

# **RUDOLPH GORDON SCHOOL**

## **SCHOOL PORTFOLIO (ELEMENTARY)**

**2024-25 THROUGH 2028-29**



**DR. MEREDITH WELCH, PRINCIPAL**

**GREENVILLE COUNTY SCHOOL DISTRICT**

**DR. W. BURKE ROYSTER, SUPERINTENDENT**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME: Rudolph Gordon School**

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

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


### Required Signature Page

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

### Assurances for the School Renewal Plans

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

#### SUPERINTENDENT

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

#### PRINCIPAL

Dr. Meredith Welch		4/17/24
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

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

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tricia Surles		4/17/24
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Andrea Freeman		4/17/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1507 Scuffletown Road; Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 452-0200

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

## Stakeholder Involvement for School Renewal

### Position and Name

1. Principal – Dr. Meredith Welch
2. Teacher – Laura Shaw
3. Parent/Guardian – Brittaney Gause-Pitts
4. Community Member – Mike Jeter
5. Paraprofessional – Danielle Ledford
6. School Improvement Council Member – Tricia Surles
7. Read to Succeed Reading Coach – Andrea Freeman
8. School Read to Succeed Literacy Leadership Team Lead – Andrea Freeman
9. School Read to Succeed Literacy Leadership Team Member – Celeste Keely

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

## ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmental Screening</b></p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>



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# Introduction

A new Action Plan has been written to be implemented from 2024-2029. The process began in March 2024 with an overview presented to the faculty, staff, PTA, and SIC. Groups were formed with representation from our various stakeholders. These groups reviewed the survey data collected from parents, students, and our faculty and staff. State survey results included on the school's report card and results from the survey given as part of our self-assessment were used to identify strengths and areas for improvement for our total school program. Student data from standardized tests was critiqued to develop student achievement goals that are specific, measurable, attainable, results-oriented, and time-bound. The plan is updated every year. Stakeholders that served on the standards teams and the portfolio teams are:

Self-Assessment: Standard 1 – Purpose and Direction  
Portfolio: Mission, Vision, Beliefs

- **Andrea Freeman, Literacy Coach, chairperson**
- Catherine Osborne, kindergarten teacher
- Kristie Smith, 1<sup>st</sup> grade teacher
- Carly Parker, 1<sup>st</sup> grade teacher
- Cali Callahan, 2<sup>nd</sup> grade teacher
- Lauren Reaves, 3<sup>rd</sup> grade teacher
- Lindsay Hardin, 3<sup>rd</sup> grade teacher
- Kristi Calvert, Science Lab Teacher
- Kristin Bence, music teacher
- Ellis Prickett, 6<sup>th</sup> grade teacher
- Kendall Lentz, 7<sup>th</sup> grade teacher
- Christopher Rivardo, 8<sup>th</sup> grade teacher
- Kerry Hanning, 8<sup>th</sup> grade teacher
- Angie Endres, SPED teacher
- Tina Pellerite, kindergarten assistant
- Melissa Benham, 4<sup>th</sup> grade teacher
- Katie Dofelmier, 4<sup>th</sup> grade teacher
- Walker Wyatt, PE teacher
- Erin Clarke, school counselor
- Carlie Peden, school counselor
- Meri Heather Acton, Assistant principal
- Shannon Petrus, office clerk
- Amber Black, school nurse
- RaeLee McLeod, 5<sup>th</sup> grade teacher
- Kelsey Gunter, MS Band
- Stefanie Lamoy, full-time substitute
- Alice Bradley, reading interventionist
- Michele Gervasi, paraprofessional
- Meghan Thomas, school psychologist
- Beth Murray, full-time substitute
- Dena Daniel, ESOL teacher

Self-Assessment: Standard 2 – Governance and Leadership  
Portfolio: School Profile



- **Debbie Lombel , 6<sup>th</sup> grade teacher, chairperson**
- Mary Beth Cooper, 1<sup>st</sup> grade teacher
- Erin Nelson, 1<sup>st</sup> grade teacher
- Erin Williams, kindergarten teacher
- Victoria Missouri, 2<sup>nd</sup> grade teacher
- CJ Bishop, 3<sup>rd</sup> grade teacher
- Michelle Willis, 4<sup>th</sup> grade teacher
- Leslie Dutcher, 5<sup>th</sup> grade teacher
- Kristin Beitel, MS PE teacher
- Ashlyn Freeman, kindergarten assistant
- Angie Saunders, Office Clerk
- Laura Mastrolillo, cafeteria manager
- Denise Saldarriaga, Elementary STEAM lab manager
- Stephen Smith, plant engineer
- Maggie Simmons, 7<sup>th</sup> grade teacher
- Jonathan Gordon, 8<sup>th</sup> grade teacher
- Heather Carew, 8<sup>th</sup> grade teacher
- Mary Grace Orr, SPED
- Janet Ford, registrar
- Sarah Coffey, school counselor
- Dan Anderson, Assistant principal
- Heather Nash, music teacher
- Whitney Llaneza, 3<sup>rd</sup> grade teacher
- Laurie Schmotzer, 6<sup>th</sup> grade teacher
- Kayla Williams, PE teacher
- Nicole Welsh, SPED resource teacher
- Jennifer Kaspar, paraprofessional
- Nichole Tench, occupational therapist
- Becky Clarke, paraprofessional

Self-Assessment: Standard 3 – Teaching and Assessing for Learning  
 Portfolio: Data Analysis and Needs Assessment, Introduction

- **Carly Hudson, 4<sup>th</sup> grade teacher, chairperson**
- Gaelyn Jenkins, Media Specialist
- Courtney Arndt, 2<sup>nd</sup> grade teacher
- Emily Sisson, 2<sup>nd</sup> grade teacher
- Dr. Meredith Welch, principal
- Kelly Tetzlaff, kindergarten teacher
- Megan Phillips, 1<sup>st</sup> grade teacher
- Linda Goretzke, Reading Interventionist
- Nicole Poore, 3<sup>rd</sup> grade teacher
- Maggie Timmersman, 4<sup>th</sup> grade teacher
- Nicholas Russell, 5<sup>th</sup> grade teacher
- Melissa Witherspoon, challenge teacher
- Pam Cloonan, resource teacher
- Michelle Robertson, kindergarten assistant
- Charlie Wyche, 6<sup>th</sup> grade teacher
- TJ Barger, 6<sup>th</sup> grade teacher
- Carla Hunt, computer lab
- Jenna Bryant, 7<sup>th</sup> grade teacher
- Sarah Harris, 7<sup>th</sup> grade teacher
- Kim Ashworth, 8<sup>th</sup> grade teacher
- Crystal Lowery, 8<sup>th</sup> grade teacher
- Ashley deJong, MS Art
- Faith Garvin, administrative assistant

- Joy Hawkins, school counselor
- Rachel Tabor, kindergarten teacher
- Brooke Key, 1<sup>st</sup> grade teacher
- Beth Hadley, reading interventionist
- Angela Wrigley, math interventionist
- Michelle Fitzgerald, paraprofessional
- Danielle Ledford, paraprofessional

Self- Assessment: Standard 4 – Resources and Support Systems  
Portfolio: School Profile

- **Amber Willis, 7<sup>th</sup> grade teacher, chairperson**
- Libby Wright, 5<sup>th</sup> grade teacher
- Leigh Laskis, 1<sup>st</sup> grade teacher
- Carrie Pulley, school counselor
- Darsi Bolding, kindergarten teacher
- Christine Sammis, kindergarten assistant
- Angie Nelson, 2<sup>nd</sup> grade teacher
- Jill Owens, 2<sup>nd</sup> grade teacher
- Lauren Sierputowski, 3rd grade teacher
- Amy Rodgers, 4th grade teacher
- Hannah Luther, SPED
- Linda Snow-Moors, speech pathologist
- Laine Smith, nurse
- Kim Lipsey, bookkeeper
- Michael Parris, GTT Modeling & Design
- AJ Jeffcoat, 6<sup>th</sup> grade teacher
- Emily Modrak, 8<sup>th</sup> grade teacher
- Alyssa Nichols, GTT Medical Detectives/Computer Tech
- Danielle Escayg, SPED resource
- Tiffany Bearfield, office clerk
- Susanne Williams, art teacher
- Lauren Nagelkirk, administrative assistant
- Susan Pritchett, school counselor
- Brandi Kakadelis, kindergarten assistant
- Katherine Harmon, 1<sup>st</sup> grade teacher
- Sarah Sarton, 7<sup>th</sup> grade teacher
- Kaleb Stone, PE teacher
- Brooke Vickery, speech pathologist
- Alex Jensen, SPED
- Shannon Bagwell, ISS
- Stefanie Khattab, 6<sup>th</sup> grade teacher

Self-Assessment: Standard 5 – Using Results for Continuous Improvement  
Portfolio: Executive Summary

- **Laura Shaw, art teacher, chairperson**
- Mandy Tucker, 8<sup>th</sup> grade teacher
- Kimberly Cooksey, 5<sup>th</sup> Grade teacher
- Celeste Keely, instructional coach
- Lauren Carter, Kindergarten teacher

