

Grove Elementary School

Stephanie Reese, Principal



The School District of Greenville County

Dr. W. Burke Royster, Superintendent

School Renewal Plan for 2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Grove Elementary

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

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

Required Signature Page

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

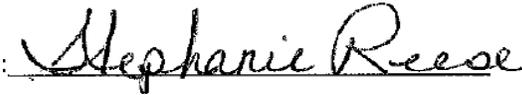
Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Stephanie Reese		4/23/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dylan Brooks		4/8/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Samantha Rochester		4/8/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1220 Old Grove Road, Piedmont, SC 29673

SCHOOL TELEPHONE: (864) 355-5900

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

Stakeholder Involvement for School Renewal

Position and Name

1. **Principal:** Stephanie Reese
2. **Teacher:** Katherine Wilson
3. **Parent/Guardian:** Erika Simmons
4. **Community Member:** Alexandria Byrd
5. **Paraprofessional:** Donna Rich
6. **School Improvement Council Member:** Chris Bates
7. **Read to Succeed Reading Coach:** Samantha Rochester
8. **School Read To Succeed Literacy Leadership Team Lead:** Samantha Rochester
9. **School Read To Succeed Literacy Leadership Team Member:** Erin Wilson
10. **Title I Instructional Facilitator:** Dylan Brooks

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

Literacy Leadership Team for Read to Succeed	
Position	Team Member
Principal	Stephanie Reese
Assistant Principal	April Camp
Administrative Assistant	Dr. Timyra Hudson
Title I Instructional Facilitator	Dylan Brooks
Instructional Coach	Erin Wilson
Literacy Specialist	Samantha Rochester
Reading Interventionist	Nancy Bramlette
Classroom Teacher	Katherine Wilson

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, PreK–3</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, Grades 4–12</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parent Involvement</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Staff Development</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Innovation</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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Collaboration</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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmental Screening</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="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parenting and Family Literacy</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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</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

The Grove Elementary School Portfolio was developed to document the updates and progress the school has made as we attain short term goals and work toward our long-term goals. This plan is constantly evolving and documents our actions and adjustments we have made to support student achievement. We believe the School Portfolio provides staff a means to further develop capacity, self-reflect, communicate and work strategically while remaining accountable during the process. The School Portfolio was developed through collaboration with all stakeholders. The faculty and staff, along with parent and community members of SIC and Title I planning committee, assisted in the self-reflection process in order to better build our plan for the purpose of the growth and development of the students. In order to maintain high standards and expectations, a great deal of discussion centered on changes over the past three to five years, such as school community relations, vision, student needs, instructional practices and programs, professional development, paradigm shifts and progress in each area. As each section of the portfolio was reviewed and updated, feedback was considered essential and provided the Leadership Team with the opportunity to develop a document representative of Grove Elementary School.

The committees utilized in this school portfolio are-

Faculty Council- Stephanie Reese, April Camp, Timyra Hudson, Erin Wilson, Samantha Rochester, Dylan Brooks, Nancy Bramlette, Ashley Stoyanov, Lisa Greenway, Deborah Cannada, Kyle Steading, Mary Grace Mack, Amanda Wood, Hayli Bostic, Caitlin Drummond, Elizabeth Batson, Ashley Thornton, Deborah Jones, Marinda Smith, Ralph Dixson

School Improvement Council- Stephanie Reese, Dr. Anna Brink, Kendra Wright, Dylan Brooks, Erin Wilson, Samantha Rochester, Nancy Bramlette, Briana Edwards, Angela Epps, Chris Bates, Deane Harrison, Amanda Wood, Ashley Thornton

Title I Parent Involvement Committee- Stephanie Reese, Dylan Brooks, Diana Kerley, Alexandria Byrd, Karen Simmons, Maria Rodriguez, Amanda Wood, Channon Reid, Tasia Dotson, Brandisha Briggs

The Grove Elementary School Strategic Plan is a living document that describes Grove and includes evidence of our work. It describes who we are, our mission and vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The strategic plan also describes how we build and utilize our overall plan for the purpose of increasing student learning for the next five years.

Executive Summary

Needs Assessment and Findings for Student Achievement

- Based on SC Ready ELA assessment results from 2023, 39.9% of students scored in the met or exceeding categories at Grove Elementary.
- Based on SC Ready Math assessment results from 2023, 33.3% of students scored in the met or exceeding categories at Grove Elementary.
- Based on SCPASS Science assessment results from 2023, 32.3% of students scored in the met or exceeding categories at Grove Elementary.

Needs Assessment and Findings for Teacher and Administrator Quality

- Our principal has over 22 years of experience as a school administrator.
- Our assistant principal has been an administrator at our school for three consecutive years.
- 100% of our teachers are highly qualified.
- Teacher retention rate was 80% in 2022-2023.
- Teacher attendance rate was 93.9% in 2022-2023.
- In 2023, 45.5% of our teachers had advanced degrees.

Needs Assessment and Findings for School Climate

In evaluating our school climate, we studied the results of our 2022-2023 school survey report on our School Report Card. The survey questions asked about satisfaction concerning learning environment, social and physical environment, and school-home relations. Overall, students were satisfied with each category at a rate of at least 84% or above. Parents were satisfied with each category at 60% or above, and teachers at a rate of 58% or above.

