Slater-Marietta Elementary School

School Portfolio

Scope of Action Plan: 2024-25 through 2028-29

Candice Stanton, Principal
Dr. W. Burke Royster, Superintendent
Greenville County Schools

Slater-Marietta Elementary
100 Baker Circle ~ Marietta, SC 29661
Phone: 864-355-2000
"Honoring the Past, Building the Future!"

Slater-Marietta Elementary School

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Slater-Marietta 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.
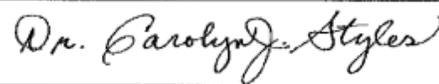
SUPERINTENDENT

Dr. W. Burke Royster	*[signature]*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Candice Stanton	*[signature]*	2-23-24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*[signature]*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL
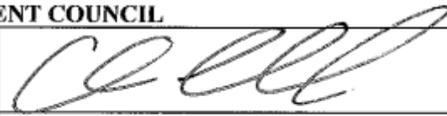
Chris McCarrell	*[signature]*	2-23-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD
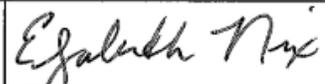
Elizabeth Nix	*[signature]*	2/23/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Baker Circle Marietta, SC 29661
SCHOOL TELEPHONE: (864) 355-2000
PRINCIPAL EMAIL ADDRESS: cstanton@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Candice Stanton
2.	Teacher	Kerri Gibson
3.	Parent/Guardian	Tasha Cisson
4.	Community Member	Terry Eihl
5.	Paraprofessional	Dawn Caldwell
6.	School Improvement Council Member	Chris McCarrell
7.	Read to Succeed Reading Coach	Elizabeth Nix
8.	School Read To Succeed Literacy Leadership Team Lead	Elizabeth Nix
9.	School Read To Succeed Literacy Leadership Team Member	Courtney Tilley

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

** Must include the School Literacy Leadership Team for Read to Succeed

School Literacy Leadership Team for Read to Succeed

Position	Name
Assistant Principal	*Jenna Carter*
Instructional Coach	*Courtney Tilley*
School Counselor	*Mackenzie Elliot*
Literacy Coach	*Elizabeth Nix*

SC SDE ASSURANCES

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

Table of Contents

Introduction

Slater-Marietta's portfolio serves to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our portfolio is a living document that describes Slater-Marietta and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our action plan for the purpose of increasing student learning-our ultimate outcome.

The school and community members were invited to participate in developing the narrative for our plan. Staff meetings, grade-level planning, the Parent-Teacher Association (PTA) meetings, and the School Improvement Committee (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school's vision across the curriculum. PTA meetings, teacher web sites and weekly newsletters communicate pertinent information to the community.

Core Task Team	Role	Stakeholder Involvement
School Profile	Describe Slater-Marietta and the special features of our campus	W. Looper, C. Mobley, K. Gibson, R. Bowns, M. Lindsey
Mission, Vision, and Beliefs	Explain why we do the things we do	C. Stanton, M. Nelson, H. Williams, T. Eihl, S. Catoe
Student Achievement	Analyze academic data and track trends over time. Provide input for Action Plan	C. Stanton, C. Tilley, A. Sanders, L. Hardy, D. Dunlap
Teacher and Administration Quality	Target a goal with strategies that promotes student achievement	A. Cagle, J. Childs, G. Patton, J. Carter, C. Stanton
School Climate	Analyze survey results. Provide input for Action Plan	L. Mlay, K. Greene, A. Fortune, B. Lee, J. Carter
Action Plan	Document strategies and timeline for continuous improvement	C. Stanton, E. Nix, J. Carter, C. Tilley
Challenges and Accomplishments	Describe endeavors that document success. Define problems and offer possible solutions.	C. Stanton, J. Carter, K. Rawson, L. Mlay
Professional Development	Provide a Professional Development focus based on teacher input and tracked data.	J. Carter, C. Stanton, E. Nix, C. Tilley

Executive Summary

This section consists of data describing our school profile. We interpreted and analyzed the demographics of our local community and student population. As part of an ongoing effort to identify Slater-Marietta's strengths and weaknesses, data was collected from various sources such as test scores, surveys, and the NSSE (National Study of School Evaluation).

