



Mitchell Road Elementary

Jennifer Holman, Principal

Greenville County School District

W. Burke Royster
2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Mitchell Road Elementary

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

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

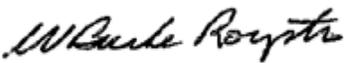
Required Signature Page

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.

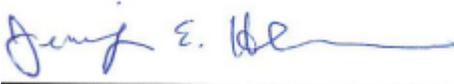
Assurances for the School Renewal Plans

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

Jennifer Holman		04/22/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kelley Widdows		4/22/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Karen Haltiwanger		4/22/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 4124 East North Street, Greenville, SC 29615

SCHOOL TELEPHONE: (864) 355-6700

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

Stakeholder Involvement for School Renewal

Position and Name

1. Principal Jennifer Holman
2. Teacher Elizabeth Koontz
3. Parent/Guardian Tahitsha Pearson
4. Community Member John Crawford
5. Paraprofessional Ardith Morgan
6. School Improvement Council Member Cady Johnson, Grace Church
7. Read to Succeed Reading Coach Karen Haltiwanger
8. School Read To Succeed Literacy Leadership Team Lead Karen Haltiwanger
9. School Read To Succeed Literacy Leadership Team Member Alison Taylor

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

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

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

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

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

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INTRODUCTION

The motto of Mitchell Road Elementary is “**Learning Today...Leading Tomorrow.**” The portfolio provides the school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this portfolio are based upon a model of continuous improvement which is an expectation in our district. These categories were selected because we agree that the philosophies written into the continuums provide a foundation for a quality school.

The five categories utilized in this school portfolio are:

- ❖ Executive Summary
- ❖ School Profile
- ❖ Mission, Vision, and Beliefs
- ❖ Data Analysis and Needs Assessment
- ❖ Action Plan

Our main priority is meeting the needs of our students. Keeping students first, we can address student achievement, social and emotional needs, and community needs of the children. The teachers are asked on a consistent basis for needs they have in their classrooms so that materials and supplies may be purchased to meet the needs of the students as well as improve the instructional process. The goals of the School District of Greenville County and the South Carolina Instructional Standards are the driving force behind instructional decisions at Mitchell Road Elementary.

The Mitchell Road Elementary faculty, staff, and community developed a comprehensive strategic plan outlining the goals, objectives, and strategies for our school. The goals focus on academic achievement, parent involvement, and a supportive educational environment. The goals address the specific school needs and are aligned to the district’s Education Plan.

The School Improvement Council along with school personnel regularly review the progress made in achieving these goals. Mitchell Road Elementary is an award winning school. In addition to receiving Excellent on the state’s school report card, in 2022 Mitchell Road Elementary received the National Blue Ribbon School of Excellence Award. It has also received the Palmetto GOLD award for overall academic performance and the Palmetto SILVER award for closing the gap with student achievement in 2015. As an important part of the education accountability system in South Carolina, the awards program is designed to recognize and reward schools for attaining high levels of absolute performance, for attaining high rates of growth, and for making substantial progress in closing the achievement gap between disaggregated groups.

12 teachers have received National Board Certification.

Capturing Kids Hearts and Greenville County Schools Professional Learning Communities Initiative are just some of the best practices that have been implemented school-wide. We attribute our continuous improvement to our committed leadership, faculty, students and parents. Our PTA actively supports our school through fundraising and volunteer hours. Parents have many opportunities to be involved in their child’s education. The active involvement of the school’s PTA helps provide programs that benefit all children. Opportunities include tutoring, volunteering in classrooms or the office, mentoring students, serving on committees, landscaping, chaperoning field trips, etc.

We recognize the importance of parent involvement in our school and the impact that it can have on student success. Teachers and staff work together to meet the needs of each student. Every child has the opportunity to

achieve success related not only to academics, but also in areas such as music, art, and physical education. All students are encouraged to do their best at all times! We enjoy celebrating the successes attained by each child.

AdvancEd Self Study Accreditation Process

The School Quality Factor is a critical component of the AdvancED accreditation process. The AdvancED School Quality Factor self-assessment (SQF) is designed to guide schools through a meaningful process of self-assessing their current policies, practices, and conditions in order to identify areas in which they need to improve. The SQF serves as the research based framework for this diagnostic instrument, ensuring that as schools engage in the self-assessment process, their efforts are focused on a key set of factors that research confirms are levers for change and improvement.

