Taylors Elementary School

"Empowering Leaders for Today and Tomorrow"

School Portfolio

Guided Self-Study Report utilizing AdvancED and SC SDE Protocols
Scope of Action Plan: 2024 through 2029

Annual Update for 2023

Kindergarten – Fifth Grade

Heather Dye, Principal
809 Reid School Road ~ Taylors, SC 29687   Phone: 864-355-7450
Web Site: www.greenville.k12.sc.us/taylorse/

The School District of Greenville County
Dr. Burke Royster, Superintendent

<h1 style="text-align:center">SCHOOL RENEWAL PLAN COVER PAGE</h1>

SCHOOL NAME: Taylors Elementary School

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

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

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

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

SUPERINTENDENT

Dr. W. Burke Royster	*(signature)*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Heather Dye	*(signature)*	5/1/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*(signature)*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Sarah Williams	*(signature)*	5/1/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Melisa Owen	*(signature)*	5-1-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 809 Reid School Road, Taylors, SC 29687
SCHOOL TELEPHONE: (864) 355-7450
PRINCIPAL E-MAIL ADDRESS: hdye@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Heather Dye
2.	Teacher	Sara Crozier
3.	Parent/Guardian	Christin Pulliam
4.	Community Member	Susan Easterling
5.	Paraprofessional	Angie McCormack
6.	School Improvement Council Member	Sarah Williams
7.	Read to Succeed Reading Coach	Lisa Owen
8.	School Read To Succeed Literacy Leadership Team Lead	Lisa Owen
9.	School Read To Succeed Literacy Leadership Team Member	Sarah Folk

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 – Lisa Owen, Heather Dye, Carmen Jones, Monica Brackett, Sarah Folk, Anne Wilson, Nicole Anderson, Tracy Schmidt, Katie Ramirez, Sarah Crozier, Kenley Reeves, Candace Pace, Chrissy Smith

	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

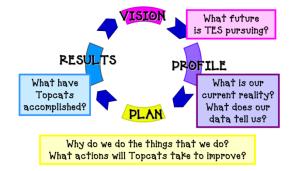**PURPOSE**

The purpose of the self-study is twofold:

❖ To **improve the effectiveness** of Taylors Elementary School

❖ To **provide assurance to the public regarding the educational quality of our school** by obtaining reaffirmation of our accreditation from AdvancED

Our School Strategic Plan was developed to document changes and progress our school has made while working to continuously improve everything we do. This document provides an ongoing means for self-assessment, communication, continuous improvement and accountability.

Our plan describes our school and includes actual evidence of our work. It describes who we are, our school vision, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. This document describes how we build and utilize our plan for the purpose of increasing student learning—our ultimate goal.

OVERVIEW OF THE SELF-STUDY PROCESS
and STAKEHOLDER INVOLVEMENT

The principal and other members of the School Leadership Team remain central to the success of our self-study process. The role of this team is to provide an organizational plan, guidance, and oversight of the self-study process in its entirety. This committee meets monthly and serves as the decision-making authority on reports, policies and procedures. All stakeholders, including staff, PTA Executive Board and School Improvement Council (SIC) have roles and responsibilities. Representatives from this team serve as resource persons and provide support and input for all stakeholders at PTA Executive Board meetings and SIC meetings. Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community.

Knowing how essential this process is to our continuing success, stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in a comprehensive editing process and taking part in the kinds of discussions that the self-study process is designed to facilitate. As a result of our shared experiences, we continue to learn how best to add value to the lives of our students and enrich our community. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

School Portfolio Team Members, Roles, and Committees

Executive Summary	Heather Dye- Principal Carmen Jones – Assistant Principal Monica Brackett- Instructional Coach
School Profile	Heather Dye- Principal Monica Brackett- Instructional Coach Carmen Jones- Assistant Principal Betsy Crowe- Resource Teacher Sara Crozier- Teacher Sara Duncan- Teacher Melissa Munoz- Attendance Clerk - Music Teacher Nelda Kay- Guidance Counselor
Mission/Vision/Beliefs	Heather Dye- Principal Carmen Jones- Assistant Principal Monica Brackett- Instructional Coach
Data Analysis/Needs Assessment	Heather Dye- Principal Carmen Jones- Assistant Principal Monica Brackett- Instructional Coach All Classroom Teachers
Action Plan	Heather Dye- Principal Carmen Jones- Assistant Principal Monica Brackett- Instructional Coach All Classroom Teachers
Professional Development Plan	Heather Dye- Principal Monica Brackett- Instructional Coach Carmen Jones- Assistant Principal All Classroom Teachers

Executive Summary

The Executive Summary looks at student achievement data, teacher and administrator quality data, school climate data, significant school challenges, and significant awards, results or accomplishments over the past three years.

Student Achievement Findings

Academic goals are the foundation for the delivery of instruction within the classroom. At Taylors Elementary, we take the necessary steps to ensure that all students are learning at their potential. After careful review of our demographic data, survey results, and student achievement data, an effective strategic plan for students achievement, including goals and objectives, was created. TE 21 Benchmark data is carefully analyzed for gains in reading, math, and science. Staff development activities, which include the Framework for Balanced Literacy, The Leader in Me implementation, and our continual development for effective PLC's, are all focused on meeting students' various academic needs.

- ❖ ELA Meet and Exceed scores in 2022 and 2023 were above pre-Covid scores.
- ❖ Science Meet and Exceed scores in 2022 and 2023 were above pre-Covid scores.
- ❖ 61% of third through fifth grade students met and/or exceeded standards on SC Ready ELA during 2022-2023 with a significant increase from 56.9% during 2021-2022.
- ❖ 69% of fourth grade students met and/or exceeded standards on SC PASS Science during 2022-2023 with a significant increase from 62% during 2021-2022.
- ❖ Our ML population has continued to make progress over the last three years.
- ❖ Our number of Special Education students has decreased in the last year, where our English as a Second Language and our Gifted and Talented numbers have stayed consistent.
- ❖ We have had at least two 2nd grade students yearly who qualify for the Charles Towne Center.

Steps for Continuous Improvement
- ❖ Continue to examine and monitor student progress and results as identified through standardized testing and TE 21 Mastery Connect Benchmarking
- ❖ Continue to work extensively with our Special Education team to create a strong model for delivery of services including inclusive services. Continue to work with Special Education District Support Team to implement curriculum to meet the individual needs of all special education students.
- ❖ Reading Horizons Phonics Program was implemented in K5 in 2022-2023 and in 1st in 2023-2024. It will be implemented in 2nd grade in 2024-2025.
- ❖ Continued training and implementation of the primary and intermediate Framework for Balanced Literacy, including LETRS training beginning in the summer of 2023 for grades K5-3rd, including Special Education teachers ,Reading Interventionists, ML teachers, Coaches, and Admin.
- ❖ All teachers will be trained on Amira which is a Universal Screener and provides an online fluency screener, 1:1 tutorial for in-class interventions and progress monitoring for all students.
- ❖ Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices and the continued use of effective instructional strategies in the classroom.

- ❖ Utilize district support staff to support planning.
- ❖ A plan for purposeful, differentiated and meaningful staff development.