Student Achievement

The student Learning Data section examines data over a period of 5 years in order to adjust strategies to improve student achievement. Presented in this section are findings from the data used. The assessments used include:

- PALS – Four year old Kindergarten
- KRA – Five year old Kindergarten (Initial Benchmark used for planning of differentiated instruction through the year)
- FastBridge – K5 through Second Grade
- IOWA/Cog-At – Second Grade
- SC READY (ELA and Math) – Third through Fifth Grade
- SC READY (Science) – Fourth
- MAP Testing – First and Second Grade
- MVPA Benchmark Assessments – Second through Fifth Grade
- Standards Based Common Formative Assessments – K5 through Fifth Grade
- Fountas and Pinnell Benchmarking Assessment – K5 through Fifth Grade

SC READY 2021 Results:
ELA – 41.4%
Math – 42.5%

SC READY 2022 Results:
ELA – 49.7%
Math – 45.1%

SC READY 2023 Results:
ELA – 66%
Math – 53%

Needs Assessment for Teacher and Administrator Quality

- 2 Administrators
- 30 Certified Teachers
- 11 Support Staff
- 36.4% of the teachers have advanced degrees
- 1 Teacher has National Board Certification
- 100% of teachers hold "Highly Qualified" Status

Needs Assessment for School Climate

- The students saw the strengths of Slater-Marietta's climate to be one where the teachers care about the students, they expect good behavior and work, and the school is safe and clean.
- The students felt the areas to improve are student behaviors in the classroom.
- Parents felt the strengths of the school climate are a safe learning environment and facilities to support learning.
- Almost all parents are satisfied with the learning, social, and physical environment as measured by the State Report Card Survey, but feel there is room for improvement in home/school relationships.
- Teachers felt the strengths of the school climate were the culture and community feel of the school, the interventions that we have in place, and the camaraderie between coworkers.
- Teachers felt the areas to improve are transparency, support, and communication.

Significant Challenges from the past 3 years
- Unmet physical and/or mental health needs
- Lack of early childhood stimulation
- Lack of resources and/or support from home
- High number of absences and/or tardies
- Lack of sleep, adequate nutrition, and general care
- Learning gaps due to school closures
- Student motivation

Significant awards, results, or accomplishments for the past 3 years
- Reading All-Stars Top Performer and Hall of Fame School
- 2019 – Absolute Rating of "Good" on our school report card
- 2019 – Slater received the Palmetto Silver
- Slater-Marietta Certified Green Steps School
- Cliff's Valley residents volunteered around 3,000 hours
- Curriculum-based PTA Events
  - *S.T.E.A.M. Nights*
  - *Literacy Nights*
  - *Math Nights*
- Spring Sing participants
- Safe Kids Safe School Awards
- Smart Arts Program for the Metropolitan Arts Council
- After School Programs
- North Greenville University's Professional Development School
- Terrific Kids Program
- Certified Wildlife Habitat

SLATER-MARIETTA ELEMENTARY SCHOOL PROFILE
Honoring the Past, Building the Future!

Community Characteristics

Slater-Marietta is a K4 to fifth grade elementary school located in northern Greenville County in the city of Marietta, South Carolina. The current school facility, built in 2003, consists of 27 regular classrooms as well as one computer lab, science lab, music room, art room, media center, cafeteria, and a breezeway that attaches to the original gymnasium from the previous Slater-Marietta High School. The student attendance rate of 93.23% is an average for our school. We currently have approximately 318 students in attendance.

Slater-Marietta serves all children in the four rural towns of Marietta, Slater, Cleveland, and the unincorporated areas of Travelers Rest. The primary industry of the immediate area is textiles. Several sewing plants, commercial farms, and smaller businesses are located in the area.

The majority of the students enrolled come from the community that thrived during the textile era. Changing industry, unemployment, poor housing conditions, limited education, and dependence on assistance programs have affected many families. The demographics reflect a range from low to middle socioeconomic levels. About one quarter of the students come from single parent homes, over a third of the parents did not complete high school and around 50% are high school graduates.

The demographics of Slater-Marietta Elementary indicate there is an overwhelming need for parental involvement in the development of parenting skills, in the students' education and positive school/parent communication techniques. Slater-Marietta was a Title 1 school from 2009-2017. Slater-Marietta lost Title 1 funding the summer of 2017. Our school guidance counselor and social worker also contribute to our community involvement. An adult continuing education facility is located in the neighboring Slater Hall to help parents complete their education by earning a GED.