Significant Challenges (past 3 years)

- Teacher retention and consistency of staff members with a retention rate of 80%
- Progress monitoring and adjusting instruction of the needs of our students with a student stability rate of 80.29%
- Increase in Multilingual Language Learner population

Significant Awards, Results, and Accomplishments

- Professional development aligned with goal areas
- Updated texts and resources in grade level book rooms for reading instruction
- Provided diverse materials and texts for classroom libraries
- Strong partnership with School Improvement Council and Title I Parent Involvement Committee for school-wide events and programs
- Greenville County Honors Choir

- Growth in school climate based on district UpBeat survey
- Run Hard Student Character Award Winners

School Profile

Grove School Community & Facilities

Grove Elementary School is located in the southwest area of Greenville County. The original building was constructed in 1969 on thirty-two acres in rural Piedmont. The school year began in August of 1969 before the building was completed. Classes were held at West Gantt Baptist Church and West Gantt School until construction was finished. The building was of “modern” design for the time. The wing for the fourth and fifth grade classes opened into a central area, which facilitated changing classes and provided a place for small group work. The primary wing was a long hall with four classrooms on each side. Each classroom had its own restroom and outside door.

Grove Elementary opened with an enrollment of 350 students and a staff of fourteen teachers, a principal, a media specialist, a secretary, two cafeteria workers, and one custodian. The area served by the school was a stable community of two-parent families of average income who owned their homes. Community members frequently volunteered and attended school events. The first student body was 60% white and 40% African-American.

An increase in enrollment resulted from the closure of West Gantt Elementary School and the building was renovated and enlarged in 1979 to accommodate the change. The facility now includes thirty-seven classrooms, a computer lab, health room, an accelerated learning classroom/guidance office, classrooms for the reading teacher and the speech teachers, a media center, a resource classroom, and administrative offices. The campus also includes three playground areas used for physical education classes and recess.

Greenville County made the decision to demolish the building and to build a new school on the present site. Grove students were moved to a temporary location until the new school was completed in 2004.

Parental Involvement

Parent involvement is integral to students' success at Grove Elementary. To enhance parent/guardian involvement our school Grove’s social worker, Title I Instructional Facilitator, Parent Involvement Coordinator, and Communities in Schools representative all work to build a collaborative school community.

In order to keep parents/guardians informed of ongoing events at our school, the school provides:

- Parent Backpack
- Weekly calendar and newsletter
- School website
- School Facebook page
- School phone messenger

- Teacher websites
- Student/Parent handbook
- Telephones in classrooms
- E-mail

Parent education/input is offered throughout the school year at various times of the day in the following ways:

- Title I/SIC informational meetings held 3-5 times per school year
- Beginning and mid-year parent surveys
- Latino Literacy Parenting Project held by the PIC
- Math and ELA curriculum nights held twice per year
- Parenting Workshops held six times per year
 - Attendance, phonics/literacy, math strategies, middle school transitions, and Early Childhood Intervention services
- Mobile community events
- Community Fair and STEAM night
- Family related arts night

SIC & Partnerships

Grove Elementary prides itself on active community involvement. Our School Improvement Council is made up of administrators, teachers, parents/guardians, and community stakeholders. This committee meets to discuss student data, areas of needs and strengths within the school, and Title I instructional funding. Stakeholders provide input to continuously improve student learning and growth within our school.

The school partners with agencies such as Michelin North America, West Gantt Church, Mentor Upstate, GE Aviation, MAGNA, Communities in Schools, Piedmont Mental Health, Chic-fil-a, Good News Club, Krispy Kreme, Valley Brook Community Church, Harvest Hope Food Bank, Partners in Public Education, Bob Jones University, Clemson University, Furman University, Greenville Drive, Greenville Swamp Rabbits, WellCare of South Carolina, Shrinner's Hospital, Molina Health Care, Greenville Hospital Systems, Greenville County Sheriff's Department, Girl Scouts, Gantt Fire Department, Family Dental Health, Boy Scouts, BlueChoice Healthy Connections, American Cancer Society, AHAM, Horace Mann Company, Gravotopia, Greenville Zoo, Greenville Parks and Rec, The Children's Museum of the Upstate, MindfulSchools, United Way, United Ministries, and Upstate Circle of Friends.

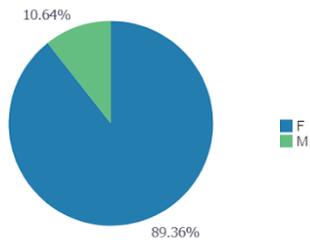
School Personnel Data

Grove Elementary Personnel Includes:

- 51 Teachers
- 3 Administrators
- 1 Instructional Coach
- 1 Title I Instructional Facilitator
- 1 Literacy Specialist
- 1 School Counselor
- 1 Community in Schools Director
- 1 Mental Health Counselor
- 2 Speech Language Pathologists
- 2 Lab Managers
- 10 Paraprofessionals
- 3 Clerks
- 1 Parent Involvement Coordinator
- 1 Social Worker
- 1 Bookkeeper
- 2 Permanent Substitutes
- 14 Support Staff

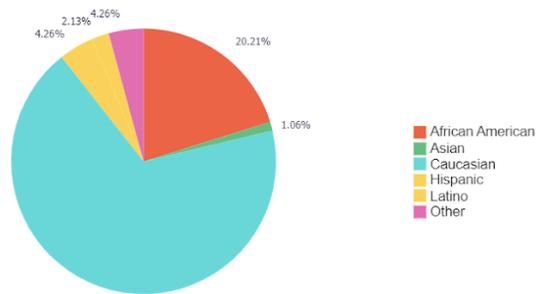
Current Staff Demographics by Type, Gender and Ethnicity

Staff by Gender



Employed

Staff by Ethnicity



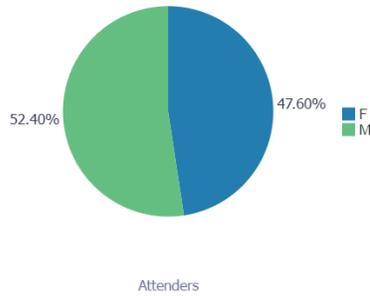
Employed

Student Population Data

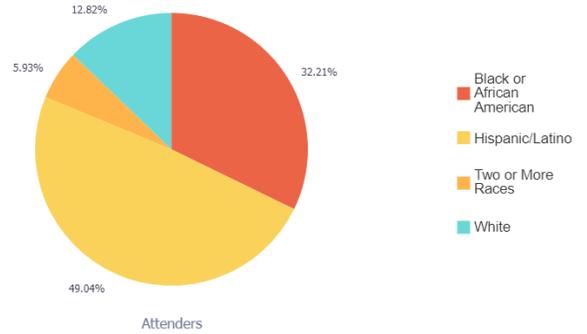
2023-2024 enrollment – Kindergarten through 5th grade: 629 total enrollment with 625 students in-person and 4 students in the Virtual Program

We have a student stability rate of 80.29%.

