-Marietta Elementary School for two years. Before becoming an administrator, Mrs. Frederiksen taught in Greenville County in grades 1, 3, 4 and 5.

Assistant Principal - Marleen Hygema

Ms. Hygema received her Bachelor or Arts degree in Elementary Education from North Greenville University, a Master of Science degree in Teaching English to Speakers of Other Languages from Furman University, and an EdS degree in Public School Administrations from Clemson University.

This is Ms. Hygema's second year at Robert E. Cashion. Previously, she served as the Assistant Principal at Alexander Elementary for three years, and Administrative Assistant at AJ Whittenberg Elementary for three years. Before going into administration, Ms. Hygema has served as an Instructional Coach, Literacy Coach, Reading Intervention Teacher, Parent Involvement Coordinate, as well as teaching in grades 1, 3, and 5.

School Personnel Data

Robert E. Cashion has 43 regular education teachers, 7 special education teachers, 10 related arts teachers, 1 ML teacher, 2 counselors, 1 mental health counselor, 2 Speech pathologist, 1 occupational therapist, 2 behavior support, 6 instructional support teachers, 19 paraprofessionals, 3 administrators, a nurse, a plant engineer, 5 custodians, and 7 food service workers. Our faculty holds 64+ advanced degrees. We also share three related arts teachers and a Challenge teacher with other schools. We have four self-contained special education classes that serve our Multi-Categorical (Multi-Cat) and Intellectual Disability-Moderate (ID-MOD) disabled students, while the other 3 resource teachers serve students with learning disabilities. We have three speech therapists that serve students with language and articulation disabilities. Other support personnel available to assist at Robert E. Cashion Elementary includes a Greenville Mental Health counselor, the district psychologist, social worker, two school counselors, media specialist, literacy specialist, Title I Facilitator, Behavior Interventionist, Parent Involvement Coordinator,

and an Instructional Coach.The student/teacher ratio is 22:1 in K4, 24:1 in K5, 16:1 in 1st grade, 23:1 in 2nd grade, 23:1 in 3rd grade, 25:1 in 4th grade, and 24:1 in 5th grade. Of our 67 certified teachers in the building, 8% are African-American, and 2% are Hispanic. There are two certified teachers that are male.
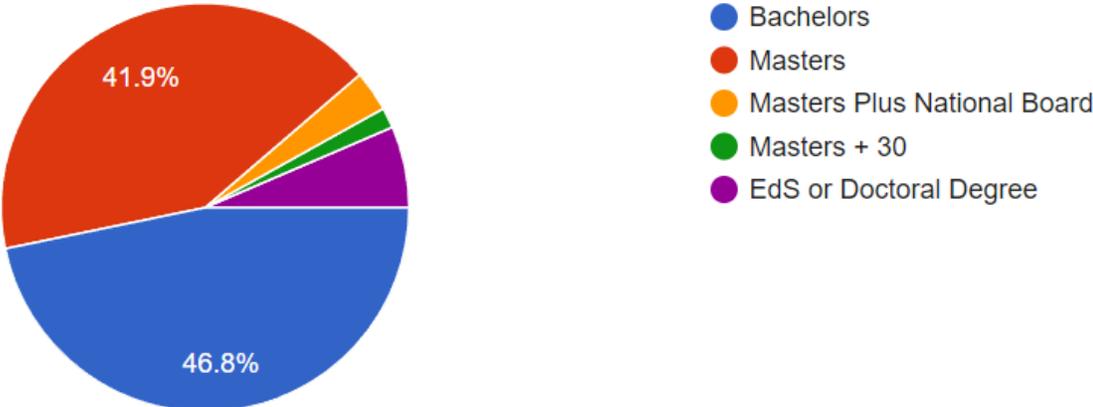
Years of Experience