The Staff of Slater-Marietta Elementary

Slater-Marietta benefits from the knowledge of experienced teachers combined with the enthusiasm and idealism of young teachers. Our highly-qualified and dedicated teachers and staff are committed to the students of Slater-Marietta Elementary

School Leadership

Candice Stanton is the principal at Slater-Marietta. She joined the faculty at the start of the 2014-2015 school year, where she served as Administrative Assistant until the 2023-2024 school year when she became the principal. Mrs. Stanton served at Thomas E. Kerns Elementary as an instructional coach for 5 years before joining the Slater-Marietta staff. Mrs. Stanton has a Bachelor's Degree from Clemson University, a Masters Degree in Education from Converse College, and an Educational Specialist Degree in Administration from Converse College.

Jenna Key is our assistant principal. She joined the staff at Slater-Marietta in 2017, serving in the role of instructional coach until 2023. She graduated from North Greenville University earning her bachelor's degree in Elementary Education and then from Clemson University earning a Masters in Teaching and Learning with an Emphasis on English as a Second Language.

Courtney Tilley is the instructional coach. She previously taught at Slater-Marietta for 15 years, before moving into a Title 1 Facilitator position at another school. She returned in August of 2023 to serve as the instructional coach. She graduated from North Greenville College with a Bachelor's Degree, then earned a Masters Degree in Education with a focus on reading from Nova Southeastern University.

Mackenzie Elliott is our school guidance counselor, serving since the 2022-2023 school year. She graduated with a Masters of Guidance and Counseling from the University of West Alabama and has an undergraduate degree from College of Charleston.

School Personnel Data

There are twenty-seven teachers at Slater-Marietta Elementary School who are highly qualified according to the No Child Left Behind Act of 2002. According to the State of South Carolina Annual School Report Card for 2022-2023, Slater-Marietta has 36.4% of teachers with advanced degrees, 100% continuing contract teachers, and 95.5% returning from the previous year. Teacher attendance in our school is 93.5%.   The average professional development days per teacher are 12. Slater-Marietta has a faculty consisting of: principal, assistant principal, 17 classroom teachers in grades 4K-5th, 1 special education class, 2 full-time teachers of special education, 4 interventionists, a part-time teacher who serves the gifted and talented students, a speech pathologist, and one ESOL teacher. All three kindergarten and K4 classes have paraprofessionals. We also have an art teacher, music teacher, physical education teacher, media specialist, and computer lab/steam teacher. The school personnel are also comprised of a Guidance Counselor, Instructional Coach, Literacy Specialist, full time nurse, attendance clerk, and secretary.

Our teachers have a wide range of teaching experience. 38.7% of our teachers have been teaching less than 10 years. 41.9% of teachers have in excess of 20 years' experience in the classroom. One teacher holds National Board Certification. Most of the teachers are certified in either Early Childhood or Elementary Education, and some hold multiple certifications.

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	22	Down from 28
Percent of teachers with advanced degrees	36.4	Down from 41.1
Teacher attendance rate	93.5	Down from 96.4
Average teacher salary	$56,501	Down from $57,037
Percent of teachers on continuing contract	100.0	No change
Percent of teachers returning from previous year - current year	95.5	Up from 94.4
Percent of teachers returning from previous year - three year average	86.9	Up from 82.0
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	86.2	Down from 89.1
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.6 to 1
Percent of inexperienced teachers	24.0	Up from 19.2
Number of inexperienced teachers	6	Up from 5
Percent of out-of-field teachers	0.0	No change
Number of out-of-field teachers	0	No change
Percent of inexperienced school leaders	0.0	Down from 50
Number of inexperienced school leaders	0	Down from 1

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Staff by Gender

Employed
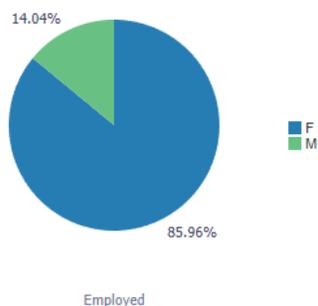
Staff by Ethnicity

Employed
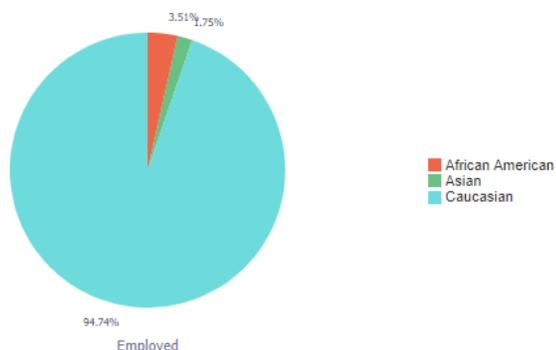
Mentoring Program for New Teachers to Slater-Marietta