Students by Gender



Students by Ethnicity



Major Academic and Behavioral Programs and Initiatives

- ML Instruction
- Response to Intervention (RTI)
- Girls on the Run and Leading Ladies
- Gifted/Talented Challenge Program
- Title I - Reduced Class Size
 - Classroom Materials
 - Professional Development
 - Bilingual Translation (Spanish) and Parent Involvement Coordinator
- Grove Network News (GNN) Morning Show
- Universal Breakfast and Lunch Program
- Fresh Fruits and Vegetables Grant
- Literacy, Math, and Health Fair Nights
- Anti Bullying Curriculum and Character Education Program
- Principal's Honor Roll and A/B Honor Roll
- STEAM Program
- Safety Patrol
- Honors Chorus
- Extended Day Achievement Institute (Fee-based Program)
- Communities in Schools Afterschool & Summer School
- Parent Partner Education Classes

Mission, Vision, and Beliefs

Grove Elementary School will develop and promote an environment that ensures all students will attain the highest level of academic success as determined by state and national standards. The entire school population: faculty and staff, parents, students, and community members will function as a system of support to provide an atmosphere where mutual respect, promoting a high quality curriculum, and embracing learning as a life-long activity is fostered.

At Grove Elementary, we believe that...

- All students deserve an environment that is nurturing, safe and where cultural diversity is respected, and celebrated.
- All students can acquire the knowledge and skills necessary to become productive citizens and members of society; therefore, students will excel in an environment that engages them in rigorous academics that promotes higher level thinking, creative thinking and questioning.
- Students learn in different ways; therefore, teachers must provide a variety of approaches to support the diverse learning styles in every classroom.
- The whole child must be nurtured in a variety of ways; therefore, physical activities, advancements in technology, the fine arts, character development, and extra-curricular activities must compliment a rigorous academic program.
- Assessment of student learning must provide a variety of opportunities for students to demonstrate the achievement of rigorous standards.
- Students, parents, staff and community members must form a caring unit that values each individual student's unique needs.
- The school program should foster leadership opportunities both in the school environment and throughout the community as well.
- Collegiality and teaming for excellence is central to the decision-making process. All aspects of the learning environment must be committed to continuous improvement for all.

Data Analysis and Needs Assessment

2023 SC Ready ELA

SC Ready English Language Arts and Mathematics

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

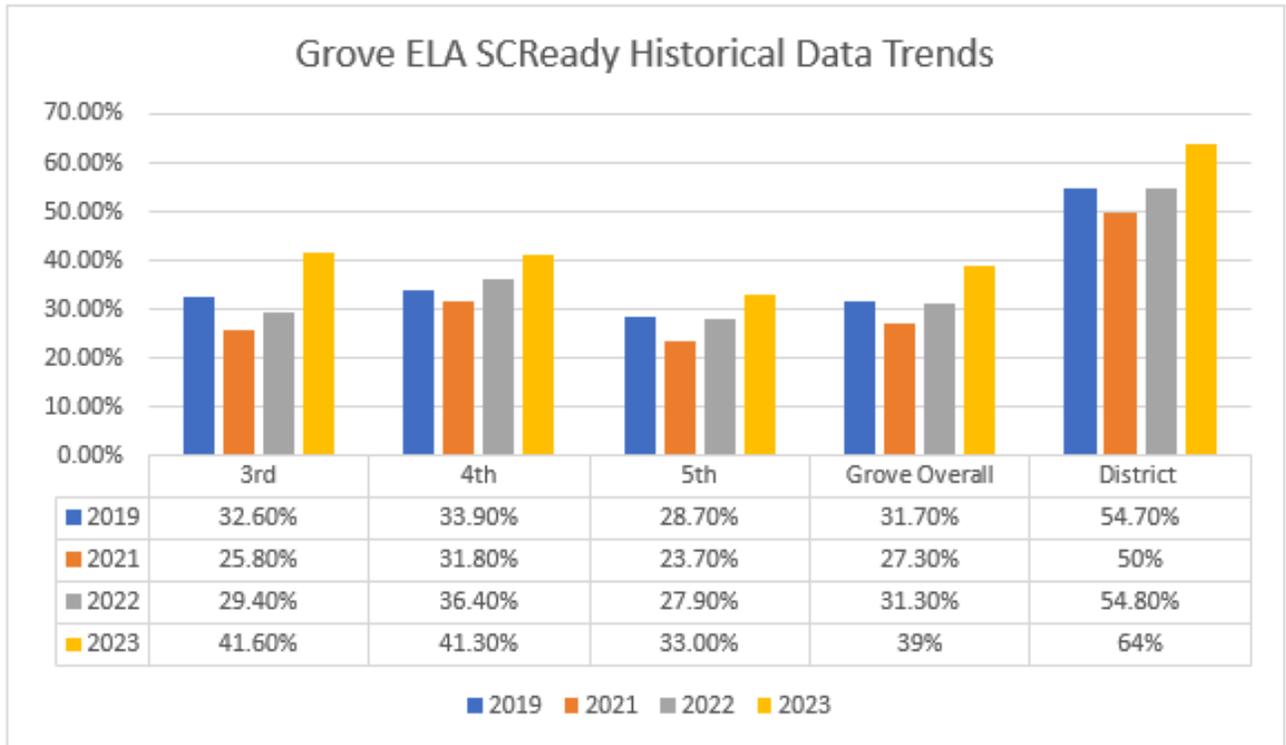
School 39.9% (115 / 288)