The majority, 53.2%, of teachers in our building have been teaching for 10 years or less. 29.1% of our teachers have been teaching between 10 and 20 years. 17.7% have been teaching for over 20 years.
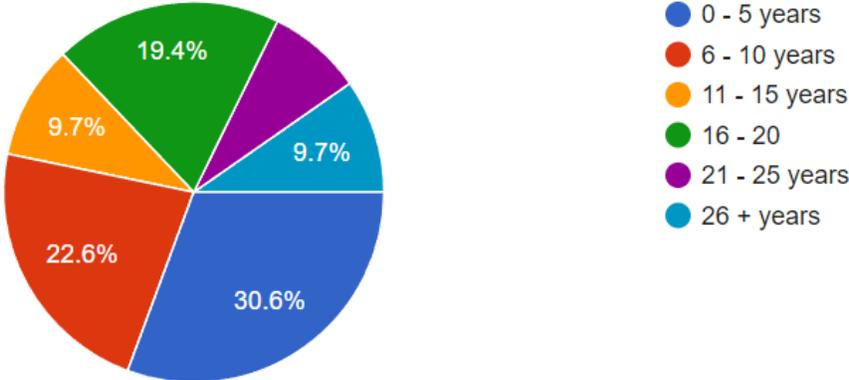
Level of Degree

Of the certified staff at Robert E. Cashion, 53.2% hold advanced degrees.

Student Support Services

- **School Counseling:** The primary goal of the school counseling program is to support the academic achievement of all students. In order to accomplish this goal, developmental counseling services are provided which focus on the academic, career, and personal/social development of students. The School counselor provides a variety of services through the counseling program. Among these services are Classroom Counseling, Small Group Counseling, and Individual Counseling.
- **Classroom Counseling:** The school counselor teaches whole-group lessons to each class of students on a monthly schedule. The lessons are aligned with the standards from the American School Counseling Association (ASCA) and take place in the counselor's classroom.
- **Small Group Counseling:** Small groups consist of six to eight students usually from the same grade level and include topics such as study skills and other topics that students have in common. Group members have the opportunity to learn and grow from each other.
- **Individual Counseling:** Individual counseling sessions are provided throughout the school year to discuss and develop strategies that relate to personal matters concerning students. This service is provided on a short-term basis and could sometimes result in a referral to outside resources. Students can refer themselves or a parent, teacher, or administrator can refer them.
- **Social Work Services:** Robert E. Cashion Elementary has a social worker through Title I funds. The social worker provides intervention services to assist students in reaching their maximum potential by identifying, assessing and resolving barriers that interfere with student academic achievement, attendance and school adjustment. These services include making home visits to help both the school and the families understand each other, arranging parent conferences, promoting regular attendance, and referring parents to appropriate agencies for assistance.
- **Mental Health Counseling:** Robert E. Cashion also has a school-based mental health counselor, employed by Piedmont Mental Health Center.   The program provides early identification and intervention in emotional disturbances and assists parents, teachers, and counselors in developing comprehensive strategies to resolve these disturbances. School-based mental health services provide both individual and family therapy.
- **The Cashion Comet Award**: The Cashion Comet Awards is a part of our Character Education Recognition program. During our daily news show, students recite our Cashion Comet Pledge where students state that they will be safe, responsible, respectful Cashion Comets. This helps to remind students how to guide their actions and interactions throughout the day while at school. During our three school-wide ceremonies throughout the year, one student is recognized from each homeroom class who demonstrates the traits of being safe, responsible, and respectful. Parents are invited to attend the ceremony to surprise their student who is receiving the award, as it is kept as a secret from the student who is receiving it. Students and staff members thoroughly enjoy this recognition program for all students who achieve it.
- **PTA**: PTA has played an essential role in providing engaging and empowering family events to broaden and enhance our school community. Some of the events include: PTA Back to School Supplies, Back to School Packets, Open House, Fall Fundraiser, Fall Festival, Red Ribbon Week activities, Spirit Wear/School Store, Yearbook, Holiday Shoppe, Sweetheart Dance, Literacy March Madness, Concessions, Volunteer Appreciation, PTA Meetings (6 times a year), Spring Block Party, Field Day, Newsletters
- **School Improvement Council:** SIC has been instrumental in facilitating outreach to the community. Parent committee members are involved in developing collaborative improvement plans with teachers and staff in a supportive environment. In addition, parent members help coordinate volunteer efforts such as mentoring opportunities and the development of potential community sponsors. Beautification of the campus is achieved through a partnership with Trees Greenville to plant trees around the school.