Slater-Marietta Elementary has a new teacher mentoring program in place. When a new teacher is hired, they are assigned a mentor. The mentors' duties include instructional, procedural, emotional, managerial, parental, and personal support. Each mentor and new staff member meet monthly to review specific needs.
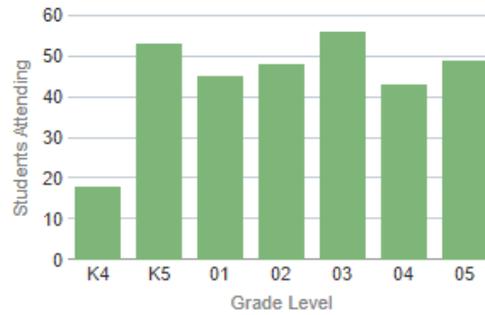
The Students of Slater-Marietta Elementary
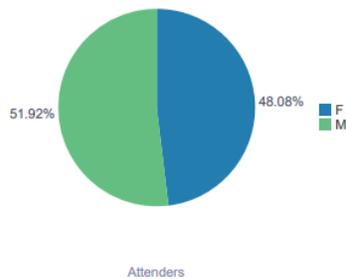
Student Population

Currently, 312 students are enrolled at Slater-Marietta in K4-5th grade. According to PowerSchool, the ethnic distribution of our school includes: 1.3% Asian, 1.9% African American, 9% Hispanic/Latino, 0.6% American Indian, 4.8% multiracial, and 82.4% White. Though many of our students are driven to school or walk, students are also transported to school on four regular education buses, one special education bus, and local day-care facilities. The student attendance rate is 93.23%. The school's retention rate is 2.3%. The percent of students served by Gifted and Talented is 11.5%. Students classified with disabilities other than speech is 15.7%. 7% of students qualify for ESOL (English for Speaker of Other Languages). 7% of students attend Speech.

Membership by Grade Level

GradeLevel	Members	% of Total
K4	18	5.8%
K5	53	17.0%
01	45	14.4%
02	48	15.4%
03	56	17.9%
04	43	13.8%
05	49	15.7%
Grand Total	**312**	**100.0%**

Students by Gender

51.92% 48.08% F M

Attenders

Students by Ethnicity

0.64% 1.28% 1.92%
8.97%
4.81%
82.37%

American Indian or Alaska Native
Asian
Black or African American
Hispanic/Latino
Two or More Races
White

Attenders
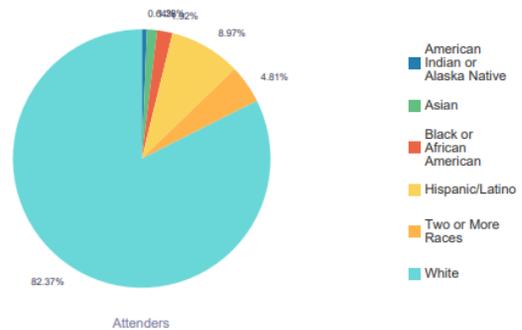
Students by Education Status

3.18%
22.29%
74.52%

504
RegEd
SpEd
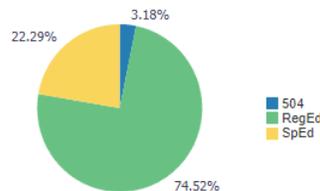
2023 - 2024 Enrolled

Academic and Behavior Features

The teaching staff at Slater-Marietta Elementary School continually seeks opportunities to strengthen our practice. Slater-Marietta Elementary is excited to partner with Greenville County Schools, The Cliff's Communities, and our PTA to provide resources for our teachers and students. We are closely working with

academic specialists and school leaders to strengthen our PLC's, inclusive practices, and math instruction through small groups.

Balanced Literacy:
In June 2012, our faculty received training in the Balanced Literacy model founded by renowned literacy experts Irene Fountas and Gay Su Pinnell. This systematic approach to literacy includes a balanced literacy framework where teachers instruct students in whole group, small groups, and individually. Teachers match books and texts to students at their levels, making instruction more individualized and meaningful.