Summarized Finding for Teacher and Administrator Quality
- ❖ 100% of Taylors Elementary administration and staff are highly qualified
- ❖ The average teacher attendance has consistently been above state requirements.
- ❖ The Leadership Team with input from the staff has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program.
- ❖ Professional development focus is in the area of Backwards Design and PLCs (Personal Learning Communities)

Needs Assessment for Teacher and Administrator Quality
- ❖ Continue to fund a Computer Lab and Leader in Me Lab instructor through local funds
- ❖ Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities
- ❖ Provide training in the SAMR method
- ❖ Continue to provide training in the area of Balanced Literacy including LETRS, Reading Horizons, and Amira

Significant School Challenges
- ❖ Since COVID, student attendance has continued to be an issue. We have 20% of our students who have chronic absenteeism.
- ❖ COVID shut down of schools in March 2020 impacted many program implementations as well as impacted student learning. Transitioning to Elearning overnight had significant impacts on students, teachers, and other educational personnel.
- ❖ Over the last five years Taylors Elementary has experienced several changes in leadership positions. We have had two different Principals and three different Assistant Principals.
- ❖ Higher need for students to receive Mental Health Services; as a result, Taylors Elementary employs a full-time Mental Health Counselor, however, this position has changed three times in five years. The current caseload qualifies for a 2nd full-time Mental Health Counselor.
- ❖ Many two working parent families have a difficult time attending school events or being actively involved in their child's education.
- ❖ Achievement Gap between disabled and non-disabled in ELA and Math

Significant Awards, Results, Accomplishments
- ❖ Excellent Rating on SC Report Card
- ❖ Leader In Me Lighthouse School
- ❖ South Carolina Green Steps School
- ❖ Top Ten District Teacher of the Year Finalist
- ❖ Golden Apple Winner
- ❖ Public Education Partner STEAM Grant Winner

- ❖ National PTA Phoebe Apperson Hearst Award of Excellence in Family-School Partnerships
- ❖ National PTA Healthy Lifestyles Award
- ❖ SC PTA Volunteer of the Year
- ❖ SC PTA Support Staff of the Year
- ❖ SC PTA Outstanding Local Unit of the Year
- ❖ SC PTA Teachers of the Year
- ❖ United Way Award Campaign of Excellence
- ❖ Blood Connection Highest Participation Awards
- ❖ Safe Kids Safe Schools Awards
- ❖ Dick and Tunky Riley Award Finalist
- ❖ National Blue Ribbon School of Excellence
- ❖ Palmetto's Finest Award
- ❖ Red Carpet Award
- ❖ Flagship School of Promise
- ❖ National PTA Parent Involvement School of Excellence
- ❖ NSPRA Award of Excellence for School Web Site
- ❖ One National Board Certified Teachers
- ❖ SCAET Innovative Technology Award
- ❖ SC Schools of Character Award
- ❖ Palmetto Silver Award & Silver Award
- ❖ Energy Star School
- ❖ SC Green Steps School
- ❖ Public Education Partners STEAM Grant Recipient
- ❖ BOSCH BEST Grant Recipient
- ❖ Kiwanis Club Grant Recipient
- ❖ Donors Choose Project Recipient

Taylors Elementary School Profile

Taylors Elementary is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. Our mission – Empowering Leaders Today and Tomorrow- promoted within our learning community by teachers who are committed to student-centered instruction and the individual needs of each student. Our vision is to provide a safe, caring educational environment where students strive to reach their fullest potential as lifelong learners and responsible leaders.

Taylors Elementary School is a suburban school situated on eleven wooded acres in the historic Edwards Forest area of Greenville County. Taylors Elementary opened in 1980 and replaced the original 1917 vintage structure. A new structure built on-site of the previous building was completed prior to the start of the 2006-2007 school year.

We serve a culturally diverse population of students: Vietnamese, Arabic, Chinese, Egyptian, Ukrainian, Spanish, and Rohingya speakers. Teachers maximize learning for all students, providing personalized learning for both challenge and support. Response to Intervention (RTI) is designed to address struggling readers in Kindergarten through second grade.

In a concentrated effort to develop world class skills, we offer a variety of after school and enrichment programs designed to enhance the academic and social skills of students. As an official Leader In Me school, we focus on school-wide leadership skills and equip our students with the success skills needed to excel in school and beyond our K-12 structure.

As a National RAMP (Recognized ASCA Model Program) our school counseling department provides a comprehensive model program. Additionally, this department has partnered with Greenville Mentoring to train mentors and pair them with students who need additional support. The Watch DOGS (Dads of Great Students) program provides positive male role models who volunteer to assist in overall school operations. Also, we have combined our school wide behavior plan with the Seven Habits of Leader In Me to reinforce good citizenship by outlining the school's expectations for good behavior and the consequences for disregarding them. We are proud recipients of the 2010 South Carolina Schools of Character Award and 2011 South Carolina Schools of Character Award Honorable Mention. Finally, we partner with Greenville County Mental Health to provide a full time Mental Health Counselor housed within our school to serve our students and families of Taylors Elementary.

Raising student achievement is our primary goal. We are utilizing PLCs and data teams to create common assessments and use data to drive instruction. We continue to grow in the area of Balanced Literacy as a means to support and accelerate every child at Taylors Elementary School with the addition of our Literacy Coach becoming a Reading Horizons Trainer.

Ultimately, our goal in continuous improvement is for children to understand what is expected and to be able to chart their own growth. Children are setting goals and reflecting on their academic improvement. We believe that, as children understand where they are headed academically, they will become empowered to work towards goals. As we enter our sixth year as a Leader In Me school, students are using data notebooks for WIGS (Wildly Important Goals) to track academic and personal achievements. Students are empowered to recognize that when they meet their individual goal, it helps the class meet their class goal, the grade level meet their grade level goal, and the school met the overall goal.

One initiative to address struggling kindergarteners and first through third graders is the addition of Response to Intervention (RTI). We identify students at risk for poor learning outcomes, provide research-based interventions and monitor student progress. During the 2023-24 school year students in grades K-3 were served by three RTI reading teachers and a literacy coach. Benchmark scores drastically improved with the interventions. However, with the cut of ESSR funds, we will only have 1.25 RTI and a literacy coach for the upcoming school year.   With two certified Special Education Resource teachers, we provide both inclusion and resource services to students identified with learning disabilities and/or special needs. We also have four self-contained classrooms who serve students who are mainstreamed to the maximum ability of each learner.

The faculty is collaborating to expand its repertoire of strategies for teaching by reading current literature, attending conferences, taking graduate courses, and sharing ideas with colleagues at faculty meetings and in-services.   Summer Academy provides one avenue for extensive training where an increasing number of faculty members are also presenters. Teachers also attend the Upstate Technology Conference to learn new ideas, and fulfill technology proficiency requirements.

Quality teacher leadership is nurtured and encouraged at our school. Our design of staff development includes the structure of our Wednesdays. Our Faculty Council and Committee meets on the first Wednesday of each month to guide decision making for our school and serve as an advisory team to our administration. From the transformation of traditional teacher meetings to FBI Meetings, Focus on Better Instruction, teachers lead with best practices and presentations from our professional book study. The third Wednesday allows PLC's to create, design and analyze assessment for student learning. Actions Teams meet on the final Wednesday for discussion of student leadership and next steps of implementation.

In a concentrated effort to make "every minute count" at Taylors, we participate in the Universal Breakfast Program, providing a free, healthy, and nutritious breakfast to all students. We have several after school programs for enrichment: Art, Chorus, Green Team, and Student Lighthouse. We have also partnered with the Greenville Hospital System and have five trained Girls on the Run (GOTR) Coaches and twenty-four girls who have joined the GOTR program. These girls will culminate their participation with a 5K Run in May. Run Hard is a boys running group serving eighteen boys in 2nd-5th grade. There are two coding/robotics clubs that meet after school. One club is for grades 2-3, and the other is for grades 4-5. These groups meet twice a month. As part of our growth in the Leader in Me program, we now have many students on Student Action Teams working alongside Adult Action Teams and School Leadership roles, such as Patrols, News Teams, Green Team, Yearbook, WIG Store, STEAM, and Meet & Greet.

Taylors Elementary is fortunate to have a strong partnership with our PTA. Four members have participated in the national PTA Conference. To further promote academic success, PTA events are curriculum-based. Past PTA honors include SC PTA Outstanding Unit of the Year, SC PTA Principal of the Year, SC PTA Support Staff of the Year, and SC PTA Enrichment Programs of the Year. The current PTA is eager to regain the recognition. In addition, the School Improvement Council (SIC) takes an active interest in the everyday workings of the school. Parental involvement is encouraged and celebrated with many opportunities to participate in school life. The SIC is working to enhance the Watchdog Program in order to encourage positive male role model participation within the school.

To facilitate academic motivation, we have "Wig Wednesdays" where students work on their individual math goal or personal goal and update Leader in Me notebooks. Students take their goal assessment to track progress toward their goal. Once students reach their goal, they update their notebooks, class Wig Wall, grade level Wig Wall, and they sign their name on the Graffiti Wall. In addition, students receive a Gold Ticket to redeem in the WI Store to celebrate their success. Students then create a new goal to work towards.