Student Activities

- **Cashion Step Team:** The Cashion Step Team is a group of highly motivated, school spirited, respectful 3-5th graders who perform during our school's talent show and other school-related activities. Members of the Cashion Step Team are to promote school and team spirit, creativity, community service, and to enhance the unity and promotion of individual skills into team performance. All Cashion Step Team Members are held to high academic and behavioral standards. Step Team members are expected to faithfully abide by the rules and regulations of the team and school. They are also required to demonstrate exceptional moral character, in and out of school, and must always display good sportsmanship.
- **Cashion Chorus & Drum Club:** The Cashion Chorus & Drum Club is an extracurricular music group of fourth and fifth grade students. The size of this ensemble varies from year to year, based on auditions in the fall. Students meet twice a week before school hours. Rehearsals run from October through May. Students develop music reading skills, performance etiquette, and they learn how to best utilize their singing voice, or learn how to play drums. The Cashion Chorus performs several times each school year for the school and community.
- **I'm a Lady Group:** I'm a Lady is a group of young ladies striving to learn more about themselves and development of the whole girl. They are advised by our school's Assistant Principal, School Counselor, Instructional Coach, and Title I Facilitator. The group of ladies and advisors meet bi-monthly to offer opportunities for the girls to learn about etiquette, being a good friend, carrying yourself as a young lady, self-image, self- hygiene, etc. The goal of the I'm a Lady group is to help young ladies learn more about themselves and discover their inherent strengths and value themselves.
- **Safety Patrol:** We have a selected group of 5th grade students that are a part of our school Safety Patrol. These patrols open car doors in the morning and afternoon as students arrive and dismiss each day. Our safety patrols are also responsible for putting up and taking down the American and SC flag every day.
- **Running Club/Girls on the Run:** Girls in 3-5th grade can participate in a running club called Girls on the Run. They learn about character education, friendship, and health as they prepare to run a 5K at the end of their season. This club is coached by various teachers from within the school, and takes place after school.
- **REC News Show:** Our 5th grade students audition for the Morning News Show. Those who make the team participate by being news anchors on our REC Morning Show. They present the Word of the Day, lead the school in the Pledge of Allegiance, the School Pledge, and the Moment of Silence. They communicate important news to the school including the weather, field trips, Character Building information, and College and Career information.
- **After School Program:** We offer a fee-based After School Program for our families who need after school care for their children at our school. While the students are in our After School Program they receive a healthy snack from the cafeteria. Homework assistance is offered for each student. Students participate in activities in the gym, cafeteria, library, and computer lab. The profit the school makes is spent back into the school for a variety of ways to support our students and staff.

Academic Programs

Special Education:

Our three resource teachers work closely with the general classroom teachers with accommodations and strategies to help the resource student achieve success in the least restrictive educational environment. Some students are served directly within the special education classroom using the Reading Horizons Program. These students are taught deficit skills in small instructional level groups. When appropriate, our resource teachers use the Inclusion Model. The inclusion model requires much less transitioning because

the resource teacher comes into the general education classroom. Inclusion includes a mixture of co-teaching and small group instruction. The Indirect Model (Consultative) is also used at Robert E. Cashion Elementary. This model allows the resource student to remain in the general classroom with support given to the general classroom teacher in the form of strategies, support materials, and current research on how best to teach the student. We feel that students should always be in the least restrictive environment and these special placements and accommodations allow our students to reach their academic potential. (PL94-142, Individuals with Disabilities Education Act—IDEA)

At Robert E. Cashion Elementary School, the needs of our special education students with mild to moderate disabilities are served in four self-contained classroom settings. Robert E. Cashion Elementary School has a primary (K-2) and intermediate (2-5) Multi-Categorical class and a primary and intermediate ID MOD class. All students in these classes have Individual Education Plans that are specific to their individual academic needs. The teachers of these exceptional children are certified in special education. The teachers focus on the academic goals as outlined by each student's IEP, but give additional attention to developing the emotional and social behaviors of the students, as well. Teachers in these classrooms utilize specialized programs such as "Touch Math", multi-sensory phonics instruction, SPIRE, Reading Horizons, and other approaches which accommodate different learning styles and modalities of special needs students. All Multi-Cat self-contained special education students are mainstreamed with regular education students into all Related Arts classes. Some students are mainstreamed into regular education classrooms for content areas when specified in their IEP. ID MOD students have a separate related arts but are mainstreamed as much as possible. They also participate fully in school-wide activities, programs, and field trips. High expectations coupled with a rigorous "individualized" curriculum ensure success for all our special needs students.