Response to Intervention (RTI):
Due to the changes in the federal IDEA laws for identifying students for placement in a special education class, the Greenville County School District has developed a Response to Intervention plan to help remediate at-risk students before they fail and provide a more accurate identification of students with learning disabilities. Identification of students in 5K is done with the FastBridge Assessment which is given in the fall. Those students identified are served until results of ongoing progress reports show that they are no longer in need of intervention help. RTI is fully implemented this year, in reading, for kindergarten through third grade. Identified first and second grade students also receive math intervention, using the Bridges curriculum. In addition to RTI in the lower grades, third through fifth grade students received reading intervention based off of benchmark data.

Team Planning:
Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have five common planning times each week that are used for team planning. Through the use of common assessments, grade levels monitor and discuss student progress and adjust plans as needed. This year, second through fifth grade teachers had additional planning bi-weekly where they worked with a district academic specialist throughout the year.

Technology:
We believe technology is a valuable tool to help students learn. Every classroom, as well as the media center, computer lab, and science lab is equipped with a Promethean Board (interactive whiteboard). Slater-Marietta became 1:1 in the 2018-2019 school year. Every student has their own Chromebook. The school makes use of Google Apps in the classroom, such as Google Classroom, Google Drive, and Google Slides. Many computer programs are used to aid student achievement. For younger students, Raz-Kids is available for academic growth. This is a program designed to increase reading performance through leveled reading activities. IXL is available to all grade levels. This program targets the subjects of language arts and math, providing a host of leveled activities for each academic area. All grades have access to Reflex, to improve math fact fluency. DreamBox is a district provided math program that supports students' mathematical understanding through targeted lessons and activities.

Character Education
Building character is an essential component in becoming responsible citizens. Our guidance counselor spends time teaching character education lessons in each

teacher's classroom once a month. We also support character education programs, such as Terrific Kids.

Extra-Curricular Activities
Upper elementary students who have demonstrated responsible behaviors, both academically and in character, have the opportunity to participate in extracurricular activities. Our fifth grade students create and produce our news morning show with the help of our challenge teacher and media specialist. This morning show gives students the opportunity to showcase their talents along with giving them responsibility outside of the classroom. Additional activities include:
- Chorus
- Safety Patrols
- Chess Club
- Battle of the Books
- Beta Club

Coordinated School Health
At Slater-Marietta, we are dedicated to keeping our students and staff safe and healthy. Our school participates in the Coordinated Approach to Child Health (C.A.T.C.H.) and the Safe Kids Upstate programs. Starting with the 2013-14 school year, we became a culinary school and established a wellness team to promote healthy choices for both students and staff. Our safe and healthy programs and initiatives include:
- Safety Patrols
- Red Ribbon Week
- Field Day
- Jump Rope for Heart (American Heart Association)
- Go-Slow-Whoa foods in the cafeteria

Academic Excellence
We feel it is important to encourage and celebrate academic excellence with our students. Our academic programs and initiatives include:
- MasteryConnect MVPA - This assessment is given three times throughout the year to provide the teachers and school with data on their academic achievements.
- Quarterly academic and attendance awards
- American Education Week Celebration

Parent Involvement
Parents are of vital importance to us and we grow and nurture their children. We feel a strong relationship is necessary for student success. Our parenting programs reflect the needs expressed to us by our parents and include:
- Math, Science, and Literacy nights
- Parent Volunteer Program

OnTrack Initiative
Slater implements the OnTrack approach to support all students' attainment of knowledge, skills, and characteristics for career and college readiness. The OnTrack Team is intended to address the needs of all students.

Mission, Vision, and Beliefs

Mission Statement of Slater-Marietta Elementary School
Slater Marietta Elementary provides a quality education to build responsible, productive citizens, and future leaders.

Vision
We envision our children to become productive and responsible citizens who have been socially and academically prepared to tackle the challenges of their lives and be collaborative learners, engaged students and productive citizens. To achieve this goal, the school climate and classroom environments will be structured so that students will be encouraged to foster positive constructive relationships with their peers that will allow them to work together and attain academic success. This will lead students towards being highly engaged in their work and developing a personal interest in producing quality products in multiple mediums that focuses on established curriculum. Finally, this will empower Slater-Marietta students to actively participate in a positive and productive manner during their elementary education years and beyond.