- Ashley Nettles, 1<sup>st</sup> grade teacher
- Ela Zende, 2<sup>nd</sup> grade teacher
- Kimberly Graham, 2<sup>nd</sup> grade teacher
- Faith Holloway, kindergarten assistant
- Sarah Shady, 6<sup>th</sup> grade teacher
- Mindy Martin, 6<sup>th</sup> grade teacher
- Brittany Williams, Spanish teacher
- Brittany Saunders, strings teacher
- Sara Taylor, office clerk
- Angela Mason, 3<sup>rd</sup> grade teacher
- Erin Hoffman, 3<sup>rd</sup> grade teacher
- Mark Best, 5<sup>th</sup> grade teacher
- Gwynna Buckner, secretary
- Carrie McCain, assistant principal
- Michelle Hawkins, 1<sup>st</sup> grade teacher
- Rebecca Henseler, 4<sup>th</sup> grade teacher
- William Reeve, 7<sup>th</sup> grade teacher
- Carl Nordhus, 7<sup>th</sup> grade teacher
- Natalie Ingle, media clerk
- Rachel White, MS Journalism
- Kim White, reading interventionist
- Kristy Jones, paraprofessional
- Tara Gunter, SPED
- Ben Hill, full-time substitute
- Amy McConaghy, paraprofessional

*Each group participated in developing and updating the 2024-2029 Action Plan. The plan includes five-year performance goals, annual objectives, and strategies to achieve the goals. The action plan addresses student achievement, teacher and administrator quality, and school climate.*

# Executive Summary

## 2023 Student Achievement Assessment Findings for Rudolph Gordon School: Grades 3-5

- SC Ready English..... 75% Meets or Exceeds Expectations
- SC Ready Math.....67.0% Meets or Exceeds Expectations

### Teacher and Administrator Quality

- 6 Administrators (one principal, three assistant principals, and two administrative assistants)
- 111 Teachers
- 20 Support Staff
- 73.8% of the teaching staff have an advanced degree
- 94.6% of the teaching staff are on continuing contract
- 7 National Board-Certified Teachers

### School Climate Findings

The students, parents and teacher surveys indicate the following:

- They are satisfied with the learning environment.
- They are satisfied with the social and physical environment.
- They are satisfied with school-home relations.

### Significant Challenges from past 3 years

- Training new teachers on district initiatives (PBL/ STEAM, Carnegie Math, Big Ideas textbooks, LETRS, and new technology tools)
- Implementation of Language and Words Study Kits in Grades K5 – 3<sup>rd</sup>
- Training for Coaching Cycles
- Vertical Teaming Opportunities
- Implementation of Carnegie Math and Algebra I
- New Standards and District Curriculum Maps for ELA
- New Science Standards
- New Elementary Math standards and LETRS implementation same year
- Administration Turnover
- Student athletes buy-in to school sports over AAU/Travel teams

## Accomplishments, Results, and Awards

- Two Orchestra students selected for All State Orchestra
- Above the district averages on Benchmark and State Assessments
- Palmetto Gold and Silver awards for academic achievement
- 13 students achieved both the maximum raw and vertical scale scores on 22-23 SC READY in one subject
- One student achieved both the maximum raw and vertical scale score on 22-23 READY in two subjects
- Seven National Board-Certified Teachers
- ESEA Federal Accountability Rating of "A"
- Robotics Program won 2 competitions, won the State Championship Robotics Club, and qualified for Nationals in Dallas
- Greenville Federal Credit Union Grant (\$500 for makerspace)
- Public Education Partners Grant (\$250 for VOX audiobooks)
- Kerry Hanning named SCAMLE Regional Teacher to Watch
- Implementation of student-led school news program (Gator News)
- Catherine Osborne received the Ingle's Amazing Teacher Award (\$5,000)
- Band won the Outstanding Performance Award
- 5 Fifth Grade students participated in Spring Sing at the Peace Center
- 6 Fifth Grade students qualified to participate in the SC State Elementary Honors Chorus
- Elementary Music received a SC Arts Commissions Grant
- Elementary Music Received Music Club of Greenville Grant
- 7<sup>th</sup> & 8<sup>th</sup> grade Orchestra received "Excellent" at SCMEA Concert Performance Assessment
- 7<sup>th</sup> grade Chorus received a "Superior" at SCMEA Chorus Solo and Ensemble Festival
- 6<sup>th</sup> grade Chorus received an "Excellent" at SCMEA Chorus Solo and Ensemble Festival
- 8<sup>th</sup> grade Chorus received an "Excellent" at SCMEA Chorus Solo and Ensemble Festival
- 8<sup>th</sup> grade Band received "Superior with Distinction" at the SCMEA Band Concert Performance Assessment
- Science & Engineering and STEAM Lab recipients of PEP grants

## School Profile

Rudolph Gordon School welcomed students for the first time in August of 2008. Parents, students, and community leaders joined together with the school faculty and staff to create a learning environment where family values are respected, diversity is celebrated, teamwork is modeled, and academic success for every student is expected.

The two-story facility honors Dr. Rudolph G. Gordon, who retired in 2000 as District Superintendent of Greenville County Schools. In 2005, the Greenville County School Board voted unanimously to name the new school in his honor, acknowledging his accomplishments and leadership in education and community. The school media center is named in memory of his wife, Corrine Smith Gordon, to honor her many years of dedication to the students in Greenville County as a school media specialist. In the fall of 2018, Rudolph Gordon School opened the doors to 6<sup>th</sup> grade students and became a K-8<sup>th</sup> grade school. The 7<sup>th</sup> grade was added in August of 2019, and the 8<sup>th</sup> grade was added in August of 2020. There are approximately 1634 students enrolled at RGS, with an additional 8 students enrolled in the Virtual Program.

The school capacity is for one thousand, six hundred. Features of the building include a science lab, computer lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, a state-of-the-art media center, as well as a state-of-the-art makerspace. Each classroom is equipped with a Promethean Panel and Rudolph Gordon School is a one-to-one Chromebook school for all students. Additionally, the primary cafetorium seats 300, and the secondary cafeteria seats 300. The new building houses grades five through eighth grade students. Rudolph Gordon School is built to support project-based learning, which includes collaboration, technology and hands-on learning in innovation labs. Classroom instruction includes integration of curriculum, STEAM (Science, Technology, Engineering, Arts and Mathematics), and PBL (Project Based Learning) activities/units of study.

School security is an ongoing focus for Rudolph Gordon School. An emergency response plan is in place, which includes background checks for all school visitors. At least monthly, the "Concealed Weapon Detector", through Greenville County Sheriff's Office, comes to campus, unannounced, for students to walk through, checking bookbags, persons, etc. Shatterproof glass is being installed to replace the glass that surrounds classrooms to secure the safety of the students. The staff and students routinely participate in practice drills to determine the strengths and needs of the school. Each year, faculty and staff are required to watch safety videos, and participate in hands-on training for epi-pen and/or diastat training. We have an onsite First Responders team consisting of 15 staff members. All students are taught the "Ignore the Door" policy developed by the Greenville County School District, as well as the "See Something Say Something" system that is in place to report threats and bullying. A full-time SRO (school resource office) is housed on campus.

The student population at Rudolph Gordon School is culturally diverse with ten home languages represented. Enrollment figures show the following ethnic distribution of students: (These numbers include the virtual student population along with the brick-and-mortar population.)

Student Groups	Total School Enrollment 1645 (B 826/G 819)	Percentage
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Caucasian	1190 (594/596)	72%
African American	180 (97/83)	10.9%
Hispanic	134 (67/67)	8.0%
Two or More Races	95 (47/48)	5.8%
Other / Asian	46 (21/25)	2.8%
Poverty Index	553	33.6%

Approximately 14.3% of the students qualify for assistance through the special education department, and 21.2% percent of students qualify for the gifted and talented program in grades 3 through 8. The average daily attendance for Rudolph Gordon Elementary is 95.08%. The retention rate of students is 0.6%. Students are heterogeneously grouped for instruction with students spending the majority of the day with their classroom teacher. The ratio of teachers to students is 1 to 22.3

The school leadership team consists of one principal, three assistant principals, and two administrative assistants that support 105 classroom teachers who instruct students based on the following distribution: 20 students in kindergarten through third grade classrooms, and 25 or more in fourth through eighth grade classes. Additionally, there are teachers and/or teacher specialists that teach art, music, physical education, science lab, STEAM lab, computer lab, speech, challenge, resource, literacy intervention, Gateway to Technology, and band. A part-time multilingual teacher works with students daily. An instructional coach assists teachers in planning and implementing effective lessons, a part-time literacy coach supports classroom teachers in literacy instruction, as well as providing reading intervention to identified students through RTI, along with two full-time and two .5 reading interventionists. Five and a half school counselors conduct classroom lessons, implementing character and SEL (Social, and Emotional Learning) education, address the needs of our virtual students, as well as provide a variety of counseling services for our students. A full-time mental health counselor is onsite 5 days per week to work with certain students. Other support personnel include a secretary, a bookkeeper, five office clerks, two nurses, a cafeteria manager, a plant engineer, a media clerk, six kindergarten-teaching assistants, three full-time subs, and ten special education assistants. Additionally, there are seven special education support assistants that work with identified students. The following percentages further describes the teaching staff of Rudolph Gordon School: 73.8% have advanced degrees, 94.6% are on continuing contract, 3.6% are on initial certification, 1.8% are GATE teachers, and the average teacher attendance rate is 96.44%.