Literacy Instruction:

We believe that strong literacy instruction is of central importance to our curriculum vision and goals. In each grade level, teachers implement the literacy framework as shared by the Greenville County Schools Academics Department. Students receive direct, standards based instruction through workshop models for Reading and Writing. During this time, teachers conduct mini lessons, provide independent reading and writing time, and pull small groups for targeted instruction based on skills or strategies of which they require more support. Students are explicitly taught strategies for phonics and word study.

During the 2023-2024 school year, the district has adopted a new reading curriculum that aligns with new state literacy standards. All teachers in K-3 will be LETRS trained. The Lexia LETRS Suite is a comprehensive professional learning program designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading.

Response to Intervention:

The goal of the Response to Intervention (RTI) program is to accelerate students' reading ability by increasing their skills in phonics, reading fluency, sight word recognition, and reading comprehension. The intent is for students to improve their reading skills, so that they can access grade level material.

Students are identified for the program through benchmark screenings in fall and winter.
Students' reading levels, teacher recommendations, past participation in the RTI program, and Mastery Connect Scores are used in the decision-making process. Students who score "High Risk" or below the 25th percentiles are considered for inclusion in RTI. Intervention groups are formed based upon the needs of the students. Groupings are flexible to most closely meet student abilities and needs.

All interventionists serve students using the Reading Horizons Program. Groups in grades k-3
are served for 30 minutes four or five days per week. Groups in grades 4-5 are served for 30 minutes 2-5 times per week. Pacing is determined by student mastery of skills.

Students are progress monitored every two weeks. Parents receive a progress monitoring update after each progress monitoring assessment. Interventionists meet to discuss student progress or lack thereof. Students who make acceptable progress are dismissed from RTI. Students who are dismissed from the program continues to be progress monitored for 3 data points. If they fall below their goal line and/or if their classroom performance declines, they may be replaced into an RTI group. Reviews are also completed for students who fall below expectations on their goal line or who are not making expected progress. Adjustments are made for these students. They may be any one of the following, but are not limited to: targeted ideas given to classroom teachers, parent contact made, the student may be moved into a different groups, or the student may be referred to OnTrack.

English for Speakers of Other Languages Program (ML):

The Multilingual Learner (ML) Program at Robert E. Cashion Elementary School began in August of 2005. There is currently one full time ML teacher serving 102 students who represent various nationalities from around the world and speak languages such as Arabic, Spanish, and German. Teaching MLs at Robert E. Cashion allows the teacher to help each ML student make gains in their language acquisition through the following: one-on-one and small group instruction through the ML pull out model, meeting with parents to discuss their child's progress, assisting the administration staff with Power School codes, keeping the student's cumulative records updated, testing of all new ML students' language acquisition level, collaborating with the student's teacher, arranging for volunteers to work with the students individually, providing teachers with resources to use in class with the LEP student, meeting a broad range of learning styles of the LEP students through strategies such as guided reading, writer's workshop, hands on manipulatives, internet, and making modifications where needed to insure the students' success in their regular classroom. Having an ML program at Robert E. Cashion Elementary has been vital in sustaining the progress and filling in the academic gaps of the LEP students. There has been growth in LEP students, not only in their academic progress, but also their social and emotional well-being due to the opportunity for them to gain extra assistance in their language acquisition.