Beliefs
We believe:
- All students can learn.
- All students can learn best in a safe, nurturing environment that is supportive and inviting.
- All students should be active participants in the educational process, and assume increased responsibility for learning and problem solving.
- All students can be productive life-long learners with the support of their home, school, and community.
- All students have the right of equal access to educational opportunities.
- All students' education includes social, emotional, intellectual, emotional, physical, and character development.

Data Analysis and Needs Assessment Student Achievement

Slater-Marietta relies on test scores from the SC Ready State Assessment, Measuring Academic Progress (MAP), MVPA through MasteryConnect, and the Iowa Basic Skills (ITBS) Test to assess student achievement. Slater-Marietta sets high achievement expectations for our students. We are committed to NCLB guidelines. We want to continually improve student performance on standardized tests.

Student Achievement Needs Assessment

SC READY ELA 2022-2023

English Language Arts (Reading and Writing) - Percent Met or Exceeding

School   66.4%   (97 / 146)

District   61.7%   (20782 / 33670)

State   53.9%   (184573 / 342443)
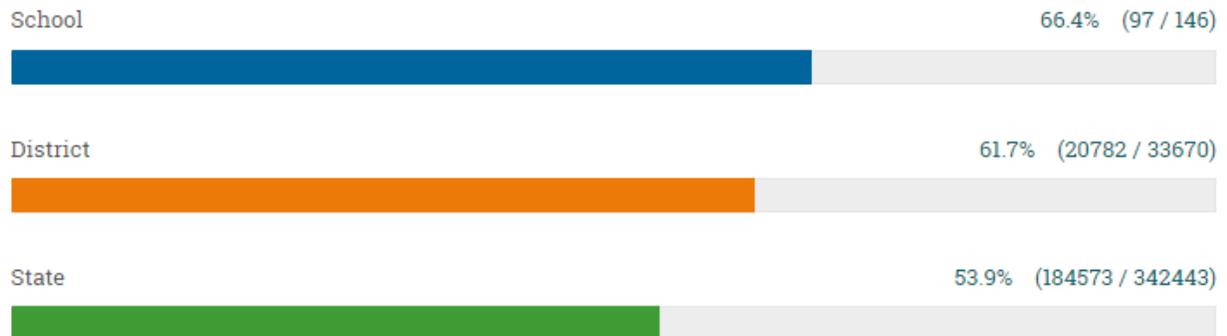
Based on 2022-2023 SC READY ELA:

3rd Grade
- 37.8% Did Not Meet or Approached expectations
- 62.2% Met or Exceeded expectations

4th Grade
- 30.5% Did Not Meet or Approached expectations
- 69.5% Met or Exceeded expectations

5th Grade
- 34% Did Not Meet or Approached expectations
- 66% Met or Exceeded expectations

SC READY Math 2022-2023

Mathematics - Percent Met or Exceeding

School   52.7%   (77 / 146)

District   50.8%   (17109 / 33670)

State   40.9%   (139957 / 342443)

Based on 2022-2023 SC READY Math:

3rd Grade
- 59.2% Did Not Meet or Approached expectations
- 40.8% Met or Exceeded expectations

4th Grade
- 62.1% Did Not Meet or Approached expectations
- 37.9% Met or Exceeded expectations

5th Grade
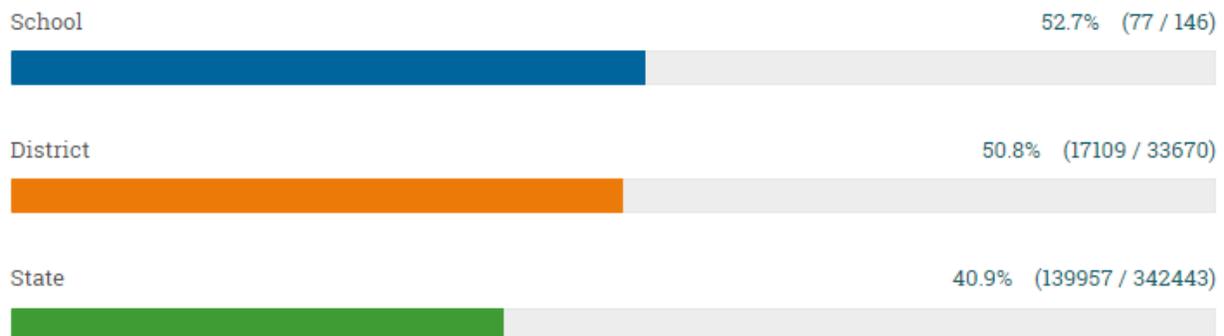- 51.5% Did Not Meet or Approached expectations
- 48.5% Met or Exceeded expectations

SCPASS Science 2022-23

Science - Percent Met or Exceeding

School	58.6% (34 / 58)
District	56.4% (6230 / 11039)
State	45.1% (50704 / 112478)

Based on 2022-2023 SCPASS Science:

58.6% fourth graders scored Met or Exemplary on the 2022-2023 SCPASS Science.