District 61.7% (20782 / 33670)



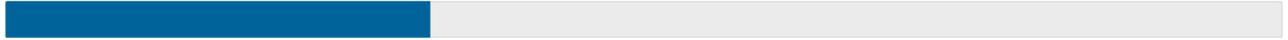
State 53.9% (184573 / 342443)



2023 SC Ready Math

Mathematics - [Percent Met or Exceeding](#)

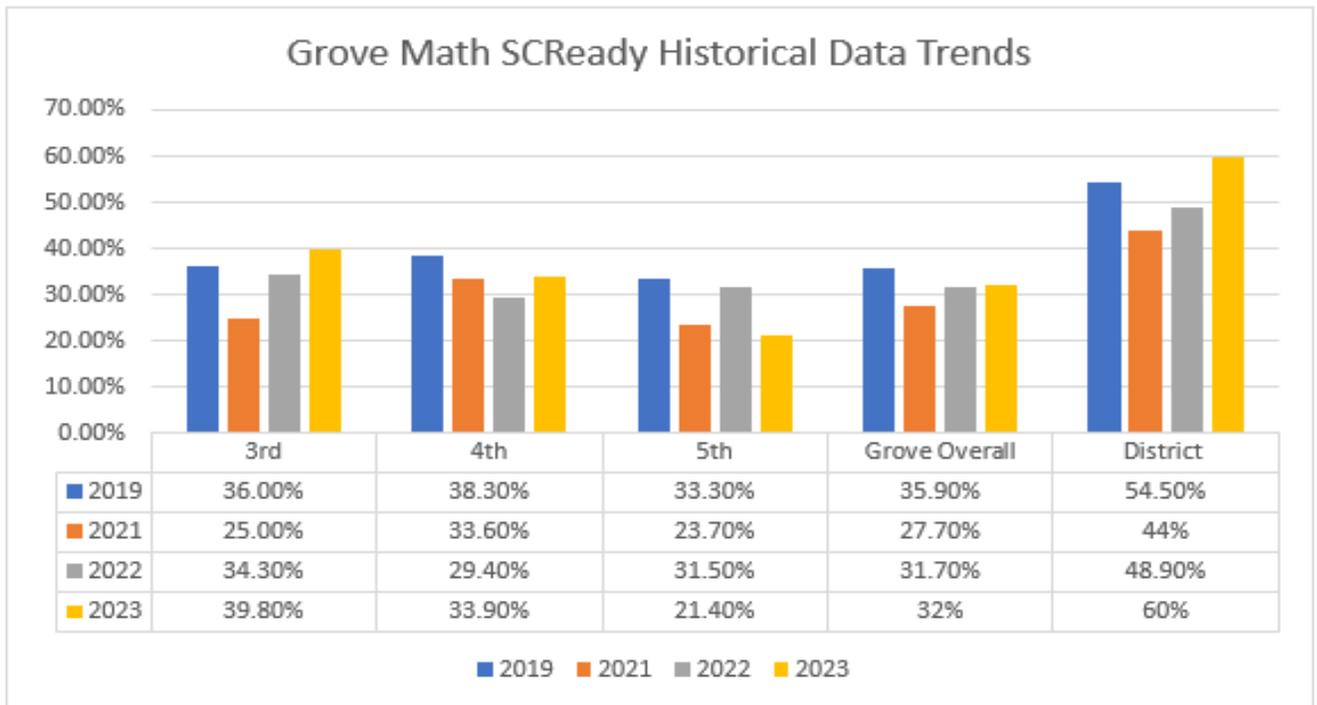
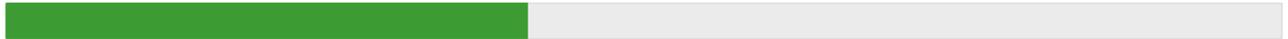
School 33.3% (96 / 288)



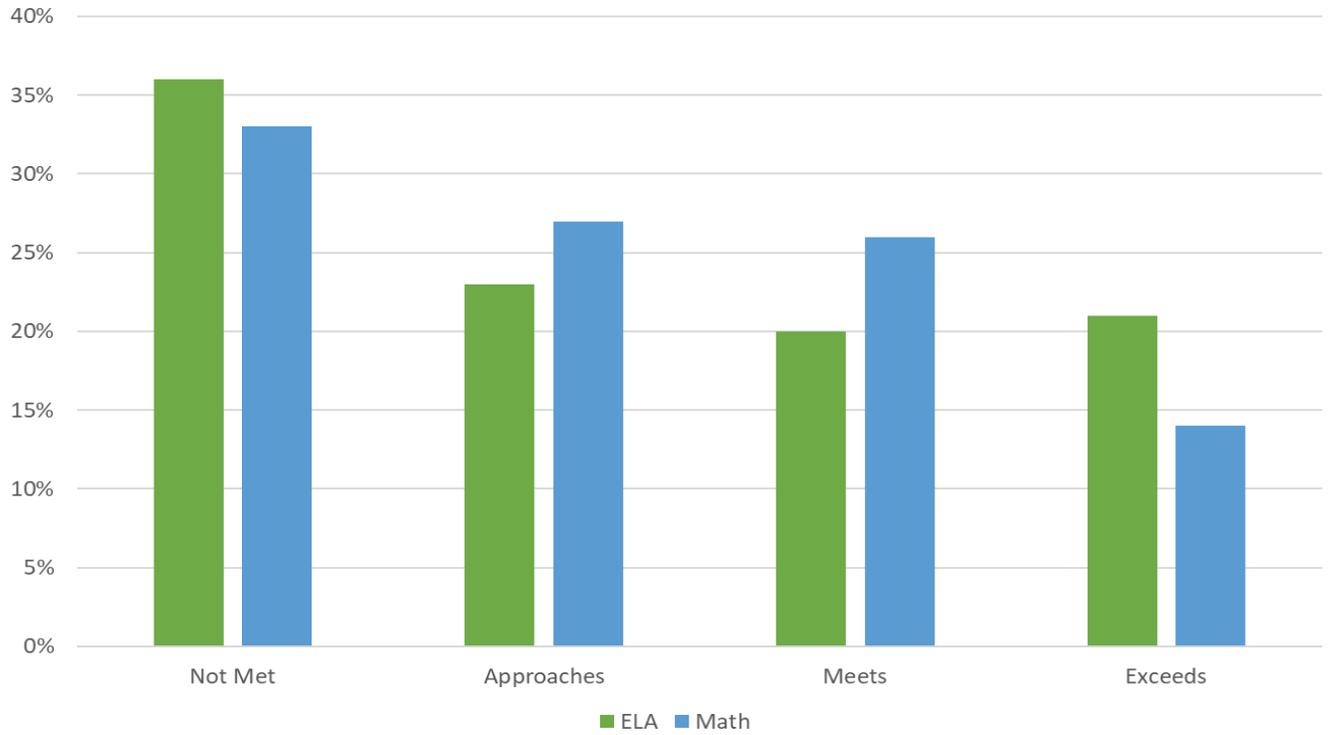
District 50.8% (17109 / 33670)