The ML academic assistance model is our main avenue of serving the ML students. The one-on-one and small group ML instruction outside of the regular classroom has proven to be vital in filling in the learning gaps of these students. Grade appropriate curriculum and materials can be used to meet the student's reading, writing, and speaking level more effectively in small groups versus an entire classroom of students. Upon enrolling in our ML program, each student is tested on their language acquisition level using the W-APT - Individualized Proficiency Test. In the spring of each school year, the students test using the ACCESS Assessment to measure progress from year to year. These scores help to determine how many minutes per week of direct ML instruction each LEP student needs to receive to insure academic progress. After reviewing the students' scores and conferencing with their teachers, it is determined how much time each student needs to be pulled out of their regular classroom on an individual basis. ML classes integrate age appropriate activities with grade appropriate skills. Guided reading, writer's workshop, phonics, vocabulary skills, survival English, language arts and reading skills are used to meet state and national standards. Along with the end of the year ACCESS testing, teacher made writing rubrics, daily oral language, quizzes, observation through group games, and running records are used to measure the students' progress. Bilingual progress reports are used to communicate the LEP students' progress to their parents and teachers.

In order to effectively serve the ML students at Robert E. Cashion Elementary School and support the faculty and staff, the ML teacher continues to help each ML student:

- make gains in their language acquisition through one-on-one and small group instruction through the ESOL academic assistance model

- meeting with parents to discuss their child's progress
- assisting the attendance clerk with PowerSchool codes
- keeping the students' cumulative records updated
- testing of all new ESOL students' language acquisition level
- collaborating with the student's teacher
- arranging volunteers to work with the students individually
- providing teachers with resources to use in class with the ML student
- meeting a broad range of learning styles of the ML students through strategies such as guided reading, writer's workshop, hands on manipulatives,
- making modifications where needed to insure the student's success in their regular classroom
- Coordinating student use of digital software

Gifted/Talented:

In November of each year, the State Department of Education provides testing for students in grades two to determine their eligibility for Gifted and Talented Programs. The Iowa, an achievement test, and the Cognitive Abilities Test (CogAT) an aptitude test, are administered to all public school students enrolled in grade two. These results are available by mid-January.

Beginning in grade three, students who meet the state criteria may be placed in the academically gifted and talented program. This program is called "Challenge" in Greenville County Schools.
At the elementary level, Challenge is a pull-out program. In third grade students attend Challenge for at least 125 minutes each week. Students in grades four and five attend Challenge for at least 200 minutes each week. Each school has a Challenge teacher based upon the number of qualified students in that school. Students are taught classes with a teacher/pupil ratio of 1 to 20 or less.

Robert Cashion Elementary also participates in a "Trial Placement" program which is an optional program where students are placed on a trial basis into the school's Challenge program. Students must meet one of the two state criteria and may only be placed for one year. Robert Cashion Elementary had 13 students in our trial placement program for the 2024-2025 school year.

Second Step:
Beginning in the 2021-2022 school year, our Counselor rolled out the Second Step Social and Emotional Learning program. Teachers guide students through 20 lessons in the Second Step online platform with focus on growth mindset & goal setting, emotional management, empathy & kindness, and problem solving.

Coaching Cycles:

The Instructional Coach conducts student centered coaching cycles with all teachers in the building. Teachers take part in a 4-6 week coaching cycle in a subject area of their choice or need. This includes personalized planning with the instructional coach, modeled lessons, co-teaching, or other observational strategies, data analysis, and reflection. Other types of coaching cycles that teachers may participate in are mini coaching cycles, technology coaching, curriculum and unit planning, and data analysis. Coaching is also conducted based on school needs assessments and goals, learning walks, and instructional rounds. The Instructional Coach works closely with administration and conducts coaching based on needs from administration's observations. This targeted approach helps grow student success and instructional practices.

Media Center

Collection Development Plan: The Media Center at Robert E Cashion Elementary began a five-year collection development plan in 2022-2023. We have identified and prioritized the main areas of need for each school year, with some areas of need extending over multiple years. The plan is as follows:

Year One: 2022-23 – Fiction (chapter books) grades 2-5 / picture books
Year Two: 2023-24 – Picture books / graphic novels
Year Three: 2024-25 – 636 (pets) / 790s (sports)
Year Four: 2025-26 – 550-599 (plants and animals)
Year Five: 2026-27 - 500-549 (general science) / 398 (fairy tales)

Our goal is to update our collection to include the newest titles in popular series, as well as purchasing entire series that are missing. We will continue to target a wide range of reading levels, so that lower grades can begin to explore and get excited about more complex chapter stories. We are weeding out old series like Junie B Jones and Capital Mysteries and replacing them with newer titles like Owl Diaries and Yasmin. Graphic novels are very high interest and popular and need to be added every year, but will be specifically targeted in 2024.