Teacher and Administration Quality

Based on our data, we have considered what direction we need at our school in order to accomplish meeting the demands of the school and district priority initiatives.

1. Offer more individualized professional development sessions and mentoring that is focused on both district and school wide initiatives.

2. Increase the communication and collaboration among all staff throughout the school.

3. Expand professional resources, especially in the areas of educational research and best practice methods, for all staff to use.

Professional Development

On-going professional development activities are aligned with the school goals. The Professional development calendar provides school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

Approach

As we reviewed areas in our program needing improvement, it was evident that our professional development efforts should have a common focus. Professional development opportunities are based upon the understanding and implementation of state standards, improvement in writing and Balanced Literacy instruction, and specific work with the inclusion model during math instruction.

Using the findings listed in previous sections of our portfolio, we decided on several strategies and activities that would help close the gap in student achievement.

SMES 2024-2025 PD Plan

Date	Professional Development	Audience	Presenter
May 30 - 3rd June 3 - 4th June 6 - 5th June 11 - 1st June 12 - 2nd	Grade Level Planning Days * Teacher expectations * PLC	K5-5th grades	Stanton, Carter, Tilley
June 24	LETRS Unit 1	K-3rd grades, SPED, Interventionists, Literacy Specialist, IC, Admin	District
1st Semester	PD in your PJs	all	Coaches, Academics
Yearlong	District Math PD	All teachers	Academics
July	Leadership Retreat	GL Leaders	Stanton, Tilley
July 11 - K5 July 31 - 3rd July TBD - 1st July TBD - 2nd July TBD - 4th July TBD - 5th	Grade Level Planning Days * PLC * Unit Planning * Curriculum Updates - New ELA Resource	K5-5th grades	Stanton, Carter, Tilley
August 1 9:00-12:00	Classroom Management PD	All certified staff	District
August 2	LETRS Unit 2	K-3rd grades, SPED, Interventionists, Literacy Specialist, IC, Admin	District
August	Inclusive Practices & Utilizing Small Groups	All teachers	Tilley, Harris
August	Teacher Expectations and updates	SPED, ML, Related Arts	Tilley
August	SPED Accommodations & Reading Discovery & Elevate	All teachers	Harris, Cagle, Tilley
August During GLPs	ML Accommodations & Lexia	All teachers	ML teacher Tilley
Flipped on your own Due 8/25	PowerTeacher Pro	K-5 teachers, PE, Art, Music, RTI	Tilley

August	MAP Training	1st Grade, RTI, SPED, others involved in testing	Carter, Tilley
September	Google Sites	All new teachers & those who need refresher	Tilley
October 14	LETRS Unit 3	K-3rd grades, SPED, Interventionists, Literacy Specialist, IC, Admin	District
October	PD Carnival	All instructional staff	Tilley
October	CogAT and IOWA Testing Training	2nd Grade, RTI, SPED, others involved in testing	Carter, Tilley
October/November	Grade Level Planning Days * Data * Unit Planning	K-5 teachers	Tilley
November 3:00-4:00	MAP Training	All involved in Testing	Tilley
January 6	LETRS Unit 4	K-3rd grades, SPED, Interventionists, Literacy Specialist, IC, Admin	District
January	Grade Level Planning Days * Data	K-5	Tilley
2nd Semester	PD in your PJs	all	Coaches, Academics
February	PD Carnival	All teachers	Tilley
April	SC Ready Testing Training	All involved	Carter, Tilley

- Grade levels will participate in weekly PLC meetings to discuss CFA's, assessment data, and unit planning.