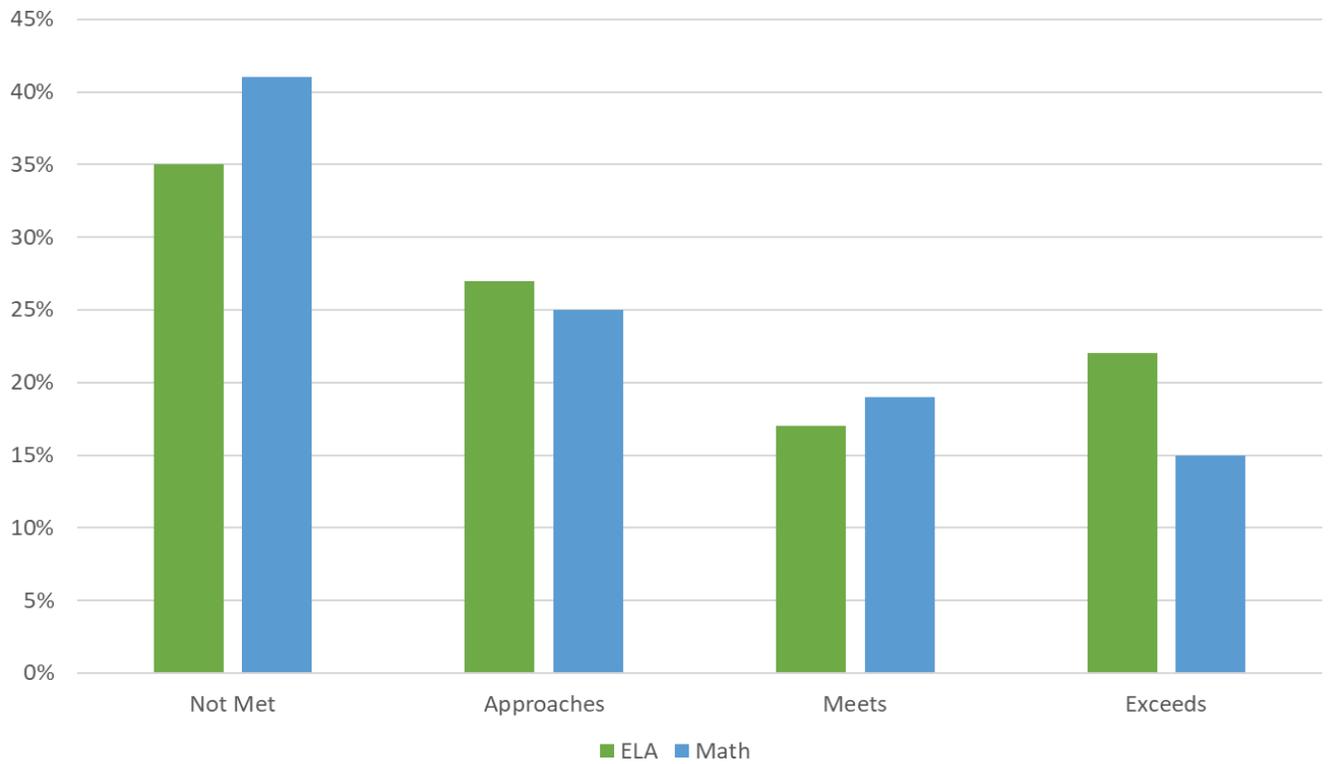
State 40.9% (139957 / 342443)