Members of the faculty council have an equal voice in decision-making. Council members often initiate topics for discussion and disseminate information from the principal. When making decisions, a consensus is reached with the understanding that the outcome is in the best interest of our school.

Committees play a major role in the decision-making process. They work collaboratively to move the school toward accomplishing goals outlined in the strategic plan. Ongoing and ad-hoc committees that have specific roles form the leadership structure. Committees share recommendations with the faculty and staff for discussion. By incorporating everyone in the shared decision-making process, commitment is heightened to achieve the school's mission, vision, and goals.

Professional Learning Communities (PLCs) are utilized to increase dialogue among grade levels. Teachers use data from many sources to inform and plan instruction. The commitment from our PLCs to improve the teaching and learning environment is evident in the increases in student achievement scores on monthly common assessments and yearly state testing.

The PTA works with the faculty and staff to enhance the home-school relationship to positively affect the education of all students. Officers are responsible for presenting a yearly budget to the PTA members for approval. The budget is created to support school improvement plans. PTA initiatives include fundraisers,

Curriculum and Family nights, membership drives, student encouragement for academic achievement, running club, Book Buddies, and Gatorama Festival. The PTA sponsors a volunteer program that provides teachers with valuable resources that include the following: SEEDS reading program, Book Buddies program, laminating, incentives for academic achievement, and school beautification projects. Over 11,000 volunteer hours are reported annually. The PTA has a Facebook page, which announces upcoming events and serves to announce specific school volunteer needs. PTA board meetings are held monthly, and school-wide PTA meetings are scheduled four times a year.

The School Improvement Council is an advisory committee to the school's principal. Members assist in the preparation of the school's strategic plan, participate in monitoring and evaluating annual initiatives, help write the narrative for the state Report Card, work with the principal to prepare the annual report to the community, and advise the leadership team on the spending of state, district, and local funds. The council is composed of parents, teachers, and community members. Meetings are held monthly.

Rudolph Gordon's PTA and SIC have been very instrumental in establishing our partnerships. Local businesses contribute incentives, provide monetary rewards, and sponsor grants for our teachers.

Rudolph Gordon School offers many opportunities for student participation and recognition. Outstanding character is recognized through the school counseling department and teachers with Student of the Month. Academic achievement and outstanding citizenship are rewarded with ribbons, certificates, and incentives provided by the school and PTA. Students' creative abilities are showcased through school social media sites, Gordon Gator News, the school newspaper, and community publications. In addition, Rudolph Gordon offers a very strong fine arts program. Talent is showcased in local, county, and state art competitions and county and state choral performances. Many sports teams are offered: volleyball, basketball, softball, baseball, and soccer. There are before or after school clubs established, which include: sign language club, robotics club, fishing club, spirit squad, Fibers and Friends, chorus, Dungeons and Dragons, along with intramural sports.

Effective discipline is an integral part of a successful school program. Parents and students receive a school handbook, which includes the district's code of conduct and Rudolph Gordon School policies, procedures, and regulations. School discipline is also posted on the school website, as well as the teacher's websites. Teachers also send home their individual classroom discipline plans and procedures. Students are encouraged and expected to maintain appropriate behavior at all times.

Our academic curriculum is developed in alignment with state and district academic standards to meet the diverse needs of our students. All teachers develop a syllabus outlining student expectations, classroom rules and procedures, and academic standards. The Fountas and Pinnell balanced literacy model is used within language arts instruction, DreamBox is a program used with math instruction (kindergarten through 5<sup>th</sup> grade), Mathia math is incorporated with grades 6 through 8, as well as writing and technology integration in all subject areas. Other strategies used to enhance academic instruction include co-teaching, inclusion, small group guided reading instruction, small group guided math instruction, use of science kits, hands-on science instruction in a lab setting to support and enrich classroom science lessons, STEAM lab, computer lab, as well as computer-assisted instruction, based on state standards, is incorporated into the teaching and learning environment.

Teachers receive on-going training for school initiatives, and Professional Learning Communities are utilized to increase dialogue among faculty members in order to enhance student learning. The faculty participated in STEAM training provided by our district academic science specialist through Clemson University and will continue with ongoing training.



# Mission, Vision, Beliefs

## MISSION

The mission of Rudolph Gordon School, in cooperation with home and community, is to prepare children to become lifelong learners and responsible, productive citizens by creating meaningful learning experiences in a safe, nurturing environment.

## VISION

The vision for Rudolph Gordon School is that all students will engage in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork.

## BELIEFS

We believe:

1. All children can learn.
2. All children should be given learning opportunities to meet their unique needs, gifts, and learning styles in order to reach their full potential.
3. Education is a shared responsibility involving students, teachers and staff, parents, and community members.
4. School should be a safe and nurturing environment where the cultures and customs of families are respected.
5. Educational experiences should encourage students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.

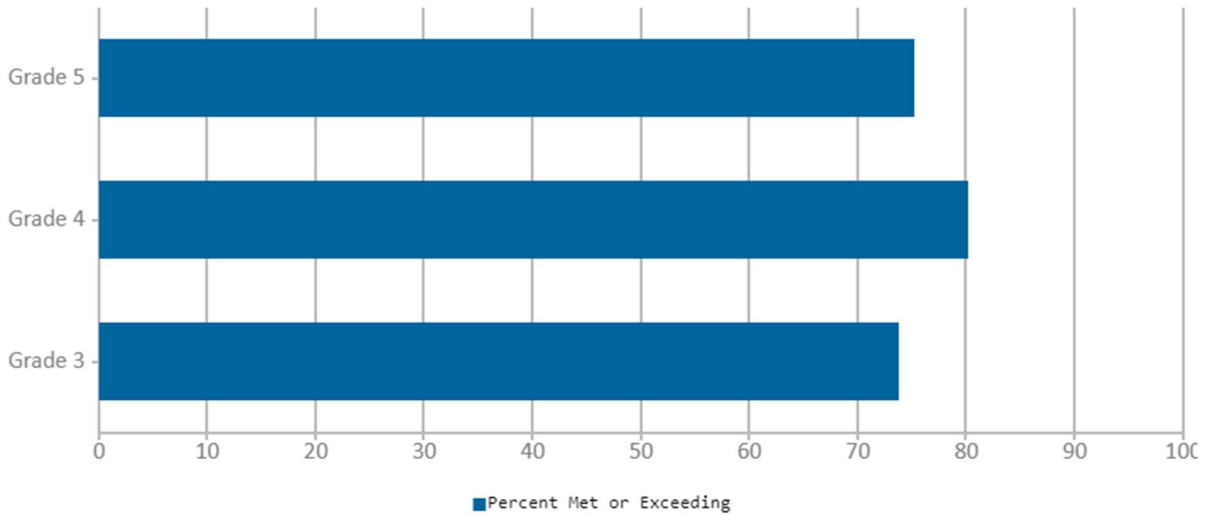
# Data Analysis and Needs Assessment

## Student Achievement Needs Assessment

The South Carolina READY Assessment assessed students in reading, writing, and math. **2023** results are below.

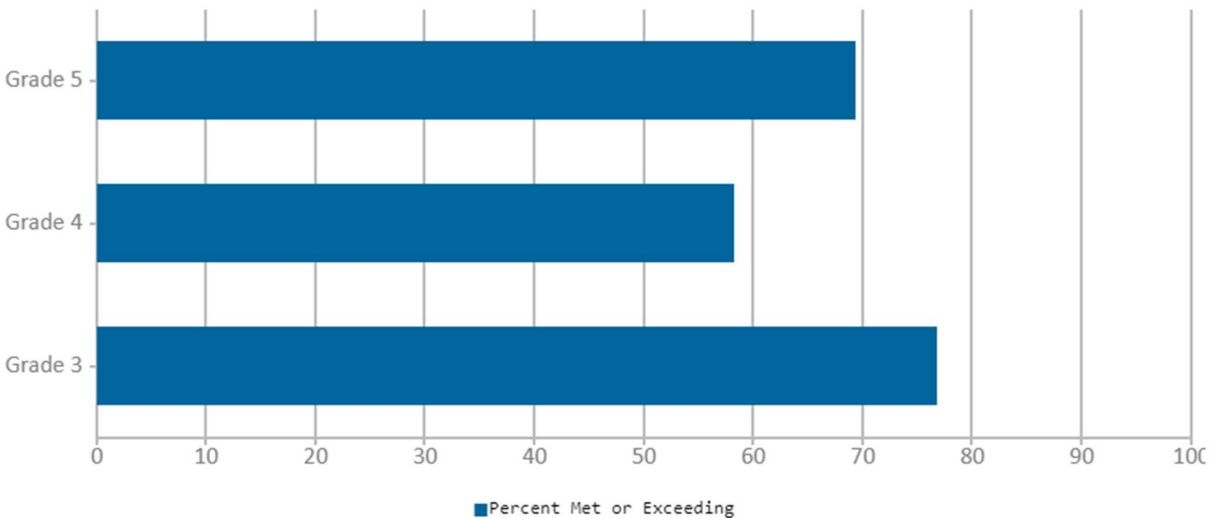
### SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

### Mathematics



Note: Results from alternate assessments were included in the calculations where available.