School Climate Needs Assessment

2022-2023 SDE School Report Card:
Click for link to the 2022-2023 SC SDE School Report Card: <u>SMES Report Card</u>

2022-2023 Student, Teacher, Parent Safety
Every year 3rd - 5th grade students, their parents, and all certified staff take a state department survey. The results of the survey are published in the school report card.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	35	135	14
Percent satisfied with learning environment	100.0%	86.1%	100.0%
Percent satisfied with social and physical environment	100.0%	90.2%	92.9%
Percent satisfied with school-home relations	100.0%	92.2%	100.0%

Student Safety

Evaluations By Parents ❓	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	100.0	14
"My child's teachers and school staff prevent or stop bullying at school."	90.9	14

Evaluations By Teachers ❓	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	97.1	35
"The rules for behavior are enforced at my school."	97.1	35

Percentage of students recommended for expulsion (2022-2023): 0%

Annual Expulsion Rate (2022-2023): 0%

Student Attendance Rate (2022-2023): 93.23%

<u>Impact of COVID-19:</u>
On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- ▪ SC READY (English language arts and mathematics in grades 3–8);

- SCPASS (science in grades 4 and 6);

- End-of-Course Examination Program (English, Algebra, Biology, United States History

- and the Constitution) the requirement that these examinations count 20 percent has been

- waived;

- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness

- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators

- (myIGDIs™), and Teaching Strategies® GOLD); and

- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT

- Ready to Work

- ACT, SAT

- AP, IB, Cambridge International

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 **_53_%** in 2022-23 to **_68%_%** in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **_____%** 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)	56%	59%	62%	65%	68%
	53%	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	· Principal, members of the Instructional Leadership Team			
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Principal, members of the Instructional Leadership Team			
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	· Classroom Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: **Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.**					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· District Academics			
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 Academics			
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Principal, members of the Instructional Leadership Team, Classroom teachers			
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	· Principal and Assistant Principal			
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Principal, members of the Instructional Leadership Team			
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	2024-2029	· Principal, members of the Instructional Leadership Team			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
math content and skills and ensure high expectations for all students.					
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Principal, members of the Instructional Leadership Team			
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Principal, members of the Instructional Leadership Team			
4. Foster a collaborative relationship between schools and parents.	2024-2029	· Principal, members of the Instructional Leadership Team, Classroom Teachers			
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· Principal, members of the Instructional Leadership Team			

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 _66%_ in 2022-23 to _81%_ in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by ____% 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)	69%	72%	75%	78%	81%
	66%	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 supports 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	· Principal, members of the Instructional Leadership Team			
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Principal, members of the Instructional Leadership Team, Classroom Teachers			
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district	2024 - 2029	· Principal, members of the Instructional Leadership Team			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
screeners, summative assessments and classroom observations.					
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	· Principal, members of the Instructional Leadership Team,Interventionists and Classroom Teachers			
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 Teachers			
Action Plan for Strategy #2: 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	· Principal, members of the Instructional Leadership Team			
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	· Principal, members of the Instructional Leadership Team			
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· Principal, members of the Instructional Leadership Team			
4. Progress Monitor intervention outcomes to determine the most	2024-2029	· Principal, members of the Instructional			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
effective strategies for increasing student success.		Leadership Team, Classroom Teachers			
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Classroom Teachers			
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Principal, members of the Instructional Leadership Team			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Principal, members of the Instructional Leadership Team, Classroom Teachers			
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	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*
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 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	· Principal, members of the Instructional Leadership Team			
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Classroom Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Classroom Teachers			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Classroom Teachers			
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Principal, members of the Instructional Leadership Team			
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· Principal, members of the Instructional Leadership Team			
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	· Principal, members of the Instructional Leadership Team			
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Principal, members of the Instructional Leadership Team			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Principal, members of the Instructional Leadership Team, Classroom Teachers			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Principal, members of the Instructional Leadership Team			

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

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	·			
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	·			
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	.			

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	9%	8%	7%	6%	5%
	10%	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: _____					
1. ___	2024-2029	· Principal			

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			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)	56.14%	55.14%	54.14%	53.14%	52.14%
	57.14%	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 *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 monitor and continuously improve an aligned system across all schools.	2024-2029	.			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	.			
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	.			
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	.			
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	.			
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	.			
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	.			
2. Ensure school employees exhibit understanding and appreciation of all	2024-2029	.			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
students and families and use best-practice communication strategies to connect with those families.					
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	·			
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	·			
2. Increase leadership opportunities within the school during the school day.	2024-2029	·			
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	·			
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	·			
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	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	·			
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	·			
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	·			