A language proficiency assessment, ACCESS, is administered in the Spring to ELL students in kindergarten through fifth grade. Students take four sub tests in reading, writing, listening, and speaking. The combined scores give each student a language proficiency level for use by the ESOL and classroom teacher to ensure students are receiving accommodations as needed. Students are also provided a reading curriculum program called Lexia to help meet students where they are. In addition, students new to the country are provided access to the Rosetta Stone program to assist with language acquisition. With a completion of four levels in Lexia, language acquisition and the gap between age level peers becomes smaller.

Since the inception of state testing, teaching standards through rigorous instruction is a priority. Strategies for addressing higher level thinking skills are embedded throughout school-wide Professional Development to promote critical thinking, problem-solving, and evaluation. A district assessment, TE 21, is administered three times a year in 2nd-5th grades in ELA, Math, and Science (4th). After data is generated, teachers meet with the Instructional Coach and the admin team to analyze the data to use results to guide daily instruction. These results provide data with a strong correlation to student performance on SC Ready ELA, Math, & Science.   As a means to provide extra incentive, rubrics were designed for students and teachers to evaluate effort on the TE21 Benchmarks. Alternative assessment techniques are embedded throughout the curriculum. Teachers incorporate scoring guides for evaluation purposes. Rubrics are utilized to guide students through activities and projects, as well as to assess their work. Fountas and Pinnell Benchmarks are given to all grade levels to assess reading levels, areas of strength, and specific areas of weakness. Early childhood grades, K5-3rd, use FastBridge, a district literacy assessment that allows for monitoring of student growth. Data teams utilize formative assessment to guide and direct the instructional delivery and academic achievement of all students. Teams meet after school to create common assessments, analyze the results, and devise a plan to achieve and excel student mastery of learning standards.

Although we are delighted with the progress we have made in recent years, we are eager to meet the challenges of the future, especially in the areas of increased student achievement and technology. Our faculty is excited about the wonderful possibilities that lie before us in the years to come. As a Leader In Me school, our community has embraced the belief that all students are leaders and prepared to meet the Profile of SC Graduate. It is a time of growth and commitment to "Empower Leaders for Today and Tomorrow". Greatness starts here!
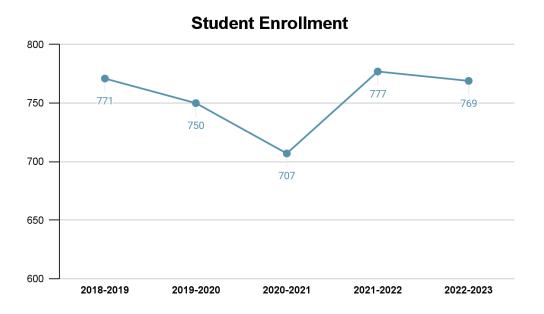
Demographic Discussion of the School Community

Taylors Elementary School is a suburban school situated on eleven wooded acres in the historic Edwards Forest area of Greenville County. Taylors Elementary opened in 1980 and replaced the original 1917 vintage structure. A new structure built on-site of the previous building was completed prior to the start of the 2006-2007 school year. The walls are multi-faceted and windows face various directions. The architectural design is symbolic of the learning community within: a many-faceted instructional program for diverse student needs, solid academic offerings, students of many nationalities viewing the world through different windows of opportunity, and a supportive school climate.
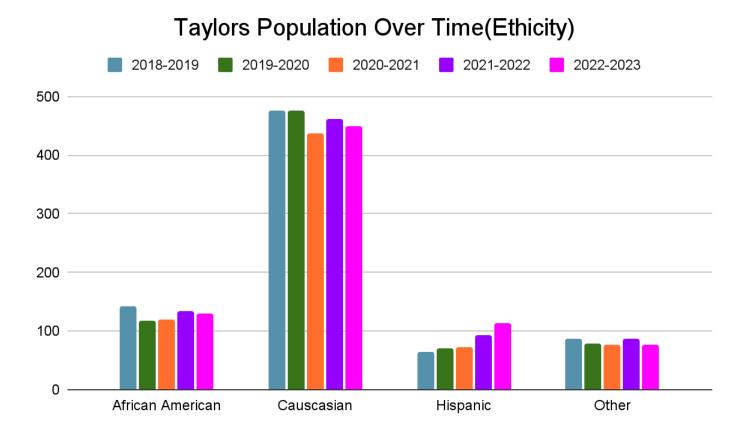
We serve a culturally diverse population of students: Vietnamese, Arabic, Chinese, Greek, Egyptian, Ukrainian, and Spanish speakers. As an Inclusive Based and Satellite Autism school, students with individual education plans are carefully monitored by the coordinated efforts of the special education teacher and the classroom

teacher. Teachers maximize learning for all students, providing personalized learning for challenge and support. Response to Intervention (RTI) is designed to address struggling readers in Kindergarten through second grade.
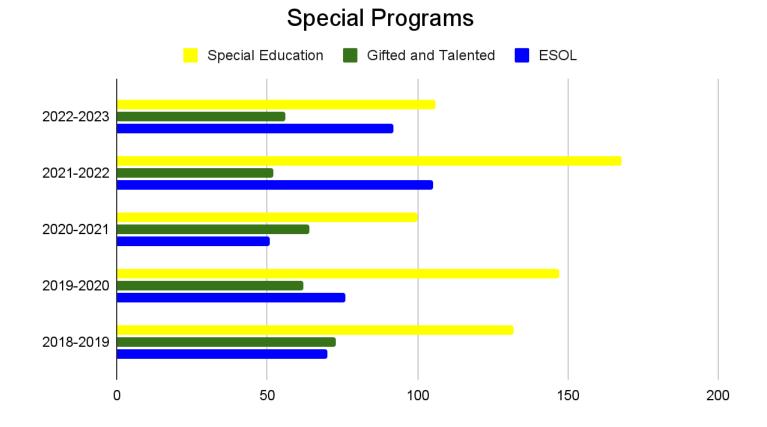
In efforts to close the achievement gap, our school has designed special programs to meet these needs: For example, selected 4th and 5th grade students mentor Kindergarten and 1st grade students Monday through Thursday on letter recognition, letter sounds and sight words, and our master schedule reflects the push for an Inclusion Based instructional program.

Student Enrollment

Line chart titled "Student Enrollment" with y-axis from 600 to 800 and x-axis showing school years:
- 2018-2019: 771
- 2019-2020: 750
- 2020-2021: 707
- 2021-2022: 777
- 2022-2023: 769

Taylors Population Over Time(Ethicity)

Our enrollment and ethnicity has stayed consistent over the last 5 years. During the Covid year of 2020-2021, we did see a decline in enrollment due to parents making other choices for some students based on needs or concerns.

Special Programs

Legend: Special Education (yellow), Gifted and Talented (green), ESOL (blue)

Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained steady over the last three years.

Average Daily Student Attendance

School Year	Student Attendance
2018-2019	95.5%
2019-2020	95.4%
2020-2021	95.5%
2021-2022	93.7%
2022-2023	93.5%

Attendance Data provided by SDE School Report Card. Student attendance has stayed consistent the last couple of years.

Summary of School Leadership, Administrative Structures and Partnerships

Administration sets high expectations for students and staff. Teachers are monitored for the implementation of state standards to ensure quality education for all children. Mrs. Dye is in her first year as principal at Taylors Elementary. In fall of 2017, Mrs. Terri Wheeler-Hawkins joined the Taylors Elementary as Assistant Principal. This is her third year as the Assistant Principal of Taylors Elementary but has brought with her a solid record as an experienced Assistant Principal and Counselor for Greenville County Schools.