## Teacher and Administrator Quality

### Professional Development Calendar 2024-25

**Data Analysis:**

- Weekly during grade level/content and PLCs
- Benchmark Data Analysis with Instructional Coach
  - September
  - November
  - January
  - April

**Authentic Assessments:** July/August and monthly

**Backwards Design Unit Planning:** July and monthly

**PLCs:** Weekly with member of Instructional Leadership Team

**PBL:** Quarterly

**SpEd:** Quarterly

**Pulse Check for all teachers:** Weekly

**Faculty Council:** Monthly

**Coaches Corner (Instructional/Literacy):** Monthly

**New Teacher Orientation:** July

**Book Study:** June/July

**LETRS:** 60 hours (grades K-3)

**Reading Horizons:** Ongoing (K5, SpEd, Interventionist)

# School Climate Needs Assessment

## School Climate Survey

Teachers, students, and 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 of client perceptions are used by schools to determine appropriate ways to ensure a safe, orderly, and supportive environment for learning, as well as the continued improvement of student achievement. Survey responses are recorded in the chart.

Below are the 2022-2023 survey results from teachers, students and parents.

### Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	109	505	55
Percent satisfied with learning environment	95.4%	94.0%	92.5%
Percent satisfied with social and physical environment	95.4%	93.3%	84.6%
Percent satisfied with school-home relations	92.6%	95.2%	90.5%

We will increase connection between families and school personnel, and ensure engagement in the academic success of our students, measured in a composite data on parent/teacher conferences, volunteer hours, and backpack check-ins. Our student data indicates that there have been 31.82% of ETS incidents, based on student behavior. On average, 21% of all students have misbehavior resulting in a disciplinary referral. We recognize that 15.01% of all students are chronically absent, meaning they miss 10% or more of the days enrolled at school, no matter the reason.

### [2022-2023 SC SDE School Report Card](#)

# ACTION PLAN

## GOAL AREA 1 – Performance Goal 1

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

**Performance Goal 1:** By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 68% in 2022-23 to 83% 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)	71%	74%	77%	80%	83%
	68%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Coach</li> </ul>	\$0		
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Coach</li> <li>Teachers</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>Instructional Coach</li> <li>Teachers</li> </ul>	\$0		
<b>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.</b>					
1. Update the GCS Curriculum Maps to leverage power standards,	2024-2029	<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Coach</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
grade-level rigor and pacing and ensure consistent use across all classrooms.		<ul style="list-style-type: none"> <li>• Teachers</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> <li>• Teachers</li> </ul>	\$0		
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• Instructional Coach</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> </ul>	\$0		
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> </ul>	\$0		
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> <li>• Teachers</li> </ul>	\$0		
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> </ul>	\$0		
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> <li>• Teachers</li> </ul>	\$0		
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Instructional Coach</li> <li>• School Counselors</li> </ul>	\$0		

## 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 76.4% in 2022-23 to 86.4% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% 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)	78.4%	80.4%	82.4%	84.4%	86.4%
	76.4%	TBD	Actual (ES)					
	64.0%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Coach</li> <li>Literacy Coach</li> </ul>	\$0		
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Coach</li> <li>Literacy Coach</li> <li>Teachers</li> </ul>	\$0		
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	<ul style="list-style-type: none"> <li>Instructional Coach</li> <li>Literacy Coach</li> <li>Teachers</li> <li>Reading Interventionists</li> </ul>	\$0		
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	2024-2029	<ul style="list-style-type: none"> <li>Instructional Coach</li> <li>Literacy Coach</li> <li>Teachers</li> <li>Reading Interventionist</li> </ul>	\$0		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
expectations for all students.					
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	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> <li>· GTT Teacher</li> </ul>	\$0		
<b>Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> <li>· Teachers</li> </ul>	\$0		
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> <li>· Teachers</li> </ul>	\$0		
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> <li>· Literacy Coach</li> <li>· Teachers</li> <li>· Reading Interventionist</li> </ul>	\$0		
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> </ul>	\$0		
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> <li>· Teachers</li> </ul>	\$0		
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> <li>· Teachers</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
group instruction, etc.) that meet student needs.					
<p>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.</p> <p>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or 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</p>	2024-2025	<ul style="list-style-type: none"> <li>Director of Early Intervention and Student Support</li> </ul>			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.					
<b>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.</b>					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> <li>· Teachers</li> </ul>	\$0		
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> <li>· Literacy Coach</li> <li>· Instructional Coach</li> <li>· Teachers</li> </ul>	\$0		
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> <li>· Literacy Coach</li> <li>· Instructional Coach</li> <li>· Teachers</li> </ul>	\$0		
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> </ul>	\$0		
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> </ul>	\$0		
6. Provide diverse and multimedia-rich materials for teaching	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
language arts, including audio, visuals, and interactive texts to accommodate various learning styles.					
<b>Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
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	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> </ul>	\$0		
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> </ul>	\$0		
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> </ul>	\$0		
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> <li>· Administrators</li> </ul>	\$0		
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Literacy Coach</li> </ul>	\$0		

## 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 <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· School Counselors</li> <li>· Teachers</li> <li>· Instructional Coach</li> </ul>	\$0		
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		NA		
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<ul style="list-style-type: none"> <li>· School Counselors</li> <li>· Instructional Coach</li> </ul>	\$0		

## 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)	2.5%	2.0%	1.5%	1.0%	0.5%
	3%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
<b>Action Plan for Strategy #1: Increase Teacher Morale</b>					
1. Monthly Treats to show appreciation	2024-2029	· Instructional Leadership Team	\$200 monthly	Local Funds	
2. Birthday Bags	2024-2029	· Instructional Leadership Team	\$500 Annually	Local Funds	
3. Staff Shoutouts	2024-2029	· Instructional Leadership Team · Teachers · Support Staff	\$0		
4. Gator Greatness Award	2024-2029	· Teachers · Support Staff · Instructional Leadership Team	\$0		

## 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)	29.82%	27.82%	25.82%	23.82%	21.82%
	31.82%	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
<b>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.</b>					
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	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> </ul>	\$0		
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> <li>School Counselors</li> </ul>	\$0		
3. Create a sense of safety, stability, and belonging for	2024-2029	<ul style="list-style-type: none"> <li>Administrators</li> <li>School Counselors</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.		<ul style="list-style-type: none"> <li>• Mental Health Counselor</li> <li>• Teachers</li> <li>• PTA</li> <li>• Administrators</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> <li>• School Counselors</li> <li>• Mental Health Counselor</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Counselors</li> </ul>	\$0		
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• School Counselors</li> <li>• PTA</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>• Administration</li> </ul>	\$0		
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• School Counselor</li> <li>• Mental Health Counselor</li> </ul>	\$0		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		
<b>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.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· Teachers</li> </ul>	\$0		
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
understanding diverse perspectives.					
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		

## 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)	13.01%	11.01%	9.01%	7.01%	5.01%
	15.01%	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Administrators	\$0		
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Administrators · On Track Team	\$0		
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· Attendance Clerk	\$0		
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District Personnel	\$0		
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and	2024-2029	· On Track Team	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.		<ul style="list-style-type: none"> <li>· School Counselors</li> <li>· Attendance Clerk</li> <li>· Administrators</li> </ul>			
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> <li>· School Counselors</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· School Nurse</li> </ul>	\$0		

## GOAL AREA 3 – Performance Goal 3

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

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

**Interim Performance Goal:** Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Office Clerks</li> </ul>	\$0		
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· School Counselors</li> <li>· Office Staff</li> <li>· Teachers</li> </ul>	\$0		
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· Media Specialists</li> <li>· Registrars</li> </ul>	\$0		
<b>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.</b>					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote	2024-2029	<ul style="list-style-type: none"> <li>· School Counselors</li> <li>· Administrators</li> <li>· Teachers</li> <li>· PTA</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> <li>· School Counselors</li> <li>· Teachers</li> <li>· Administrators</li> <li>· School Social Worker</li> </ul>	\$0		
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· PTA</li> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
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	<ul style="list-style-type: none"> <li>· ML Teachers</li> <li>· School Social Worker</li> <li>· Administrators</li> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· School Counselors</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· Administrators</li> </ul>	\$0		