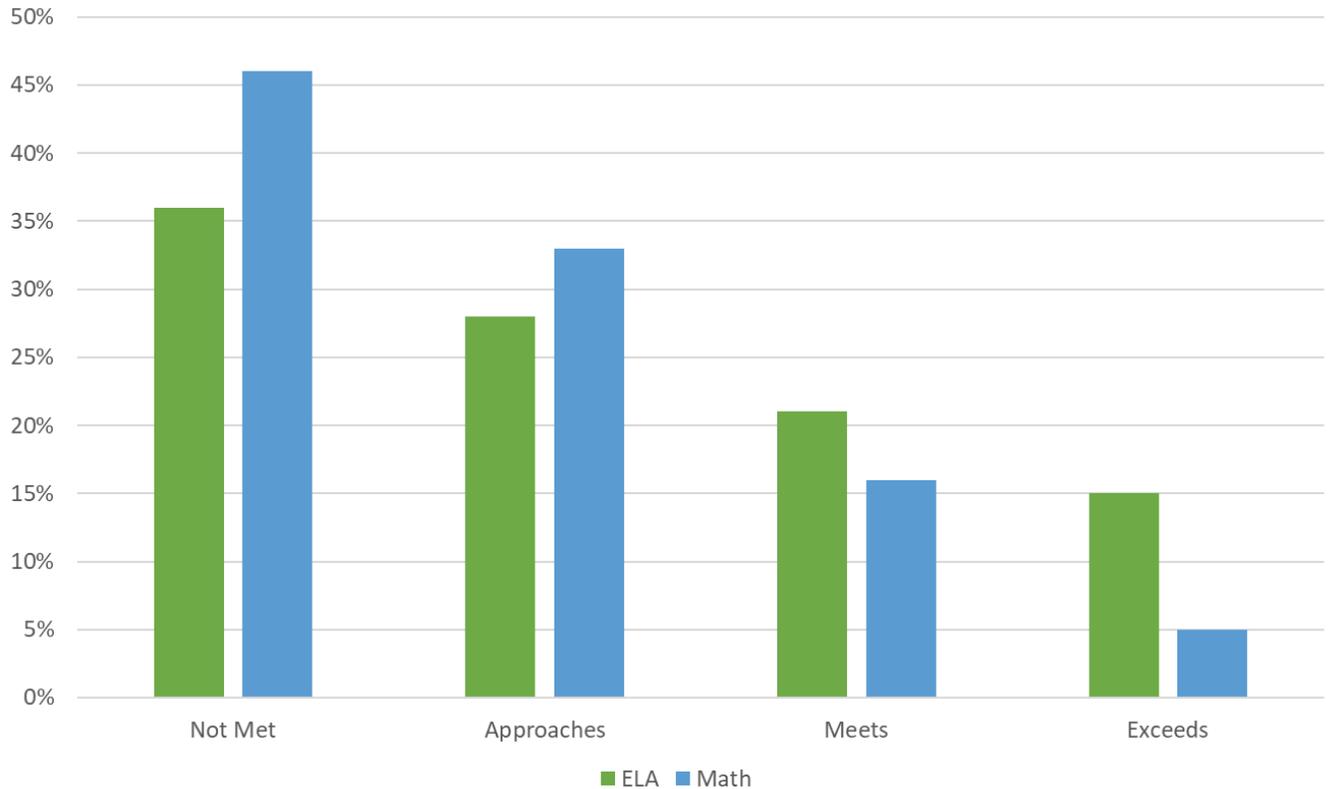
3rd Grade SC Ready Scores by Performance Level 2023



4th Grade SC Ready Scores by Performance Level 2023



5th Grade SC Ready Scores by Performance Level 2023



Teacher and Administrator Quality

Grove Elementary Professional Development Plan 2024-2025

Date(s)	Type	Description
July 8, 2024	Faculty Council Planning	Faculty council members will collaborate to review test score data, set goals, and develop initiatives for the upcoming school year. Facilitators: Stephanie Reese, April Camp, Timyra Hudson
July 31, 2024	New Teacher Orientation	Newly hired teachers for the 2024-2025 school year will meet to learn about school policies, instructional expectations, and strategies for a successful school year.

		Facilitators: Dylan Brooks, Erin Wilson
Week of August 1st	HMH Into Reading Curriculum	Teachers will receive training on implementing the HMH Into Reading curriculum for ELA instruction. Facilitators: District Academic Specialists/HMH Representatives
August-October	Motivating Students	3rd-5th Grade Book study to discuss proven strategies to engage all learners Facilitators: Stephanie Reese
October 14, 2024	Student Engagement and School Culture	Ken Williams, nationally-recognized trainer and consultant in leadership and school culture, will guide our faculty through strategies to leverage our work toward school improvement via our professional Learning Communities. Facilitator: Ken Williams
Ongoing	Sheltered Instruction Training	Sheltered content instruction that utilizes distinct instructional techniques to provide support to help English learners understand demanding lesson content. Facilitator: TBD
September 2024	Number Talks/Number Sense	K-5th Incorporating daily number talks in order to

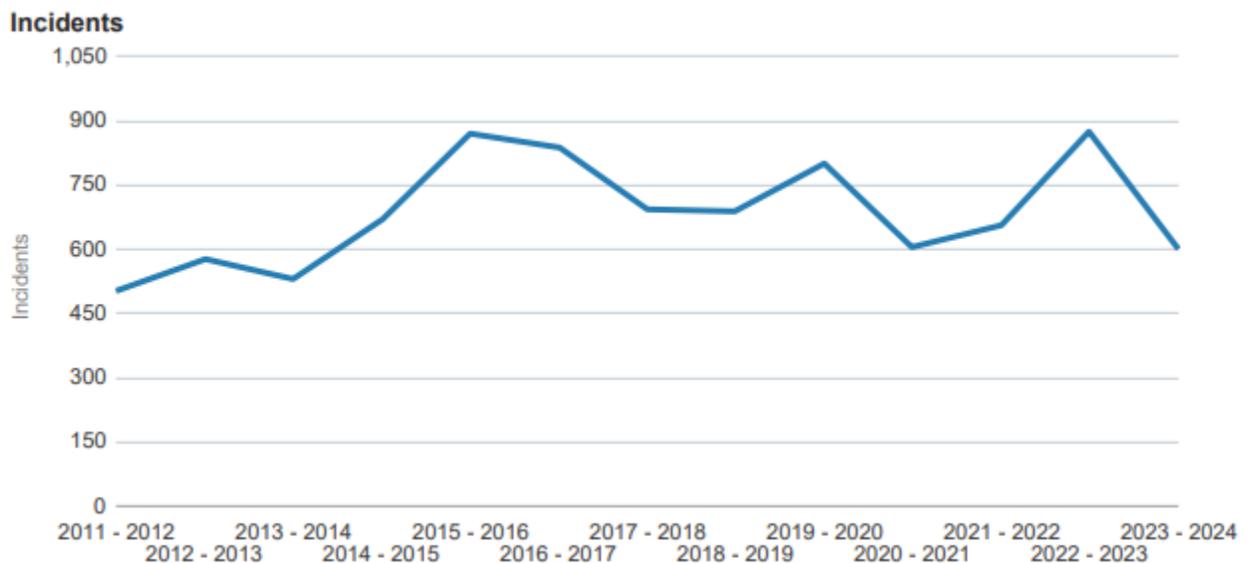
		<p>increase mental math skills surrounding number sense and problem solving.</p> <p>Facilitators: Kristen Griffin, Dylan Brooks, Erin Wilson</p>
Ongoing	LETRS	<p>Continued professional development surrounding instruction of reading, spelling, and related language skills.</p> <p>Facilitators: TBD</p>