Allocation: The Media Center collection development allocation varies each year. Due to our construction and expansion in 2022-2024, the library was given over $100k to update our collection. Books have been heavily weeded and replacements have been added over 2022-2024.

Grant: In 2023 the library was awarded the Robbie Van Pelt Grant for $500. It was used to fund a summer reading incentive.

Scholastic dollars: The media center currently has $300 in Scholastic dollars, which are used exclusively for collection development.

Instruction and Technology: Our Media Center has a fixed/flex (A/B) schedule where each class is seen once every two weeks. This provides each student with an opportunity to check out books regularly. In addition to providing time to check out books during class, students are also welcome during all flex hours to come in individually to check out books or use other resources. The Media Specialist has Chromebooks for swap/repair for students, and has cataloged all digital devices for the school. The Media Specialist manages chromebooks (all personalized learning devices) for all students. Students use these devices daily within their learning, and teachers continue to receive training and support for instruction with technology. Greenville County Schools is now an e-Learning district, so these devices are used to continue instruction on eLearning days (ex: inclement weather).

Reading Programs: Each year the Media Specialist works with a team of teachers to participate in the annual Battle of the Books competition. A team of several students are selected to read ten South Carolina Children's Book Award nominees; the team meets every day starting in January. Practices consist of updates on reading goals, exchanging books, and answering practice questions. We "battle" another team in the county in a quiz-bowl type competition each April.

South Carolina Picture Book Award: Each year the Media Specialist reads all 20 SCPBA nominees to grades K-2. The Media Specialist collaborates with classroom teachers and helps facilitate language arts and reading standards with read-alouds of the SCPBA books. After all 20 books are completed, the students vote on which was their favorite. Our students' votes are submitted to the South Carolina

Association of School Librarians for a statewide vote.

Read Across America Book Bracket: The Media Specialist chooses the 4 most popular SCPBA picture books of the year to feature in a book bracket for Read Across America Week. Each book is presented as a read aloud on the morning news and students vote for their favorite.

Summer Reading: In 2023 our summer reading program was completely revamped. Students are given the opportunity to hear 5 read-alouds through our website or choose 5 books of their own to read. They recorded their books on our summer reading website (or on paper) and turned them in by the 2nd week of school. If we reach 300+ students participating, we can celebrate. Students earn a big "experience" rather than small prizes. 2023 was a reptile show and 2024 will be a petting zoo.

Mission, Vision, and Beliefs

Mission

The mission of Robert E. Cashion Elementary School is to prepare students to become competent and responsible individuals.

Vision

Robert E. Cashion Elementary School provides an academically challenging program in a safe, caring, and nurturing environment.

Values and Beliefs

We believe that all students can learn, and that learning is a priority.

- Curriculum and instruction must be standards driven, uniform within each grade level, and articulated across grade levels.
- Teachers and students should hold high expectations of the teaching and learning process. Mastery level teaching and learning are the desired outcomes of this process.
- Children must be prepared to take their place in a changing world using technology and all available tools to become a functioning member of society.
- Children must learn the skills necessary to be self-directed life-long learners
- Children have the right to learn in a safe, orderly, and nurturing environment
- There are absolute standards of responsible citizenship and inappropriate behavior solicits corrective feedback or clearly stated consequences.
- Quality education is a cooperative process involving the home, the community, and all school personnel
- School staff is committed to continuous improvement in all aspects of the school environment
- Student performance should be assessed in a variety of ways. Assessment should reflect instructional content, strategies, and the developmental level of the child
- An effective teacher has adequate materials and administrative support
- The teacher's time should be focused on instruction and meeting all students' needs
- Teachers should be given flexibility with instructional methods as they evaluate and incorporate new ideas
- The total school environment needs to be inviting and stimulating in order to create eager learners.
- All cultures have value
- Everyone is unique and worthy of respect.