# **RUDOLPH GORDON SCHOOL**

## **SCHOOL PORTFOLIO (MIDDLE)**

**2024-25 THROUGH 2028-29**



**DR. MEREDITH WELCH, PRINCIPAL**

**GREENVILLE COUNTY SCHOOL DISTRICT**

**DR. W. BURKE ROYSTER, SUPERINTENDENT**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME: Rudolph Gordon School**

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

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

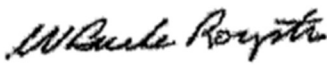
### Required Signature Page

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

### Assurances for the School Renewal Plans

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

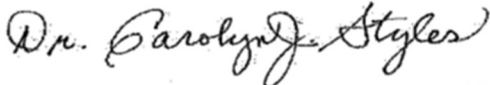
#### SUPERINTENDENT

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

#### PRINCIPAL

Dr. Meredith Welch		4/17/24
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

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

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tricia Surles		4/17/24
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Andrea Freeman		4/17/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1507 Scuffletown Road; Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 452-0200

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



## Stakeholder Involvement for School Renewal

### Position and Name

1. Principal – Dr. Meredith Welch
2. Teacher – Laura Shaw
3. Parent/Guardian – Brittaney Gause-Pitts
4. Community Member – Mike Jeter
5. Paraprofessional – Danielle Ledford
6. School Improvement Council Member – Tricia Surles
7. Read to Succeed Reading Coach – Andrea Freeman
8. School Read to Succeed Literacy Leadership Team Lead – Andrea Freeman
9. School Read to Succeed Literacy Leadership Team Member – Celeste Keely

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

## ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Innovation</b></p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Collaboration</b></p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmental Screening</b></p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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# Introduction

A new Action Plan has been written to be implemented from 2024-2029. The process began in March 2024 with an overview presented to the faculty, staff, PTA, and SIC. Groups were formed with representation from our various stakeholders. These groups reviewed the survey data collected from parents, students, and our faculty and staff. State survey results included on the school's report card and results from the survey given as part of our self-assessment were used to identify strengths and areas for improvement for our total school program. Student data from standardized tests was critiqued to develop student achievement goals that are specific, measurable, attainable, results-oriented, and time-bound. The plan is updated every year. Stakeholders that served on the standards teams and the portfolio teams are:

Self-Assessment: Standard 1 – Purpose and Direction  
Portfolio: Mission, Vision, Beliefs

- **Andrea Freeman, Literacy Coach, chairperson**
- Catherine Osborne, kindergarten teacher
- Kristie Smith, 1<sup>st</sup> grade teacher
- Carly Parker, 1<sup>st</sup> grade teacher
- Cali Callahan, 2<sup>nd</sup> grade teacher
- Lauren Reaves, 3<sup>rd</sup> grade teacher
- Lindsay Hardin, 3<sup>rd</sup> grade teacher
- Kristi Calvert, Science Lab Teacher
- Kristin Bence, music teacher
- Ellis Prickett, 6<sup>th</sup> grade teacher
- Kendall Lentz, 7<sup>th</sup> grade teacher
- Christopher Rivardo, 8<sup>th</sup> grade teacher
- Kerry Hanning, 8<sup>th</sup> grade teacher
- Angie Endres, SPED teacher
- Tina Pellerite, kindergarten assistant
- Melissa Benham, 4<sup>th</sup> grade teacher
- Katie Dofelmier, 4<sup>th</sup> grade teacher
- Walker Wyatt, PE teacher
- Erin Clarke, school counselor
- Carlie Peden, school counselor
- Meri Heather Acton, Assistant principal
- Shannon Petrus, office clerk
- Amber Black, school nurse
- RaeLee McLeod, 5<sup>th</sup> grade teacher
- Kelsey Gunter, MS Band
- Stefanie Lamoy, full-time substitute
- Alice Bradley, reading interventionist
- Michele Gervasi, paraprofessional
- Meghan Thomas, school psychologist
- Beth Murray, full-time substitute
- Dena Daniel, ESOL teacher

Self-Assessment: Standard 2 – Governance and Leadership  
Portfolio: School Profile

- **Debbie Lombel , 6<sup>th</sup> grade teacher, chairperson**
- Mary Beth Cooper, 1<sup>st</sup> grade teacher
- Erin Nelson, 1<sup>st</sup> grade teacher
- Erin Williams, kindergarten teacher
- Victoria Missouri, 2<sup>nd</sup> grade teacher
- CJ Bishop, 3<sup>rd</sup> grade teacher
- Michelle Willis, 4<sup>th</sup> grade teacher
- Leslie Dutcher, 5<sup>th</sup> grade teacher
- Kristin Beitel, MS PE teacher
- Ashlyn Freeman, kindergarten assistant
- Angie Saunders, Office Clerk
- Laura Mastrolillo, cafeteria manager
- Denise Saldarriaga, Elementary STEAM lab manager
- Stephen Smith, plant engineer
- Maggie Simmons, 7<sup>th</sup> grade teacher
- Jonathan Gordon, 8<sup>th</sup> grade teacher
- Heather Carew, 8<sup>th</sup> grade teacher
- Mary Grace Orr, SPED
- Janet Ford, registrar
- Sarah Coffey, school counselor
- Dan Anderson, Assistant principal
- Heather Nash, music teacher
- Whitney Llaneza, 3<sup>rd</sup> grade teacher
- Laurie Schmotzer, 6<sup>th</sup> grade teacher
- Kayla Williams, PE teacher
- Nicole Welsh, SPED resource teacher
- Jennifer Kaspar, paraprofessional
- Nichole Tench, occupational therapist
- Becky Clarke, paraprofessional

Self-Assessment: Standard 3 – Teaching and Assessing for Learning  
 Portfolio: Data Analysis and Needs Assessment, Introduction

- **Carly Hudson, 4<sup>th</sup> grade teacher, chairperson**
- Gaelyn Jenkins, Media Specialist
- Courtney Arndt, 2<sup>nd</sup> grade teacher
- Emily Sisson, 2<sup>nd</sup> grade teacher
- Dr. Meredith Welch, principal
- Kelly Tetzlaff, kindergarten teacher
- Megan Phillips, 1<sup>st</sup> grade teacher
- Linda Goretzke, Reading Interventionist
- Nicole Poore, 3<sup>rd</sup> grade teacher
- Maggie Timmersman, 4<sup>th</sup> grade teacher
- Nicholas Russell, 5<sup>th</sup> grade teacher
- Melissa Witherspoon, challenge teacher
- Pam Cloonan, resource teacher
- Michelle Robertson, kindergarten assistant
- Charlie Wyche, 6<sup>th</sup> grade teacher
- TJ Barger, 6<sup>th</sup> grade teacher
- Carla Hunt, computer lab
- Jenna Bryant, 7<sup>th</sup> grade teacher
- Sarah Harris, 7<sup>th</sup> grade teacher
- Kim Ashworth, 8<sup>th</sup> grade teacher
- Crystal Lowery, 8<sup>th</sup> grade teacher
- Ashley deJong, MS Art
- Faith Garvin, administrative assistant

- Joy Hawkins, school counselor
- Rachel Tabor, kindergarten teacher
- Brooke Key, 1<sup>st</sup> grade teacher
- Beth Hadley, reading interventionist
- Angela Wrigley, math interventionist
- Michelle Fitzgerald, paraprofessional
- Danielle Ledford, paraprofessional

Self- Assessment: Standard 4 – Resources and Support Systems  
Portfolio: School Profile

- **Amber Willis, 7<sup>th</sup> grade teacher, chairperson**
- Libby Wright, 5<sup>th</sup> grade teacher
- Leigh Laskis, 1<sup>st</sup> grade teacher
- Carrie Pulley, school counselor
- Darsi Bolding, kindergarten teacher
- Christine Sammis, kindergarten assistant
- Angie Nelson, 2<sup>nd</sup> grade teacher
- Jill Owens, 2<sup>nd</sup> grade teacher
- Lauren Sierputowski, 3rd grade teacher
- Amy Rodgers, 4th grade teacher
- Hannah Luther, SPED
- Linda Snow-Moors, speech pathologist
- Laine Smith, nurse
- Kim Lipsey, bookkeeper
- Michael Parris, GTT Modeling & Design
- AJ Jeffcoat, 6<sup>th</sup> grade teacher
- Emily Modrak, 8<sup>th</sup> grade teacher
- Alyssa Nichols, GTT Medical Detectives/Computer Tech
- Danielle Escayg, SPED resource
- Tiffany Bearfield, office clerk
- Susanne Williams, art teacher
- Lauren Nagelkirk, administrative assistant
- Susan Pritchett, school counselor
- Brandi Kakadelis, kindergarten assistant
- Katherine Harmon, 1<sup>st</sup> grade teacher
- Sarah Sarton, 7<sup>th</sup> grade teacher
- Kaleb Stone, PE teacher
- Brooke Vickery, speech pathologist
- Alex Jensen, SPED
- Shannon Bagwell, ISS
- Stefanie Khattab, 6<sup>th</sup> grade teacher

Self-Assessment: Standard 5 – Using Results for Continuous Improvement  
Portfolio: Executive Summary

- **Laura Shaw, art teacher, chairperson**
- Mandy Tucker, 8<sup>th</sup> grade teacher
- Kimberly Cooksey, 5<sup>th</sup> Grade teacher
- Celeste Keely, instructional coach