Parents serve as volunteers and provide services to help enhance and enrich the learning environment. Programs where businesses contribute time and materials include the American Heart Association (Jump Rope for Heart), Kiwanis Club (Terrific Kids), Crisis Response Training (Safe and Drug Free Schools), Chick-Fil-A (Top Cat Accolades), and Family Dentistry Health (Crystal Apple). Currently, we are sponsoring an active WatchDOGS program (Dads of Great Students) to provide positive male role models to all students. Additionally, we have regular trained mentors from Upstate Mentor who meet weekly with assigned students and provide a one on one mentoring relationship.
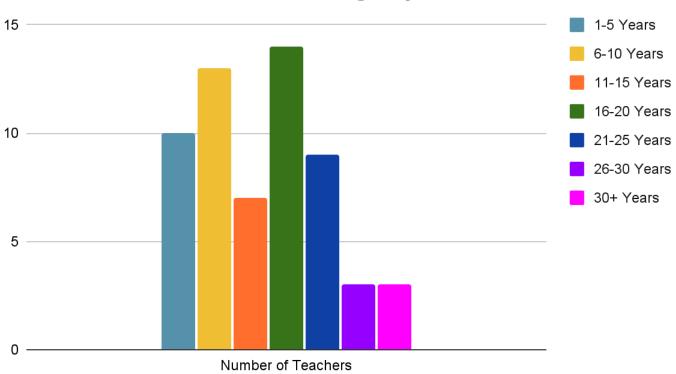
Analysis and Narrative of School Personnel Data

The Taylors staff shares high expectations for student success. Taylors boasts a certified staff of 58 for the 2020-2021 school year. This staff includes administrators, classroom teachers, a library media specialist, three related arts teachers, three part-time related arts teachers, two RTI teachers, a literacy coach, a part-time gifted and talented teacher, a full-time school counselor position, a part-time school counselors, two administrators, fourteen paraprofessionals, a media clerk, a full-time speech pathologist, a part-time speech pathologist, an ESOL part-time teacher and an instructional coach. Three full-time resource teachers serve students in kindergarten through fifth grade through both pull out and inclusion services. We have two multi-categorical classes and two ED classes with one teacher and two paraprofessionals address the needs of a targeted population. We also have a full time Behavior Interventionist staff member to assist students assigned and as needed. Support personnel available to assist with students needs include district psychologists, curriculum coordinators, speech and language pathologists and technology specialists. Additional personnel include the school nurse, a receptionist, an attendance clerk, a secretary, a plant engineer, four custodians, and a cafeteria manager and six food and nutritional service workers.

Taylors' staff has had consistent attendance over the last five years. Each year, we have met the attendance requirements for AYP.
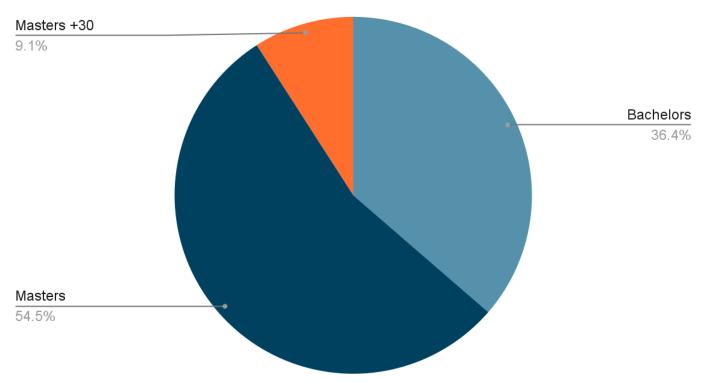
Certified Staff Experience
2023-2024

The teaching experience of the certified staff ranges from one year to forty years with the majority of the experience in the 1-20 year range (44 teachers). The years of experience spent specifically at Taylors Elementary range from one year to 40 years. The greatest number of the certified staff at Taylors has been at the school for 1-10 years.

Years of Teaching Experience

Number of Teachers

Legend:
- 1-5 Years
- 6-10 Years
- 11-15 Years
- 16-20 Years
- 21-25 Years
- 26-30 Years
- 30+ Years

This certified staff at Taylors is not only extremely educated, but they have diverse interests as well. All of the regular classroom teachers are certified in Early Childhood or Elementary Education, with many certified in both. Our administrators are certified as classroom teachers and spent many years teaching. Four of the staff are Nationally Board Certified. Elementary Guidance and Counseling degrees are held by five of our staff. Other certifications held by staff members are: Gifted and Talented, Speech, Special Education LD, Special Education EMD, Library Science, Physical Education, Criminal Justice, Forensic Science, Biology, Art, Music, Health Science, English as a Second Language, Elementary Principal/Administrator/Supervisor, Reading, and Communication Disorders.

Education Levels

Masters +30
9.1%

Masters
54.5%

Bachelors
36.4%

Our certification percentages almost mirror the experience percentages with 36% of the staff with a Bachelor's degree and 64% of the staff with a Master's degree and above.

The current positions held at Taylors Elementary in brick and mortar are:

1 – Principal

1 – Assistant Principal

1– Administrative Assistant

1 – Instructional Coach

2.5 – Guidance Counselors

1 – Challenge Teacher

4.2 – Related Arts Teacher (1.4 of each area)

1 – Secretary

1 – Attendance Clerk

1 – Office Clerk

1 – Nurse

1 – Media Specialist

1 – Media Clerk

5- 5K Teachers and 5 – 5K Assistants

2 – Multi-Cat Teachers and – 3 Assistants

2 – ED Teachers and – 4 Assistants

8 – Grade 1 Teachers

6 – Grade 2 Teachers

6 – Grade 3 Teachers

5 – Grade 4 Teachers

4 – Grade 5 Teachers and 1 Assistants

2 – LD/Resource Teachers

1 – Speech Therapist

1 – ESOL Teacher

1 – Literacy Specialist

3 – RTI

1– Math Interventionist

MISSION, VISION, VALUES AND BELIEFS

AdvancED Accreditation Standard 1: Vision and Purpose
A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Mission Statement
Empowering Leaders Today and Tomorrow

Vision Statement
Our vision is to provide a safe, caring educational environment where students strive to reach their fullest potential as lifelong learners and responsible leaders.

Belief Statements: We believe…
- ❖ That every student is a leader.
- ❖ Each child's education program is a shared responsibility.
- ❖ In a student centered program that focuses on the total child.
- ❖ Real world connections inspire our students to achieve their personal best.
- ❖ Students should synergize and collaborate to be effective members within our community and beyond.

AdvancED Accreditation Standard 3: Teaching and Learning   A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

The following are the curriculum, instruction, assessment, and environmental factors that we value and that justify our shared vision and support effective learning for our students:

Curriculum: Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity. Students are afforded opportunities to engage in learning and assessment out of school with community members.

Curriculum must include:
- Research-based models
- Have relevance to everyday life experiences
- Addressing the standards
- Incorporating cross-curricular experiences
- High expectations for all students
- A balanced approach

Instruction: Teaching must be varied and creative to meet the individual needs of students.
Instruction must include:

- Alignment of school vision with instructional focus
- Guided discovery/active inquiry
- Student-centered approaches
- Research-based models
- Innovative teaching and challenging programs
- Connections to real-life situations and prior knowledge
- Authentic tasks (i.e. solving everyday problems, collecting and analyzing data, investigating patterns, keeping journals)
- Opportunities for students to decide performance criteria and methods

Assessment: Assessments are methods used to better understand the current knowledge that a student possesses. Assessments can be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a standardized test. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

Assessment must:

- ❖ Address diverse learning styles and respect multiple cultures
- ❖ Guide classroom instruction
- ❖ Be content appropriate and linked to academic learning content
- ❖ Varied and continuous
- ❖ Utilized by teachers to build new information based on student strengths
- ❖ Provide opportunities for students to engage in self-assessment
- ❖ Provide prompt feedback

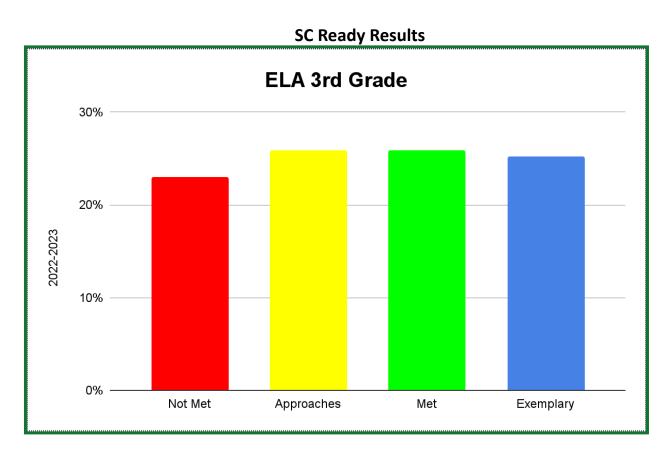*Environment*: Our school provides a nurturing environment committed to achieving excellence. We share with our community the responsibility for the education of all students. Stakeholders actively contribute to a positive learning environment.
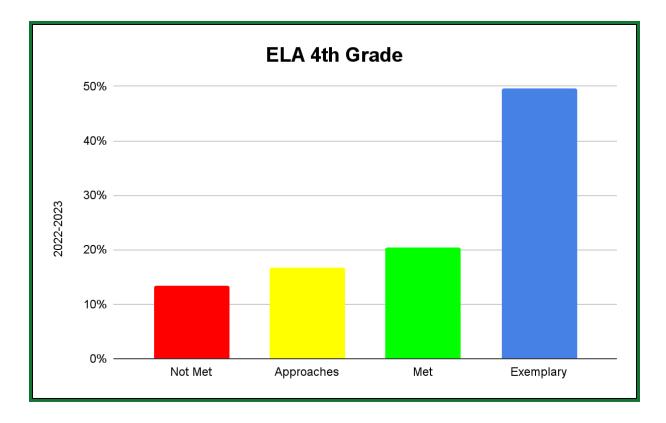
Environment must include:

- ❖ An exceptional staff that works and shares as a collaborative team
- ❖ A parental community that feels valued as full participants in their child's education
- ❖ Leadership that is supportive, encouraging, and fosters positive changes
- ❖ Meaningful learning experiences for all stakeholders
- ❖ An atmosphere that supports each student's academic, personal, and social growth
- ❖ A safe, healthy, stimulating, motivating learning environment
- ❖ Document that 100% of parents have opportunities each year to participate in parent/ teacher conferences.
- ❖ Increase the use of parents utilizing the parent backpack by 5% each year.

Data Analysis and Needs Assessment

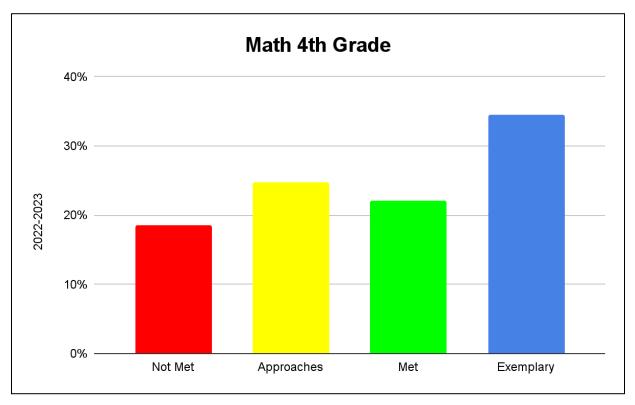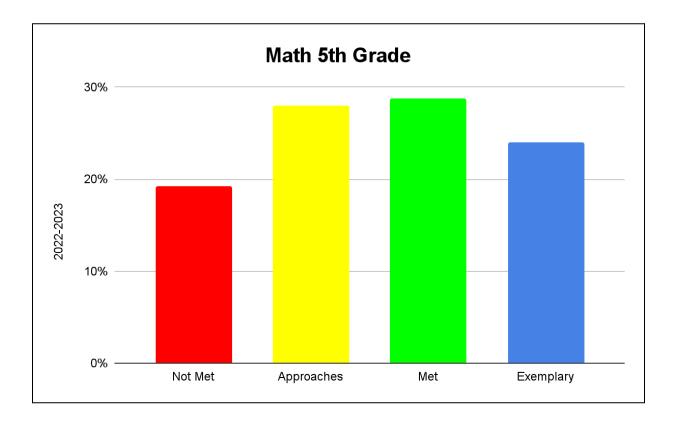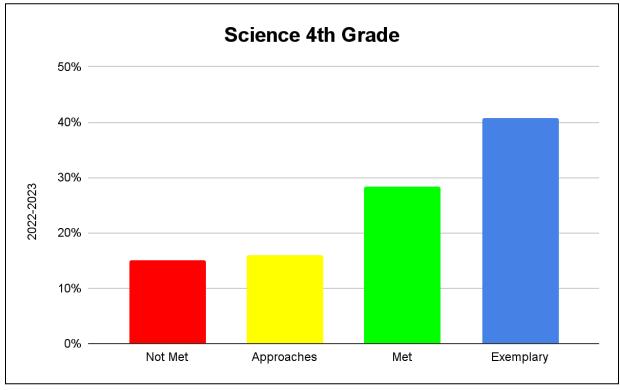**Student Achievement Needs Assessment**

SC Ready Results

ELA 3rd Grade

ELA 4th Grade

ELA 5th Grade

Math 3rd Grade

Math 4th Grade

Math 5th Grade

Palmetto Assessment of State Standards Results

Science 4th Grade

ELA	Strengths	Areas of Growth
3rd Grade	Writing- Language	Writing & Inform. Text
4th Grade	Writing- Language	RL: Language, Craft, & Structure
5th Grade	Reading Literature & Inform. Text	RL: Language, Craft, & Structure

Math	Strengths	Areas of Growth
3rd Grade	Measurement/ Data Analysis	Number Sense Fractions
4th Grade	Geometry	Number Sense & Base Ten
5th Grade	Geometry	Number Sense Fractions

Science	Strengths	Areas of Growth
4th Grade	Characteristics/ Growth of Organisms	Light and Sound

Strategies to Increase Student Learning

Teachers at Taylors Elementary School keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered through learning labs, school based learning, and PD offered by our district and through a nearby university, in addition to attending conferences.

We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. Small groups have helped meet individual needs in reading and math.

To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. At each grade level, teachers work together as a team and function as a Professional Learning Community. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. These teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Vertical Teams, Grade Level Teams and data analysis promote a collaboration and platform for professional growth and learning.

Using Student Achievement Data

We have systematically tried to use data to inform our decisions about instructional programs. The new teacher evaluation instrument, PAS-T, promotes student achievement data in the decision-making process. As part of the teacher evaluation process, teachers develop Student Learning Objectives using baseline data and set learning target goals. A beginning, mid year and final conference is held with administration to review student achievement and create support in attaining the learning goals

For example:
- Procedures in place have allowed us to track student achievement by grade level and class.
- The use of the strategic plan process and the PAS-T evaluation system has helped us implement more effective methods of tracking student achievement.
- District created benchmarks using TE21 are used three times a year to monitor student mastery of standards and to adjust teaching strategies
- Fastbridge is being used to progress monitor kindergartners and first graders in targeted areas.
- Fountas and Pinnell reading benchmarks are being used to measure reading growth across the grades
- Math Benchmarks are being utilized to measure growth in mathematical concepts.

Student Support Systems

Recognizing that some students need support in addition to what is available in the classroom; Taylors Elementary School has worked with the district to provide a variety of special services.
- We have two full-time resource teachers who work with students with identified learning differences and gaps in achievement. We also have four self-contained classes for students with more pronounced identified learning differences.
- Two RTI specialists pull small groups of students in first and second grades for reading support.
- A Gifted and Talented teacher pulls students that qualify based on the required minutes of service. She also has started an Enrichment program this year in grades 1-2 for students who have scored high on district and state assessments.
- When a teacher believes that a student has special needs that require attention, the student is referred to the school's OnTrack team. The team is to determine student needs and to align them with resources that are available through the school, district, or community.
- An ESOL teacher is committed to providing language support to students new to the English language and in assisting families with school communications. Students have been provided access to the Lexia and Rosetta Stone program to help support the reading curriculum.
- A speech and language pathologist serves students with identified language deficits.
- An extended-day program enriches and extends the school day curriculum.
- Taylors Elementary provides a sensory room and break areas designed for sensory breaks and interventions for students to address social and emotional needs.

Summary of Progress

We have a clear path for increasing student achievement. We know how to implement content and performance standards in our classrooms. The implementation of Professional Learning Communities (PLC) and common formative assessments have assisted in improving our efforts to align instruction with standards. We are utilizing RTI in kindergarten through second grade to help students become better readers. We are providing broadened inquiry based instruction in the classrooms including balanced literacy, and created partnerships with local agencies to support student and family needs. We have also learned to disaggregate student achievement results more effectively and analyze our school processes.

Next Steps

Our work is quite focused and there is broad buy-in by our stakeholders in the school community of our vision. Our goal is to implement the vision throughout the school and in every classroom.