School Climate Needs Assessment

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	48	286	7
Percent satisfied with learning environment	58.3%	88.8%	83.3%
Percent satisfied with social and physical environment	60.4%	84.0%	66.7%
Percent satisfied with school-home relations	58.3%	88.5%	60.0%

- Student behavior data

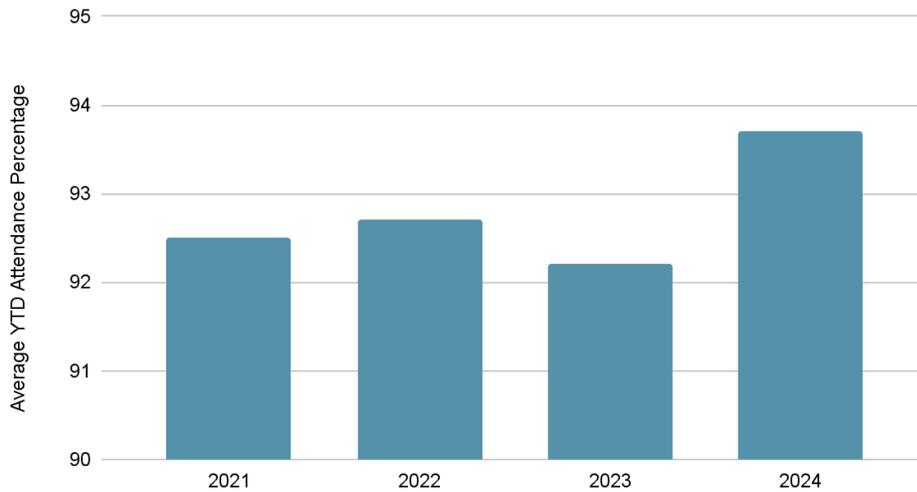


- Attendance, absenteeism, and truancy

SchoolName	CA Student Count	Total Student Count	Chronic Absenteeism Rate
Grove Elem	240	711	33.76%

Between August 2023 and February 2024, Grove Elementary had 92 students withdrawn and 120 enrolled. (80.29% Stability Rate)

Average YTD Attendance vs.



- Parent/teacher conferences

In compliance with Federal Title I School regulations, teachers and faculty are required to have parents meet at minimum 1 time per year to discuss test scores, data, Title I Compacts, and Family Engagement Policies. Grove is aligned with appropriate documentation to ensure every parent is contacted to reach the 100% requirement. Grove also is in compliance with giving parents ample opportunities to provide input into the Compact and Family Engagement Policies. During the 2023-2024 school year, no parents provided any input on those documents, per the Federal Title I Compliance code.

- Volunteer hours

2021-2022

Grove Elementary	243:39
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2022-2023

Grove Elementary	705:46
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- Backpack accounts/logins

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
626	429	68.53%	140	22.36%	201	32.11%

[Grove Elementary School Report Card 2022-2023](#)

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 **33.3%** in 2022-23 to **60 %** in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **6 %** 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)	39%	45%	51%	57%	63%
	33.3%	TBD	Actual (ES)					
	63%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> • School Administrator • Assistant Superintendent 	0		
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Certified Teachers 	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"> • Instructional Coaches • Math Academic Specialists 	0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> • Math Academic Specialists 	0		
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"> • Math Academic Specialists • District Curriculum Writers 	0		
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Instructional Coaches • Certified Teachers • Math Academic Specialists 	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"> • Instructional Leadership Team • Instructional Coaches • Math Academic Specialists 	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"> • School Administrators • Instructional Coaches 	0		
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of	2024-2029	<ul style="list-style-type: none"> • School Administrators • Instructional Coaches • Math Academic Specialists 	0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
math content and skills and ensure high expectations for all students.					
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> • Instructional Coaches • Math Academic Specialists 	3,000	Title I Plan	
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"> • Instructional Leadership Team • Certified Teachers 	0		
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> • School Administrators • Certified Teachers • Title I Instructional Facilitator • Parent Involvement Coordinator • School Counselor • Title I Social Worker 	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"> • Title I Instructional Facilitator • Parent Involvement Coordinator • Instructional Coaches 	\$4,167	Title I Funding	