- Lauren Carter, Kindergarten teacher
- Ashley Nettles, 1<sup>st</sup> grade teacher
- Ela Zende, 2<sup>nd</sup> grade teacher
- Kimberly Graham, 2<sup>nd</sup> grade teacher
- Faith Holloway, kindergarten assistant
- Sarah Shady, 6<sup>th</sup> grade teacher
- Mindy Martin, 6<sup>th</sup> grade teacher
- Brittany Williams, Spanish teacher
- Brittany Saunders, strings teacher
- Sara Taylor, office clerk
- Angela Mason, 3<sup>rd</sup> grade teacher
- Erin Hoffman, 3<sup>rd</sup> grade teacher
- Mark Best, 5<sup>th</sup> grade teacher
- Gwynna Buckner, secretary
- Carrie McCain, assistant principal
- Michelle Hawkins, 1<sup>st</sup> grade teacher
- Rebecca Henseler, 4<sup>th</sup> grade teacher
- William Reeve, 7<sup>th</sup> grade teacher
- Carl Nordhus, 7<sup>th</sup> grade teacher
- Natalie Ingle, media clerk
- Rachel White, MS Journalism
- Kim White, reading interventionist
- Kristy Jones, paraprofessional
- Tara Gunter, SPED
- Ben Hill, full-time substitute
- Amy McConaghy, paraprofessional

*Each group participated in developing and updating the 2024-2029 Action Plan. The plan includes five-year performance goals, annual objectives, and strategies to achieve the goals. The action plan addresses student achievement, teacher and administrator quality, and school climate.*

# Executive Summary

## 2023 Student Achievement Assessment Findings for Rudolph Gordon School: Grades 6-8

- SC Ready English..... 68.1% Meets or Exceeds Expectations
- SC Ready Math.....51.3% Meets or Exceeds Expectations

### Teacher and Administrator Quality

- 6 Administrators (one principal, three assistant principals, and two administrative assistants)
- 111 Teachers
- 20 Support Staff
- 73.8% of the teaching staff have an advanced degree
- 94.6% of the teaching staff are on continuing contract
- 7 National Board-Certified Teachers

### School Climate Findings

The students, parents and teacher surveys indicate the following:

- They are satisfied with the learning environment.
- They are satisfied with the social and physical environment.
- They are satisfied with school-home relations.

### Significant Challenges from past 3 years

- Training new teachers on district initiatives (PBL/ STEAM, Carnegie Math, Big Ideas textbooks, LETRS, and new technology tools)
- Implementation of Language and Words Study Kits in Grades K5 – 3<sup>rd</sup>
- Training for Coaching Cycles
- Vertical Teaming Opportunities
- Implementation of Carnegie Math and Algebra I
- New Standards and District Curriculum Maps for ELA
- New Science Standards
- New Elementary Math standards and LETRS implementation same year

- Administration Turnover
- Student athletes buy-in to school sports over AAU/Travel teams

Accomplishments, Results, and Awards
--------------------------------------

- Two Orchestra students selected for All State Orchestra
- Above the district averages on Benchmark and State Assessments
- Palmetto Gold and Silver awards for academic achievement
- 13 students achieved both the maximum raw and vertical scale scores on 22-23 SC READY in one subject
- One student achieved both the maximum raw and vertical scale score on 22-23 READY in two subjects
- Seven National Board-Certified Teachers
- ESEA Federal Accountability Rating of "A"
- Robotics Program won 2 competitions, won the State Championship Robotics Club, and qualified for Nationals in Dallas
- Greenville Federal Credit Union Grant (\$500 for makerspace)
- Public Education Partners Grant (\$250 for VOX audiobooks)
- Kerry Hanning named SCAMLE Regional Teacher to Watch
- Implementation of student-led school news program (Gator News)
- Catherine Osborne received the Ingle's Amazing Teacher Award (\$5,000)
- Band won the Outstanding Performance Award
- 5 Fifth Grade students participated in Spring Sing at the Peace Center
- 6 Fifth Grade students qualified to participate in the SC State Elementary Honors Chorus
- Elementary Music received a SC Arts Commissions Grant
- Elementary Music Received Music Club of Greenville Grant
- 7<sup>th</sup> & 8<sup>th</sup> grade Orchestra received "Excellent" at SCMEA Concert Performance Assessment
- 7<sup>th</sup> grade Chorus received a "Superior" at SCMEA Chorus Solo and Ensemble Festival
- 6<sup>th</sup> grade Chorus received an "Excellent" at SCMEA Chorus Solo and Ensemble Festival
- 8<sup>th</sup> grade Chorus received an "Excellent" at SCMEA Chorus Solo and Ensemble Festival
- 8<sup>th</sup> grade Band received "Superior with Distinction" at the SCMEA Band Concert Performance Assessment
- Science & Engineering and STEAM Lab recipients of PEP grants

## School Profile

Rudolph Gordon School welcomed students for the first time in August of 2008. Parents, students, and community leaders joined together with the school faculty and staff to create a learning environment where family values are respected, diversity is celebrated, teamwork is modeled, and academic success for every student is expected.

The two-story facility honors Dr. Rudolph G. Gordon, who retired in 2000 as District Superintendent of Greenville County Schools. In 2005, the Greenville County School Board voted unanimously to name the new school in his honor, acknowledging his accomplishments and leadership in education and community. The school media center is named in memory of his wife, Corrine Smith Gordon, to honor her many years of dedication to the students in Greenville County as a school media specialist. In the fall of 2018, Rudolph Gordon School opened the doors to 6<sup>th</sup> grade students and became a K-8<sup>th</sup> grade school. The 7<sup>th</sup> grade was added in August of 2019, and the 8<sup>th</sup> grade was added in August of 2020. There are approximately 1634 students enrolled at RGS, with an additional 8 students enrolled in the Virtual Program.

The school capacity is for one thousand, six hundred. Features of the building include a science lab, computer lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, a state-of-the-art media center, as well as a state-of-the-art makerspace. Each classroom is equipped with a Promethean Panel and Rudolph Gordon School is a one-to-one Chromebook school for all students. Additionally, the primary cafetorium seats 300, and the secondary cafeteria seats 300. The new building houses grades five through eighth grade students. Rudolph Gordon School is built to support project-based learning, which includes collaboration, technology and hands-on learning in innovation labs. Classroom instruction includes integration of curriculum, STEAM (Science, Technology, Engineering, Arts and Mathematics), and PBL (Project Based Learning) activities/units of study.

School security is an ongoing focus for Rudolph Gordon School. An emergency response plan is in place, which includes background checks for all school visitors. At least monthly, the "Concealed Weapon Detector", through Greenville County Sheriff's Office, comes to campus, unannounced, for students to walk through, checking bookbags, persons, etc. Shatterproof glass is being installed to replace the glass that surrounds classrooms to secure the safety of the students. The staff and students routinely participate in practice drills to determine the strengths and needs of the school. Each year, faculty and staff are required to watch safety videos, and participate in hands-on training for epi-pen and/or diastat training. We have an onsite First Responders team consisting of 15 staff members. All students are taught the "Ignore the Door" policy developed by the Greenville County School District, as well as the "See Something Say Something" system that is in place to report threats and bullying. A full-time SRO (school resource office) is housed on campus.

The student population at Rudolph Gordon School is culturally diverse with ten home languages represented. Enrollment figures show the following ethnic distribution of students: (These numbers include the virtual student population along with the brick-and-mortar population.)

<b>Student Groups</b>	<b>Total School Enrollment 1645 (B 826/G 819)</b>	<b>Percentage</b>
Caucasian	1190 (594/596)	72%
African American	180 (97/83)	10.9%
Hispanic	134 (67/67)	8.0%
Two or More Races	95 (47/48)	5.8%
Other / Asian	46 (21/25)	2.8%
Poverty Index	553	33.6%

Approximately 14.3% of the students qualify for assistance through the special education department, and 21.2% percent of students qualify for the gifted and talented program in grades 3 through 8. The average daily attendance for Rudolph Gordon Elementary is 95.08%. The retention rate of students is 0.6%. Students are heterogeneously grouped for instruction with students spending the majority of the day with their classroom teacher. The ratio of teachers to students is 1 to 22.3

The school leadership team consists of one principal, three assistant principals, and two administrative assistants that support 105 classroom teachers who instruct students based on the following distribution: 20 students in kindergarten through third grade classrooms, and 25 or more in fourth through eighth grade classes. Additionally, there are teachers and/or teacher specialists that teach art, music, physical education, science lab, STEAM lab, computer lab, speech, challenge, resource, literacy intervention, Gateway to Technology, and band. A part-time multilingual teacher works with students daily. An instructional coach assists teachers in planning and implementing effective lessons, a part-time literacy coach supports classroom teachers in literacy instruction, as well as providing reading intervention to identified students through RTI, along with two full-time and two .5 reading interventionists. Five and a half school counselors conduct classroom lessons, implementing character and SEL (Social, and Emotional Learning) education, address the needs of our virtual students, as well as provide a variety of counseling services for our students. A full-time mental health counselor is onsite 5 days per week to work with certain students. Other support personnel include a secretary, a bookkeeper, five office clerks, two nurses, a cafeteria manager, a plant engineer, a media clerk, six kindergarten-teaching assistants, three full-time subs, and ten special education assistants. Additionally, there are seven special education support assistants that work with identified students. The following percentages further describes the teaching staff of Rudolph Gordon School: 73.8% have advanced degrees, 94.6% are on continuing contract, 3.6% are on initial certification, 1.8% are GATE teachers, and the average teacher attendance rate is 96.44%.