To accomplish this, we plan to:
- Continue the implementation of The Leader in Me program
- Examine student assessment data regularly, as a whole faculty and in vertical teams
- Increase teacher/student conferencing regarding student achievement; have students develop annual individual goals, two academic and one behavior
- Collect authentic assessment data for use in action research
- Share our classroom successes and Best Practices, so that every child in the school will benefit from each teacher's talents
- Consider findings from data analysis in lesson planning/ use of data teams
- Benchmarking using the Fountas and Pinnell Assessment kits
- Implement with fidelity the Fountas and Pinnell Word Study kits in K5-2nd grade

ACHIEVEMENT GAPS AND ROOT CAUSES

We continue to look at our data to ensure the best instruction for all our students. Recognizing a gap exists between disabled and non-disabled students as well as other small groups, we have restructured the scheduling of our school day to more effectively address the needs of our struggling learners. Our hope is to receive credit in all subgroups as measured on the state report card. We are looking forward to next year with scheduling and placement of students with special needs. The teachers are more familiar with inclusive practices and we hope to see gains.

Analysis of school-wide data is used to target areas in our commitment to close the achievement gap. When examining the curriculum, the need for differentiated instruction and strong curriculum alignment with standards may be factors. It is also important to note that SC has identified a large number of standards to be addressed, especially in third grade, fourth grade and fifth grade.

School Climate Needs Assessment

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Survey responses are recorded in the chart.

Results indicate that the respondents are satisfied with Taylors Elementary.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	54	359	35
Percent satisfied with learning environment	94.4%	89.0%	97.0%
Percent satisfied with social and physical environment	94.3%	89.8%	96.8%
Percent satisfied with school-home relations	85.2%	93.8%	92.9%

SDE School Report Card
https://ed.sc.gov/data/report-cards/

According to our parent survey from the 2022-2023 school report card, 92.9% of our parents indicated satisfaction with school-home relations, which was an increase in our percentage concerning our school climate. We will continue to implement strategies to improve our school-home relations with our parents and the community.

The SC SDE Surveys are administered each spring. Responses indicate we are on the right track to continuous improvement. Although the age level of students who participated in the survey (10-11 year olds) needs to be taken into consideration when weighing responses, student responses were very positive. Certain responses can be expected from this age level.

After a careful review of this survey and other inventories the following conclusions reflect patterns and trends evident from the input of stakeholders:

- Although a high percentage of parents rated the school in a positive manner, a stronger level of parental involvement, both in the home and at the school level, needs to be targeted.
- In-school suspension and The Leader in Me initiative are two strategies we are using to address discipline concerns.
- District-created curriculum maps have kept our school community focused on moving all students forward.
- Web sites provide parents with current information, but perhaps there needs to be more training on how to access that information.
- Also, incentives for families to attend curriculum night need to be incorporated.
- Training on how to access the Parent/ Student Backpack may need to be included in targeting our home/school relations.
- Expectations were considered at a high level by parents, teachers and students.

Teacher and Administrator Quality

	Our School	Change from Last Year
Total Number of Teachers	45	Down from 47
Percent of teachers with advanced degrees	57.8	Up from 52.8
Teacher attendance rate	93.3	Down from 93.8
Average teacher salary	$58,099	Up from $54,436
Percent of teachers on continuing contract	100.0	No change
Percent of teachers returning from previous year - current year	81.0	Down from 88.2
Percent of teachers returning from previous year - three year average	81.6	Down from 83.9
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	86.7	Down from 87.4
Student-teacher ratio in core subjects	22.5 to 1	Down from 23.9 to 1

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels.

In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

INDUCTION: First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them

as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year. The Instructional Coach and Administration at Taylors meet regularly with Induction Contract teachers to ensure both growth and success in the profession.

ANNUAL: Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them. Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers 23 in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook. Overview of the Performance Assessment System for Teachers (PAS-T)

The PAS-T System has 8 Performance Standards
Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.
     1. Knowledge of Curriculum, Subject Content, and Developmental Needs
     2. Instructional Planning
     3. Instructional Delivery
     4. Assessment
     5. Learning Environment
     6. Communication
     7. Professionalism
     8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.

2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria

3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results

4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources. Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. The district requires each teacher to participate in a minimum of 24 hours per year. At the school level, we provide teachers with a minimum of 12 of those hours.

2023-2024 Professional Development Plan
TAYLORS ELEMENTARY

Backwards Design PD

ILT Book Study: *Unlocking the Power of Classroom Talk: Teaching Kids to Talk with Clarity and Purpose* by Frazin & Wischow

PD Source for Teachers: *The Teacher Clarity Playbook* by Fisher, Frey, Amador, & Assof

July			
ILT- Mondays @ 8:30			
K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's			
4th, & 5th - Thursday Grade Level PLC's			
July 27		New Teacher Event/ TLIM Bootcamp	Jones, Brackett, Weeks
July 28-29		Faculty Council Retreat	Dye, Jones, Brackett
August			
ILT- Mondays @ 8:30			
K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's			
4th, & 5th - Thursday Grade Level PLC's			
Aug. 4		Welcome Breakfast & Opening Meeting	Dye, Jones, Monroe
Aug. 4		Trauma Informed, Zones, De-Escalation	Jordynn Kenney, Dr. Angie K - SPED Dept

Aug. 16		Faculty Council	Dye, Jones, Monroe
Aug. 23		TLIM Action Team Leaders	Weeks, Crowe
Aug. 24		ILAPS/ ELLevations PD	Parsons
Aug. 28		Solution Tree Training	Monroe
Aug. 28		MAP Training- 1st grade	Brackett, Jones
Aug. 29		Solution Tree Training	Dye, Brackett
Aug. 30		TLIM Action Teams	Action Team Leaders
Aug. 30		New to Taylors	Brackett, Dye
September ILT- Mondays @ 8:30 K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's 4th , & 5th - Thursday Grade Level PLC's			
Sept. 1		Solution Tree Training	Jones
Sept. 5		4th Grade Math Unit PD with Burdette	Burdette, Brackett, Dye
Sept. 6		Data Dives- all grades	Brackett, Dye
Sept. 6		TLIM Adult Lighthouse/ Action Team Leaders	Weeks, Spinks
Sept. 13		Faculty Meeting- On Track, Challenge, 504	Dye, Jones, Monroe
Sept. 14		Bridges Training	Dye, Brackett

Sept. 15		5th Grade Math Unit PD with Burdette	Burdette, Brackett, Dye
Sept. 20		Faculty Council	Dye, Jones, Monroe
Sept. 21		Math Learning Walks	Burdette, Brackett, Dye, Jones, Monroe
Sept. 25		G2 Literacy Data PD	Finley, Brackett, Owen
Sept. 26		Lexia PD	Parsons
Sept. 27		TLIM Action Teams	Action Team Leaders
Sept. 27		New to Taylors	Brackett, Dye
October ILT- Mondays @ 8:30 K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's 4th , & 5th - Thursday Grade Level PLC's			
Oct. 3	3:00-4:00	Reading Plan Work	Owen, Brackett, Literacy Team
Oct. 3	9:00-3:30	ML Co-teaching PD	Dye, Brackett, Parsons, Betsill
Oct. 4		Cogat/IOWA training- 2nd grade	Brackett, Jones
Oct. 4		TLIM Adult Lighthouse/ Action Team Leaders	Crowe, Weeks
Oct. 9		3rd Grade Math Unit PD with Burdette	Burdette, Brackett, Dye
Oct. 11		OnTrack PD with grade levels	Kay, Machado

Oct. 12		Faculty Meeting- United Way, AI Training	Dye, Jones, Canty, Kay
Oct. 16	8:00-3:00	Solution Tree Training	Jones, Owen
Oct. 17	8:00-3:00	Solution Tree Training	Dye, Brackett
Oct. 17	3:00	Tech Team- Canva	McCall, Trusty
Oct. 18		Faculty Council	Dye, Jones
Oct. 25		LIM Coaching Day- student data/ WIG goals	Spinx, Crowe, Weeks
Oct. 25		TLIM Action Teams	Action Team Leaders
Oct. 25		New to Taylors	Brackett, Dye
Oct. 30		G2 Literacy Data PD	Finley, Brackett, Owen
November ILT- Mondays @ 8:30 K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's 4th, & 5th - Thursday Grade Level PLC's				
Nov. 1		TLIM Adult Lighthouse/ Action Team Leaders	Crowe, Weeks
Nov. 3		Data Dives- Benchmark	Brackett, Dye
Nov. 8		Faculty Meeting- Clarity and PLC work	Brackett, Dye
Nov. 15		Faculty Council	Dye, Jones