Data Analysis and Needs Assessment

Percent of Students Scoring Met and Exceeds on SCREADY 2021-2023

ELA	3rd		4th		5th		Overall	
	REC	GCS	REC	GCS	REC	GCS	REC	GCS
2023	43.9%	62%	50.8%	66.2%	50%	64.4%	47.9%	64%
2022	42.9%	57%	44.4%	61	45.9%	58.6	44.1%	48.9%
2021	36%	51%	45%	56%	30%	49%	37%	52%

Math	3rd		4th		5th		Overall	
	REC	GCS	REC	GCS	REC	GCS	REC	GCS
2023	43.2%	64%	40.87%	57.8%	43.8%	57.6%	42.5%	50.8%
2022	47.4%	62.5%	41.5%	57%	40%	57.6%	42.9%	59%
2021	38%	57%	50%	52%	28%	50%	39%	53%

Teacher and Administrator Quality

All teachers must participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of these 24 hours are offered by the school. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs. This is a fluid schedule and subject to change as the need arrives.

The Professional Development calendar for 2024-2025 is reflective of teacher survey results from the previous year, and data analysis to determine areas for growth. During the 2023-2024 our school focused on building wide behavior management through Conscious Discipline. This training is a three year commitment. We will continue our work during the 2024-2025 school year with year two Conscious Discipline training.

School Climate Needs Assessment
- **Student Behavior**:
  - 285 Behavior Referrals
  - 112 Bus Referrals
- **Attendance Rates**:
  - Staff - 93.7%
  - Students - 83.9%
  - Chronic Absenteeism - 21.7
- **Parent/Teacher Conferences** - 100%
- **Backpack Accounts**:
  - 73.75%

School Report Card 2023-2024

2023-2024 Professional Development Calendar

Month	Wed #1	Wed #2	Wed #3	Wed #4
Aug	8/9	8/16 SPED & Inclusion	8/23 New Teacher	8/30 Faculty Council
Sept	9/6 Conscious Discipline	9/13 Academics SPED (ATSI)	9/20 SPED & Inclusion (ATSI)	9/27
Oct	10/4 Conscious Discipline	10/11 SPED & Inclusion (ATSI)	10/18 New Teacher	10/25 Faculty Council
Nov	11/1 Genius Hour SPED (ATSI)	11/8 Conscious Discipline	11/15 Academics	
Dec	12/6 Conscious Discipline	12/13 New Teacher		
Jan	1/3 Workday SPED & Inclusion (ATSI) 1:00	1/10 Conscious Discipline	1/17 Faculty Council	1/24 Genius Hour SPED (ATSI)
Feb	2/7 Conscious Discipline	2/14 Academics	2/21 New Teacher	2/28 SPED & Inclusion
Mar	3/6 Conscious Discipline	3/13 Academics SPED (ATSI)		3/27 Faculty Council SPED & Inclusion
Apr	4/3 Conscious Discipline	4/10 SCReady Training (tentative)	4/17 Genius Hour SPED (ATSI)	4/24 SPED & Inclusion
May	5/1 EoY Procedures	5/8	5/15 SPED (ATSI)	

Robert E. Cashion will continue to offer professional development based on evidence and survey results in upcoming years. We know the importance of assisting teachers in understanding curriculum and programs, and that there will always be innovative and new ideas that can benefit our students. We will continue to make learner-driven, evidence-informed decisions for growth this year and in years to come.