Members of the faculty council have an equal voice in decision-making. Council members often initiate topics for discussion and disseminate information from the principal. When making decisions, a consensus is reached with the understanding that the outcome is in the best interest of our school.

Committees play a major role in the decision-making process. They work collaboratively to move the school toward accomplishing goals outlined in the strategic plan. Ongoing and ad-hoc committees that have specific roles form the leadership structure. Committees share recommendations with the faculty and staff for discussion. By incorporating everyone in the shared decision-making process, commitment is heightened to achieve the school's mission, vision, and goals.

Professional Learning Communities (PLCs) are utilized to increase dialogue among grade levels. Teachers use data from many sources to inform and plan instruction. The commitment from our PLCs to improve the teaching and learning environment is evident in the increases in student achievement scores on monthly common assessments and yearly state testing.

The PTA works with the faculty and staff to enhance the home-school relationship to positively affect the education of all students. Officers are responsible for presenting a yearly budget to the PTA members for approval. The budget is created to support school improvement plans. PTA initiatives include fundraisers, Curriculum and Family nights, membership drives, student encouragement for academic achievement, running club, Book Buddies, and Gatorama Festival. The PTA sponsors a volunteer program that provides teachers with valuable resources that include the following: SEEDS reading program, Book Buddies program, laminating, incentives for academic achievement, and school beautification projects. Over 11,000 volunteer hours are reported annually. The PTA has a Facebook page, which announces upcoming events and serves to announce specific school volunteer needs. PTA board meetings are held monthly, and school-wide PTA meetings are scheduled four times a year.

The School Improvement Council is an advisory committee to the school's principal. Members assist in the preparation of the school's strategic plan, participate in monitoring and evaluating annual initiatives, help write the narrative for the state Report Card, work with the principal to prepare the annual report to the community, and advise the leadership team on the spending of state, district, and local funds. The council is composed of parents, teachers, and community members. Meetings are held monthly.

Rudolph Gordon's PTA and SIC have been very instrumental in establishing our partnerships. Local businesses contribute incentives, provide monetary rewards, and sponsor grants for our teachers.

Rudolph Gordon School offers many opportunities for student participation and recognition. Outstanding character is recognized through the school counseling department and teachers with Student of the Month. Academic achievement and outstanding citizenship are rewarded with ribbons, certificates, and incentives provided by the school and PTA. Students' creative abilities are showcased through school social media sites, Gordon Gator News, the school newspaper, and community publications. In addition, Rudolph Gordon offers a very strong fine arts program. Talent is showcased in local, county, and state art competitions and county and state choral performances. Many sports teams are offered: volleyball, basketball, softball, baseball, and soccer. There are before or after school clubs established, which include: sign language club, robotics club, fishing club, spirit squad, Fibers and Friends, chorus, Dungeons and Dragons, along with intramural sports.

Effective discipline is an integral part of a successful school program. Parents and students receive a school handbook, which includes the district's code of conduct and Rudolph Gordon School policies, procedures, and regulations. School discipline is also posted on the school website, as well as the teacher's websites. Teachers also send home their individual classroom discipline plans and procedures. Students are encouraged and expected to maintain appropriate behavior at all times.

Our academic curriculum is developed in alignment with state and district academic standards to meet the diverse needs of our students. All teachers develop a syllabus outlining student expectations, classroom rules and procedures, and academic standards. The Fountas and Pinnell balanced literacy model is used within language arts instruction, DreamBox is a program used with math instruction (kindergarten through 5<sup>th</sup> grade), Mathia math is incorporated with grades 6 through 8, as well as writing and technology integration in all subject

areas. Other strategies used to enhance academic instruction include co-teaching, inclusion, small group guided reading instruction, small group guided math instruction, use of science kits, hands-on science instruction in a lab setting to support and enrich classroom science lessons, STEAM lab, computer lab, as well as computer-assisted instruction, based on state standards, is incorporated into the teaching and learning environment.

Teachers receive on-going training for school initiatives, and Professional Learning Communities are utilized to increase dialogue among faculty members in order to enhance student learning. The faculty participated in STEAM training provided by our district academic science specialist through Clemson University and will continue with ongoing training.

# Mission, Vision, Beliefs

## MISSION

The mission of Rudolph Gordon School, in cooperation with home and community, is to prepare children to become lifelong learners and responsible, productive citizens by creating meaningful learning experiences in a safe, nurturing environment.

## VISION

The vision for Rudolph Gordon School is that all students will engage in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork.

## BELIEFS

We believe:

1. All children can learn.
2. All children should be given learning opportunities to meet their unique needs, gifts, and learning styles in order to reach their full potential.
3. Education is a shared responsibility involving students, teachers and staff, parents, and community members.
4. School should be a safe and nurturing environment where the cultures and customs of families are respected.
5. Educational experiences should encourage students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.