Nov. 27		MAP Training- 2nd grade	Brackett, Jones
Nov. 28		Principal/IC meeting	Dye, Brackett
Nov. 29	2:45-until	TLIM Action Teams	Action Team Leaders
Nov. 29	3:00- until	New to Taylors	Brackett, Dye

December
ILT- Mondays @ 8:30
K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's
4th , & 5th - Thursday Grade Level PLC's

Dec. 6		TLIM Adult Lighthouse/ Action Team Leaders	Crowe, Weeks
Dec. 13		Faculty Meeting- Clarity & PLC Work	Dye, Jones, Brackett

January
ILT- Mondays @ 8:30
K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's
4th , & 5th - Thursday Grade Level PLC's

Jan. 3	3:00-4:15	TLIM Adult Lighthouse/ Action Team Leaders	Crowe, Weeks
Jan. 10		Faculty Meeting- (Science of Reading, Tier 1 Support of All Learners using Ellevations)	Dye, Jones
Jan. 16		Principal/ IC Meeting	Dye, Brackett
Jan. 17	3:00- until	Faculty Council	Dye, Jones

Jan. 19	8:00-2:00	Data Dives- Benchmark #2 & SC Rally - student specific targets	Brackett, Dye, Jones
Jan. 24	3:15	TLIM Action Teams	Action Team Leaders
Jan. 24	3:00-until	New to Taylors	Brackett, Dye
February ILT- Mondays @ 8:30 K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's 4th , & 5th - Thursday Grade Level PLC's			
Feb. 1		G2 Literacy Data PD	Finley, Brackett, Owen
Feb. 7		TLIM Adult Lighthouse/ Action Team Leaders	Crowe, Weeks
Feb. 14		Faculty Meeting (AI; Positive Rollout of LETRS training)	Dye, Jones, Brackett, Owens, Canty
Feb. 20		Principal/IC Meeting	Brackett, Dye
Feb. 21		Faculty Council	Dye, Jones
Feb. 28		TLIM Action Teams	Action Team Leaders
March ILT- Mondays @ 8:30 K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's 4th , & 5th - Thursday Grade Level PLC's			
March 6	2:45-until	TLIM Adult Lighthouse/ Action Team Leaders	Crowe, Weeks

March 7		G2 Literacy Data PD	Finley, Brackett, Owen
March 13		Faculty Meeting	Dye, Jones
March 26		Principal/IC meeting	Dye, Brackett
March 27		TLIM Coaching Day	Spinx, Crowe, Weeks
March 27		TLIM Action Teams	Action Team Leaders
April ILT- Mondays @ 8:30 K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's 4th , & 5th - Thursday Grade Level PLC's			
April 3		SC Ready Testing Training	Brackett
April 10		Faculty Meeting	Dye, Jones
April 12	8:00-2:00	Data Dives- Benchmark #3	Brackett, Dye, Jones
April 16	3:00	TechKnow Tuesday	Trusty
April 17		Faculty Council	Dye, Jones
April 24		TLIM Action Teams	Action Team Leaders
April 24		New to Taylors	Brackett, Dye

May			
ILT- Mondays @ 8:30			
K5, 1st, 2nd, 3rd, & RA - Monday Grade Level PLC's			
4th, & 5th - Thursday Grade Level PLC's			
May 1	3:00-until	TLIM Adult Lighthouse	Weeks, Crowe
May 8	3:00-until	Faculty Meeting	Dye, Jones
May 15		Faculty Council	Dye, Jones

The school focus will continue to be The Leader in Me Training and Implementation of Year Six.

Additionally, our focus in literacy will be on-going and sustained support in the area of Shared and Interactive Reading as part of our balanced literacy curriculum. The district has provided resources to help teachers implement this with fidelity.

Common Formative assessments and data teams will be followed in professional learning communities. Common formative assessments will continue in the areas of math, English/Language Arts and social studies.

Support for Induction and New to Taylors teachers will be scheduled quarterly and throughout the year with assigned school mentors.

Continued support for inquiry based learning in the areas of science and mathematics will be provided.

TechMex Tuesdays will be implemented to offer differentiated technology PD by staff and students of Taylors. Topics will include: Stop-Motion Animation, 2 Minute Tech Tips, Less Bored with Choice Boards, Flipping Out with Flippity, Silhouette in the Classroom, and Canva Creativity.

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 **70%** 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)	58%	61%	64%	67%	70%
	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	➔ ILT Team	NA	NA	➔ PDAP goals
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	➔ ILT Team ➔ Teachers	NA	NA	➔ Teacher SLOs ➔ WIGS
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	➔ STEAM ➔ Classrooms Teachers ➔ Instructional Coach ➔ Related Arts Teachers	NA	NA	➔ Teacher Lesson Plans ➔ GCS Curriculum Maps

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	➜ Academics ➜ ILT	NA	NA	➜ District curriculum writers
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	➜ Academics ➜ District Curriculum Writers	NA	NA	➜ Updated Curriculum maps implementation
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	➜ PLC's ➜ Instructional Coach	NA	NA	➜ Use of Mastery Connect ➜ Use of District Assessments ➜ Amira
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	➜ ILT	NA	NA	➜ ILT Meetings ➜ Mosaic Writeups
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	➜ Admin ➜ Instructional Coach	NA	NA	➜ ILT Meetings ➜ Mosaic Writeups
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	2024-2029	➜ ILT	NA	NA	➜ SC Ready Data ➜ ACCESS Data

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.					➜ TE 21 Data ➜ PLC Data
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	➜ ILT ➜ PLC's	$1500	District PD Local PD	➜ M= Backwards Design PD that we have already started- include diving into new math standards over next two years
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	➜ ILT ➜ PLC's ➜ Guiding Coalition	NA	NA	➜ Use of new PLC template to address 4 guiding questions ➜ PLC meetings to include ILT
4. Foster a collaborative relationship between schools and parents.	2024-2029	➜ SIC ➜ PTA ➜ All school staff	NA	NA	➜ School Website ➜ Weekly Parent Updates ➜ PTA Events ➜ Backpack
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	➜ Adults Learning and Modeling Action Team	$500	Local Funds	➜ STEAM night

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 **61%** in 2022-23 to **78%** 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)	66%	69%	72%	75%	78%
	61%	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	➔ ILT ➔ All teachers	NA	NA	➔ PDAP Goals
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	➔ Reading Horizons K5-2nd ➔ RTI	$11,700	General Funds	➔ Continued training in Reading Horizons for K5 and 1st ➔ Initial training in Reading Horizons for 2nd ➔ Use of Amira for creating individualized learning pathways for students
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners,	2024 -2029	➔ All classroom teachers ➔ RTI	NA	NA	➔ Amira ➔ LETRS Training ➔ Reading Horizons

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	➔ PLCs ➔ ILT ➔ ML Teacher ➔ Literacy Coach	NA	NA	➔ Amira ➔ Reading Horizons ➔ Lexia ➔ IXL
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	➔ STEAM teacher ➔ Leader In Me Clubs	NA	NA	➔ Covey Clubs ➔ Robotics
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	➔ ILT ➔ Classroom Teachers	NA	NA	➔ Teacher Lesson Plans ➔ GCS Curriculum Guides
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	➔ ILT ➔ Classroom Teachers (PLCs)	NA	NA	➔ PLC meetings ➔ TE 21 data ➔ K5 & 1st Benchmarks
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	➔ ILT ➔ Classroom Teacher ➔ Guiding Coalition ➔ Academics	NA	NA	➔ PLC minutes ➔ Guiding Coalition minutes
4. Progress Monitor intervention outcomes to determine the most	2024-2029	➔ RTI ➔ Classroom Teachers	NA	NA	➔ Amira ➔ Lexia

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
effective strategies for increasing student success.					
5. Implement a range of assessment methods that measure student understanding.	2024-2029	➜ PLCs ➜ ILT	NA	NA	➜ Lesson Plans
6. Ensure vertical articulation of grade level content and practices.	2024-2029	➜ PLCs ➜ Guiding Coalition	NA	NA	➜ PLC minutes ➜ Guiding Coalition minutes
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	➜ PLCs ➜ ILT ➜ Academics	NA	NA	➜ Lesson Plans ➜ PLC minutes ➜ PD
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	2024-2025	➜ Director of Early Intervention and Student Support	NA	NA	➜ Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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 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	➔ ILT ➔ Classroom Teachers ➔ Academics	NA	NA	➔ Data Dives ➔ PLC minutes ➔ ILT minutes