Action Plan

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 42.5% in 2022-23 to 60.5% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29
SC READY Math SCDE School Report Card			Projected (ES)	48%	51%	54%	57%	60.5%
	42.5%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Certified Teacher	0	NA	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Administration Teacher	0	NA	C
3. Integrate mathematical concepts into other subject	2024-2029	Instructional Coach	0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).		District Level Academic Specialist Teacher			
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	Grade Level Chairs Teachers	0	NA	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	Instructional Coach Teacher Administration	0	NA **PTA does provide 'teacher grant" for instructional materials needed	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	District Planners (Mastery Connect) Instructional Coach Title I Facilitator	$20,000	Title I Plan	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all	2024-2029	School Administration District Administration Instructional Leadership	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
students have access to grade-level instruction and standards.					
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Instructional Leadership	0	0	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	Instructional Coach Instructional Leadership Teachers	0	0	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Leadership Teacher Leaders Administration District Academics	0	0	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	School level stakeholders	0	0	C
4. Foster a collaborative relationship between schools and parents.	2024 -2029	Administration Title I Facilitator Parent Involvement Coordinator	$15,000	Title I	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Title I Facilitator Parent Involvement Coordinator	$15,000	Title I	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 47.9% in 2022-23 to 65.9% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	50%	53%	56%	59%	62.9%
	47.9%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and support necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Certified Teachers	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	Teachers Instructional Leadership Title I Facilitator	5,000.00	Title I	C
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	Literacy Specialist RTI Team SPED Classroom teacher	0	0	C
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	Classroom teacher TIF - enrichment SPED	10,000.00	Title I	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	Classroom teacher STEAM Teacher Challenge Teacher	0	0	C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure	2024-2029	Instructional Coach Teacher	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
consistent use across all classrooms.					
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	Teacher Instructional Leadership	0	0	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Coach School Leadership PLC's	0	0	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Teacher RTI Instructional Coach Literacy Specialist	0	0	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Teacher	0	0	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Administration Instructional Coach	0	0	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Teacher Instructional Coach	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify,* *F=Finish*
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or	2024-2025	Director of Early Intervention and Student Support		Waiver	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: 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	Administration Instructional Leadership Teachers	0	0	C
2. Integrate disciplinary literacy, targeting	2024-2029	Instructional Coach Literacy Specialist	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
informational texts, tasks, and talk across all subject areas.					
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Teacher Instructional Coach Title I Facilitator	0	0	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Teacher	0	0	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Administration School Leadership District Leadership	0	0	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	Teachers Instructional Leadership Title I Facilitator	5,000	Title I	C
Action Plan for Strategy #4: 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	Administration Instructional Coach Literacy Specialist	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Administration Instructional Leadership Faculty Council	0	0	C
3. Build capacity for consistent implementation of the GCS ELA Instructional Framework.	2024-2029	Instructional Leadership	0	0	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Instructional Leadership	0	0	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	District PD School Admin	0	0	C

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	98%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	Instructional Leadership School level stakeholders	0	NA	C
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	Instructional Coach Counselors Leadership	0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	School Counselor(s)	0	NA	C

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.6%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	12.5%	12%	11.5%	11%	10.5%
	%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: The school will strengthen webs of support for classroom teachers and ensure there are multiple leadership opportunities available to increase access to highly effective teaching, increase student achievement, and provide development opportunities for teachers to continually build their instructional practice.					
1. Facilitate ongoing reflective conversations with stakeholders to establish trust, promote buy-in, and optimize adult and student learning opportunities.	2024-2029	Administration Instructional Leadership Teachers	0	0	C

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS Incidents	25%	TBD	Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	20%	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	Time line	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to	2024-2029	MTSS Team Administration Behavior Specialist	0	0	C

Activity	Time line	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
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	Administration Instructional Leadership Teacher	0	0	C
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024 -2029	Safety Administrator School Counselors Mental Health Social Worker Teachers	0	0	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024 -2029	Conscious Discipline Team	TBD	Title I	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-202 9	School Counselors Mental Health Administration	0	0	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family	2024 -2029	School Counselors Administration Classroom Teachers	0	0	C

Activity	Time line	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and student 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	Administration Teachers Parent Involvement Coordinator	TBD	Title I Local Funds	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024 -2029	Conscious Discipline Team Teachers Administration	TBD	NA	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024 -2029	Teachers School Counselors	0	0	C
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	Title I Facilitator After School Director Administration PTA	TBD	Title I Afterschool PTA	C
2. Increase leadership opportunities within the school during the school day.	2024 -2029	Administration Teachers	TBD	TBD	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024 -2029	Title I Facilitator Parent Involvement Coordinator PTA Administration	TBD	Title I PTA	C

Activity	Time line	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024 -2029	Conscious Discipline Team Administration Teachers	NA	0	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024 -2029	Administration Conscious Discipline Team Behavior Specialist School Counselors	0	NA	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024 -2029	Teachers Conscious Discipline Team	0	NA	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024 -2029	Teachers School Counselors	0	NA	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop	2024 -2029	Administration Behavioral Specialist School Counselors	0	NA	C

Activity	Time line	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
healthy regulation and decision-making skills.					