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 **39.9%** in 2022-23 to **65%** in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by **5%** 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)	45%	50%	55%	60%	65%
	39.9%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> • School Administrator • Assistant Superintendent 	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"> • Instructional Leadership Team • Literacy Specialist • Certified Teachers 	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"> • Instructional Coaches • OnTrack Facilitator • Certified Gen Ed Teachers • Reading Interventionists 	0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	<ul style="list-style-type: none"> · Instructional Coaches · Certified Teachers 	0		
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"> · Instructional Coaches · Certified Teachers · Gifted and Talented Teachers 	0		
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	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"> · Instructional Leadership Team · Faculty Council Members 	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"> · Instructional Coaches · Literacy Specialist · ELA Academic Specialists 	0		
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> · Response to Intervention Team · OnTrack Facilitator 	0		
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> · Certified Teachers 	0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team 	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"> • Instructional Leadership Team • Certified Teachers 	0		
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as	2024-2025	<ul style="list-style-type: none"> • Director of Early Intervention and Student Support 	0		Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.</p>					
<p>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.</p>					
<p>1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p>	2024-2029	<ul style="list-style-type: none"> · School Administrators · Instructional Coaches · OnTrack Facilitator · ELA Academic Specialists 	0		
<p>2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.</p>	2024-2029	<ul style="list-style-type: none"> · Instructional Coaches · Certified Teachers 	0		
<p>3. Utilize resources for differentiated support and acceleration for all students.</p>	2024-2029	<ul style="list-style-type: none"> · Certified Teachers 	\$15,000	Title I Funding	
<p>4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.</p>	2024-2029	<ul style="list-style-type: none"> · Instructional Coaches · Literacy Specialist · Certified Teachers 	0		
<p>5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.</p>	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · ELA Academic Specialists · Assistant Superintendent 	0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> · Literacy Specialist · Title I Instructional Facilitator · Instructional Coaches · Certified Teachers 	\$15,000	Title I Funding	
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> · Instructional Coaches · Literacy Specialists · ELA Academic Specialists 	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"> · Instructional Coaches · Coordinator for Induction, Mentor, and Teacher Success 	0		
3. Build capacity for consistent implementation of the GCS ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · ELA Academic Specialists · Literacy Specialists · Professional Learning Community Members 	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"> · Certified Teachers 	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"> · Instructional Coaches · ELA Academic Specialists · Special Education Specialist · Director of ESOL 	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>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> • School Counselor • Title I Instructional Facilitator • Parent Involvement Coordinator 	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"> • N/A 	0		
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<ul style="list-style-type: none"> · School Counselor · Certified Teachers 	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)	19.5%	19%	18.5%	18%	17.5%
	20%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement professional development specific to induction teachers to support teacher success and retention.					
1. New hire orientation at the school level for teachers new to the school.	2024-2029	• Instructional Coaches	0		
2. Monthly induction teacher professional development meetings.	2024-2029	• Instructional Coaches	0		
Action Plan for Strategy #2: Provide a high quality mentor program where induction teachers are partnered with trained mentors within the school.					
1. Recruit highly qualified, veteran teachers to attend South Carolina State Mentor Training.	2024-2029	• Instructional Leadership Team • Coordinator: Induction, Mentoring, and Teacher Success	0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide substitutes for induction teachers and their mentors for targeted support meetings.	2024-2029	<ul style="list-style-type: none"> • School Administrators 	\$2,240	General Funds	

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)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (School)					

*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve	2024-2029	<ul style="list-style-type: none"> · School Administrators · Behavior Specialist · MTSS Team 	\$10,200	Title I	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<ul style="list-style-type: none"> · School Administrators · School Counselor · Behavior Specialist · Certified Teachers · Paraprofessionals 	0		
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"> · School Administrators · Title I Instructional Facilitator · Parent Involvement Coordinator · Communities in Schools · School Counselor 	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"> · School Administrators · Instructional Coaches · Behavior Specialist 	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"> · MTSS Team 	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"> · School Counselor · School Psychologist · Mental Health Counselor · Certified Teachers 	0		
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> · School Administrators · Certified Teachers · Title I Instructional Facilitator · Parent Involvement Coordinator · Communities in Schools 	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"> · School Administrators 	0		
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> · Certified Teachers · School Counselor · Mental Health Counselor · Behavior Specialist · Title I Instructional Facilitator 	0		
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> · Title I Instructional Facilitator · Parent Involvement Coordinator 	0		
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Certified Teachers 	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"> · Title I Instructional Facilitator · Parent Involvement Coordinator · Communities in Schools · School Counselor 	0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> · School Administrators · Behavior Specialist · Certified Teachers 	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"> · School Administrators · Behavior Specialist · Certified Teachers 	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"> · School Administrators · Behavior Specialist · Certified Teachers 	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"> · School Administrators · Behavior Specialist · School Counselor · Mental Health Counselor · Certified Teachers 	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"> · School Administrators · Behavior Specialist · School Counselor · Mental Health Counselor 	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)	31.76%	29.76%	27.27%	25.76%	23.76%
	33.76%	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> · School Administrators · Title I Social Worker 	0		
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> · School Administrators · Attendance Clerk · Title I Social Worker 	0		
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and	2024-2029	<ul style="list-style-type: none"> · Title I Social Worker 	0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
follow-up on individual Attendance Intervention Plans.					
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· School District Personnel	0		
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· School Administrators · Title I Social Worker · Parent Involvement Coordinator · Certified Teachers	0		
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Title I Instructional Facilitator · Parent Involvement Coordinator	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	· Title I Social Worker · School Nurse · Attendance Clerk	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>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	· Parents/Guardians	0		
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Title I Instructional Facilitator · Parent Involvement Coordinator · Title I Social Worker	0		
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Title I Instructional Facilitator · Media Specialist	0		
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<ul style="list-style-type: none"> · Title I Instructional Facilitator · Parent Involvement Coordinator 	0		
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"> · Title I Instructional Facilitator · Parent Involvement Coordinator 	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"> · Title I Instructional Facilitator · Parent Involvement Coordinator 	0		
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	<ul style="list-style-type: none"> · Parent Involvement Coordinator · Title I Social Worker 	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"> · Administrative Team · Title I Instructional Facilitator · Parent Involvement Coordinator · Certified Teachers 	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"> · Administrative Team · Title I Instructional Facilitator · Parent Involvement Coordinator 	0		