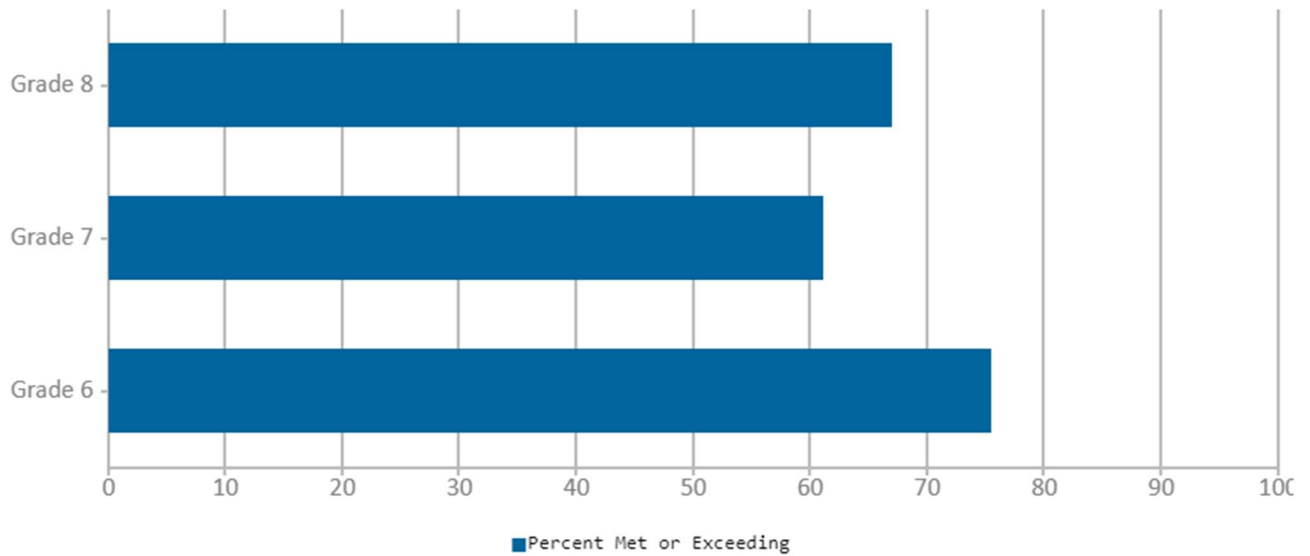
# Data Analysis and Needs Assessment

## Student Achievement Needs Assessment

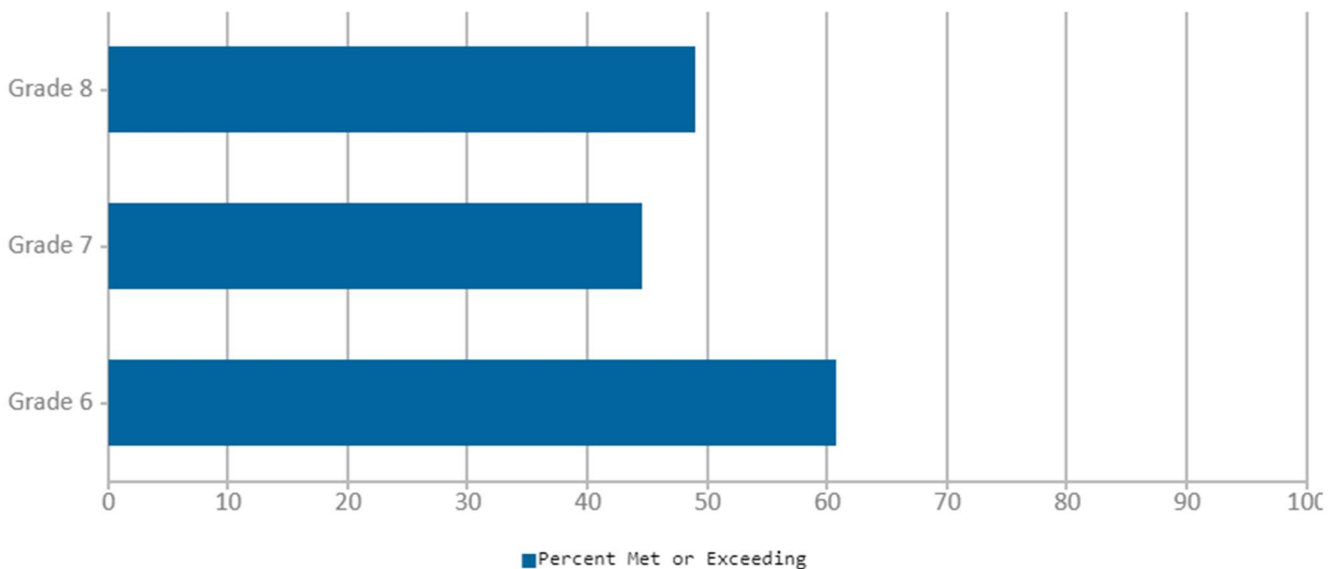
The South Carolina READY Assessment assessed students in reading, writing, and math.  
**2023** results are below.

### SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



### Mathematics



# Teacher and Administrator Quality

## Professional Development Calendar 2024-25

### Data Analysis:

- Weekly during grade level/content and PLCs
- Benchmark Data Analysis with Instructional Coach
  - September
  - November
  - January
  - April

**Authentic Assessments:** July/August and monthly

**Backwards Design Unit Planning:** July and monthly

**PLCs:** Weekly with member of Instructional Leadership Team

**PBL:** Quarterly

**SpEd:** Quarterly

**Pulse Check for all teachers:** Weekly

**Faculty Council:** Monthly

**Coaches Corner (Instructional/Literacy):** Monthly

**New Teacher Orientation:** July

**Book Study:** June/July

**LETRS:** 60 hours (grades K-3)

**Reading Horizons:** Ongoing (K5, SpEd, Interventionist)

# School Climate Needs Assessment

## School Climate Survey

Teachers, students, and 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 of client perceptions are used by schools to determine appropriate ways to ensure a safe, orderly, and supportive environment for learning, as well as the continued improvement of student achievement. Survey responses are recorded in the chart.

Below are the 2022-2023 survey results from teachers, students and parents.

### Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	109	505	55
Percent satisfied with learning environment	95.4%	94.0%	92.5%
Percent satisfied with social and physical environment	95.4%	93.3%	84.6%
Percent satisfied with school-home relations	92.6%	95.2%	90.5%

We will increase connection between families and school personnel, and ensure engagement in the academic success of our students, measured in a composite data on parent/teacher conferences, volunteer hours, and backpack check-ins. Our student data indicates that there have been 31.82% of ETS incidents, based on student behavior. On average, 21% of all students have misbehavior resulting in a disciplinary referral. We recognize that 15.01% of all students are chronically absent, meaning they miss 10% or more of the days enrolled at school, no matter the reason.

[2022-2023 SC SDE School Report Card](#)

# ACTION PLAN

## GOAL AREA 1 – Performance Goal 1

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

**Performance Goal 1:** By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 49.4% in 2022-23 to 64.4% 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 (MS)	52.4%	55.4%	58.4%	61.4%	64.4%
	49.4%	TBD	Actual (MS)					
	40%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
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**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	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> </ul>	\$0		
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Teachers</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· Instructional Coach</li> <li>· Teachers</li> </ul>	\$0		

**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	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Teachers</li> </ul>	\$0		
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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
consistent use across all classrooms.					
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	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Teachers</li> </ul>	\$0		
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Teachers</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> </ul>	\$0		
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> </ul>	\$0		
<b>Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Teachers</li> </ul>	\$0		
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> </ul>	\$0		
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	\$0		
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· Teachers</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· Instructional Coach</li> <li>· School Counselors</li> </ul>	\$0		

# 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 68.1% in 2022-23 to 78.1% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% 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 (MS)	70.1%	72.1%	74.1%	76.1%	78.1%
	68.1%	TBD	Actual (MS)					
	57.0%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Coach</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>Administrators</li> <li>Instructional Coach</li> <li>Teachers</li> </ul>	%0		
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> <li>Instructional Coach</li> <li>Administrators</li> <li>Teachers</li> </ul>	\$0		
4. Progress Monitor intervention outcomes to determine the most effective strategies for	2024-2029	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
increasing student success.					
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Instructional Coach</li> </ul>	\$0		
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> <li>• Teachers</li> </ul>	\$0		
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> <li>• Teachers</li> </ul>	\$0		
<b>Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</b>					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> <li>• Teachers</li> </ul>	\$0		
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Teachers</li> </ul>	\$0		
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Teachers</li> </ul>	\$0		
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Instructional Coach</li> </ul>	\$0		
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> </ul>	\$0		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Instructional Coach</li> <li>• Media Specialist</li> </ul>	\$0		
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
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	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> </ul>	\$0		
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> </ul>	\$0		
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> </ul>	\$0		
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Instructional Coach</li> <li>• Administrators</li> </ul>	\$0		
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Instructional Coach</li> </ul>	\$0		

## 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
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• School Counselors</li> <li>• Teachers</li> <li>• Instructional Coach</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>• NA</li> </ul>	NA		
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• Instructional Coach</li> </ul>	\$0		

## 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)	2.5%	2.0%	1.5%	1.0%	0.5%
	3%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
<b>Action Plan for Strategy #1: Increase Teacher Morale</b>					
1. Monthly Treats to show appreciation	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> </ul>	\$200 monthly	Local Funds	
2. Birthday Bags	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> </ul>	\$500 Annually	Local Funds	
3. Staff Shoutouts	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Teachers</li> <li>• Support Staff</li> </ul>	\$0		
4. Gator Greatness Award	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Support Staff</li> <li>• Instructional Leadership Team</li> </ul>	\$0		

# GOAL AREA 3 – Performance Goal 1

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	29.82%	27.82%	25.82%	23.82%	21.82%
	31.82%	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
<b>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.</b>					
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	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> </ul>	\$0		
2. Establish consistency in teaching and reinforcing	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.		<ul style="list-style-type: none"> <li>· School Counselors</li> </ul>			
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	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· School Counselors</li> <li>· Mental Health Counselor</li> <li>· Teachers</li> <li>· PTA</li> <li>· Administrators</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Instructional Coach</li> <li>· School Counselors</li> <li>· Mental Health Counselor</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					
1. Make home-school relationships a priority through frequent	2024-2029	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Teachers</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
connection and communication.		<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• PTA</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• School Counselors</li> </ul>	\$0		
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• School Counselor</li> <li>• Mental Health Counselor</li> </ul>	\$0		
<b>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.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Counselors</li> </ul>	\$0		
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Counselors</li> </ul>	\$0		
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Counselors</li> </ul>	\$0		
<b>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.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• School Counselors</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> <li>· Administrators</li> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· Teachers</li> </ul>	\$0		
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers</li> <li>· School Counselors</li> </ul>	\$0		

## GOAL AREA 3 – Performance Goal 2

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	13.01%	11.01%	9.01%	7.01%	5.01%
	15.01%	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Administrators	\$0		
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Administrators · On Track Team	\$0		
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· Attendance Clerk	\$0		
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District Personnel	\$0		



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> <li>· On Track Team</li> <li>· School Counselors</li> <li>· Attendance Clerk</li> <li>· Administrators</li> </ul>	\$0		
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> <li>· School Counselors</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>· School Nurse</li> </ul>	\$0		

# 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
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack	2024-2029	<ul style="list-style-type: none"> <li>Administrators</li> <li>Office Clerks</li> </ul>	\$0		
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> <li>Administrators</li> <li>School Counselors</li> <li>Office Staff</li> <li>Teachers</li> </ul>	\$0		
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> <li>Teachers</li> <li>Media Specialists</li> <li>Registrars</li> </ul>	\$0		
<b>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.</b>					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and	2024-2029	<ul style="list-style-type: none"> <li>School Counselors</li> <li>Administrators</li> <li>Teachers</li> </ul>	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
community organizations) to encourage and promote parent and community involvement in schools.		<ul style="list-style-type: none"> <li>• PTA</li> </ul>			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• Teachers</li> <li>• Administrators</li> <li>• School Social Worker</li> </ul>	\$0		
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• PTA</li> <li>• Teachers</li> <li>• School Counselors</li> </ul>	\$0		
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
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	<ul style="list-style-type: none"> <li>• ML Teachers</li> <li>• School Social Worker</li> <li>• Administrators</li> <li>• Teachers</li> <li>• School Counselors</li> </ul>	\$0		
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• School Counselors</li> </ul>	\$0		
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	<ul style="list-style-type: none"> <li>• Administrators</li> </ul>	\$0		