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	➜ Classroom Teachers ➜ ILT ➜ Media Specialist	NA	NA	➜ Lesson Plans ➜ Discussions with Literacy Coach
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	➜ Academics ➜ GT teacher ➜ Interventionist ➜ ML teacher ➜ Classroom teachers	NA	NA	➜ Amira ➜ Lexia ➜ IXL ➜ Lesson Plans
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	➜ Classroom Teachers	NA	NA	➜ GCS Curriculum Maps ➜ PLC minutes
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	➜ ILT	NA	NA	➜ Mosaic feedback ➜ Glo and Grow reports
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	➜ ILT ➜ Media	$200	Media Funds	➜ Lightbox Books
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	➜ ILT ➜ ML Teacher	NA	NA	➜ PDs ➜ Reading Horizon ➜ Amira ➜ Balanced Literacy implementation

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	➔ PLCs ➔ ILT	NA	NA	➔ New to Taylors Meetings
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	➔ PLCs ➔ ILT	NA	NA	➔ Planning is in alignment with Elementary ELA Instructional Framework
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	➔ PLCs ➔ ILT	NA	NA	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	➔ NA	NA	NA	NA

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	➔ Counseling ➔ ILT	NA	NA	➔ Career Days
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	➔ ILT ➔ Classroom Teachers	NA	NA	➔ Host Clemson Student Teachers

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	➔ Counseling ➔ ILT	NA	NA	➔ Career Day

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)	12.5%	12%	11.5%	11%	10.5%
	13%	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: Promote a Positive School Culture: Foster a positive school culture where teachers feel values, supported, and respected. Encourage collaboration, open communication, and teamwork among staff members. Recognize and celebrate teachers' achievements and contributions to the school community.					
1. Optional Staff Gatherings	2024-2029	➔ Action Teams ➔ ILT	NA	NA	➔ Google Forms to gather info ➔ Varied times to meet needs
2. Shout Out Teacher Board	2024-2029	➔ ILT ➔ Counselors	NA	NA	➔ Teachers write notes praising other staff
Action Plan for Strategy #2: Address Workload and Burnout: Monitor teacher workload and take steps to prevent burnout. Strive to create a reasonable balance between teaching responsibilities, planning time, and administrative tasks. Offer support to teachers who may be struggling with stress or workload issues.					
1. "I Wish My Principal Knew" Google Form	2024-2029	➔ ILT	NA	NA	➔ Weekly way for teachers to share info Admin may need to know

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Extra planning times for teachers to do PLC work	2024-2029	➔ ILT	NA	NA	➔ Create times in Master Schedule

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)	44.9%	42.9%	40.9%	38.9%	36.9%
	46.9%	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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	➔ On Track Team ➔ School Wide Behavior Committee ➔ ILT	NA	NA	➔ School Wide Behavior Plan
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	➔ Lighthouse Team ➔ ILT	$3000	PTA Funded	➔ Covey Clubs
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	➔ ILT ➔ Counselors ➔ All staff	NA	PTA Funded	➔ PTA family and community events ➔ District Protocol for school visitors ➔ Triple P workshops by counselors
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	➔ District Sped ➔ ILT	NA	NA	➔ CPI Training
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	➔ On Track Team	NA	NA	➔ On Track

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	➜ All classrooms teachers ➜ ILT ➜ LIM Lighthouse	NA	NA	➜ Leader in Me Habit Huddle Direct Lesson ➜ Leader in Me Lab lessons
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	➜ ILT ➜ All classroom teachers	NA	NA	➜ Weekly message to parents by principal ➜ Updates in Backpack ➜ Triple P workshops by counselors ➜ Updated School Website ➜ Classroom Newsletters ➜ Student Led Conferences
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	➜ ILT ➜ All classroom teachers	NA	NA	➜ Use of language line for families that do not speak English ➜ Outlined Professional Expectations ➜ District Videos on Professionalism
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	➜ All classroom teachers ➜ ILT ➜ LIM Lighthouse	NA	NA	➜ Talking points for teachers during conferences
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	➜ ILT ➜ Classroom Teachers ➜ Counselors	NA	NA	➜ During the day field trips ➜ Covey Clubs
2. Increase leadership opportunities within the school during the school day.	2024-2029	➜ ILT ➜ LIM Adulthouse ➜ Actions Teams ➜ Faculty Council	NA	NA	➜ Leader in Me Student Action Teams ➜ Patrols ➜ News Crew ➜ Green Team

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		➜ Guiding Coalition			
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	➜ Counselors ➜ Mentor Greenville ➜ Firepit Ranch Mentors	NA	NA	➜ Mentoring of 5th grade boys ➜ Girls on the Run ➜ Run Hard ➜ PTA events
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	➜ Behavior Committee ➜ ILT	NA	NA	➜ School wide behavior plan ➜ ILT classroom talks regarding expectations
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	➜ ILT ➜ Classroom Teachers ➜ Counselors ➜ On Track Team	NA	NA	➜ On Track ➜ School wide behavior plan ➜ ACES Training for Staff
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	➜ Behavior Committee ➜ ILT ➜ Classroom Teachers ➜ Counselors	$1000	Local PD	➜ Point Accumulation Tracking ➜ Nine Week Behavior Celebrations
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	➜ ILT ➜ All classroom teachers ➜ LIM Lab	NA	NA	➜ Daily Habit Huddles in classrooms ➜ Bi-weekly LIM Lab lessons
5. Provide student-centered interventions and resources for	2024-2029	➜ ILT ➜ Counselors	NA	NA	➜ Sensory Room and Path ➜ Behavior Team

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.		→ On Track Team → Sped. Support			→ Support from Sped. Specialist → Behavior Coaches

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	18%	16%	14%	12%	10%
	20%	TBD	Actual (School					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	➔ Attendance Clerk	NA	NA	➔ Letters to sent to parents regarding attendance and process towards chronic absenteeism
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	➔ District	NA	NA	➔ School Messenger ➔ Attendance Conferences
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	➔ Attendance Clerk ➔ Counselor	NA	NA	➔ Conferences with parents regarding truancy issues
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	➔ District	NA	NA	➔ Attend district trainings
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	➔ ILT ➔ Attendance Clerk ➔ Counselors ➔ Classroom Teachers	NA	NA	➔ Backpack Messages ➔ Weekly Principal callouts ➔ Info on School Website
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	➔ ILT ➔ SIC	NA	NA	➔ Language Line ➔ ESOL Support ➔ SIC Meetings
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	➔ Nurse ➔ Attendance Clerk ➔ Admin	NA	NA	➔ Backpack Messages ➔ Nurse Letters Home ➔ Information on School Website

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	➔ Front Office ➔ Attendance Clerk	NA	NA	➔ System in Front office to allow parents to sign up for Backpack
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	➔ ILT ➔ Counselors ➔ Classroom Teachers	NA	NA	➔ Facebook ➔ School Website ➔ School Marquee ➔ Classroom Newsletters
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	➔ Front Office	NA	NA	➔ System in Front office
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	➜ SIC	NA	NA	➜ SIC ➜ Contributors to United Way ➜ Taylors First Baptist Good News
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	➜ Counselors ➜ Adults Learning & Modeling Action Team	NA	NA	➜ SIC Meetings ➜ Conferences with Parents ➜ PTA Meetings ➜ Facebook Posts ➜ Open House
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	➜ ILT ➜ Adult Lighthouse ➜ Adults Learning & Modeling Action Team	NA	NA	➜ Meet the Teacher ➜ PTA Meetings ➜ STEAM/ Art Night ➜ Book Fair ➜ Open House
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	➜ ILT ➜ Adult Lighthouse ➜ ML Teacher	NA	NA	➜ Virtual Meetings with Parents ➜ Language Line ➜ Meet the Teacher ESOL Event
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	➜ ILT ➜ Adult Lighthouse	NA	NA	➜ Student Driven Events ➜ Student Led Conferences
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	➜ ILT ➜ SIC Community Members	Na	NA	➜ Open Invitation to join SIC