Through a series of guiding questions, school assess their performance related to specific practices and conditions that reflect the elements that must be evident to support institutional effectiveness related to each School Quality Factor. Comments, insights, and evidence in support of the school's response to each factor can be provided.

AdvancEd Self Study areas of assessment:

- ❖ **Clear Direction:** The capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.
- ❖ **Healthy Culture:** The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.
- ❖ **High Expectations:** An institution's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement and parent involvement.
- ❖ **Impact of Instruction:** The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- ❖ **Resource Management:** The ability of an institution to plan, secure and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
- ❖ **Efficacy of Engagement:** The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
- ❖ **Implementation Capacity:** The ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.

School Portfolio Committees

School Quality Factors	Vision, Mission and Beliefs	Data Analysis
Jennifer Holman (Principal) Lori Anne Hagood (Assistant Principal) Kayla Bradford (Instructional Coach) Karen Haltiwanger (Literacy Specialist) Gina Kincaid (School Counselor)	Grade Level Teams SIC PTA Board	Jennifer Finley (K5) Katie Lee (1 st Grade) Stephanie Holmes (2 nd Grade) Shella Columbia (3 rd grade) Kelly Weekes (4 th grade) Elizabeth Bell (5 th grade) Elizabeth Koontz (Related Arts) Nina Spataro (Special Education)

EXECUTIVE SUMMARY

Student Achievement Findings*

Students in grades 3-5 have consistently performed above the district average in ELA, Math, and Science. In ELA, the area of strength is Literary Text. A main area for growth is in writing. Things to consider for ELA are coaching cycles with the IC and Literacy Specialist, continued professional development in writing, and creating common assessments as a focus for teachers.

In the area of math, strengths are measurement and data analysis in 3rd grade, number sense/base tens in 4th grade, and measurement and data analysis in 5th grade. Areas for growth include, algebraic thinking and operations in 3rd grade, algebraic thinking and operations in 4th grade and geometry in 5th grade. Things to consider in raising these scores are using the process standards and math stations to build DOK and using frequent formative assessments in areas of weakness.

In the area of science, new state standards were implemented in the 2023-2024 school year. School testing will be considered a field test. In considering how to support students and teachers in the area of science the school as implemented a STEM lab, the use of digital textbooks, collaboration with Roper Mountain Science Center, and training for teachers in the new areas of science standards.

Teacher and Administrator Quality Findings

All teachers and administrators at Mitchell Road Elementary are certified as highly qualified to meet criteria required to teach in their field.

Professional Development:

The purpose of professional development is to prepare and support educators to help all students achieve to high standards of learning and development. While it requires substantial time and resources, quality professional development is essential for enabling teachers to develop further expertise in all areas of their profession.

Professional development at Mitchell Road is aligned with rigorous state student achievement standards as well as local educational and school improvement goals. It reflects the best available research and practices in teaching, learning, and leadership. Professional Development focuses on teachers as central to student learning, yet includes all other members of the school community. We strive for individual, collegial, and organizational improvement when making decisions regarding professional development

School Climate Findings

The Mitchell Road administration and faculty believe that an emphasis on school, home, and community cooperation helps create a supportive and nurturing environment for the students.

Student attendance (89.4%) and teacher attendance (97.6%) at Mitchell Road is high.

Yearly surveys from the staff, students and parents tell us how the school and community feel about the learning environment and school safety level at Mitchell Road. Results indicate that teachers are highly satisfied with the learning environment, the social and physical environment and home-school relations at Mitchell Road. The lowest rate of satisfaction parents in the area of home-school relations. This is an area that may need to be looked at more closely.

School's Significant Challenges

Closing the achievement gap with our minority students, ESOL students, special education students and students on subsidized meals.

Meeting the needs of our gifted and talented students.

Reaching all ability levels.

Providing Reading and Math intervention 5K-2nd.

Implementation of South Carolina College and Career Ready Standards and preparing students for SC Ready Test.

Maintaining an "A" letter grade per ESEA Waiver.

The school needs to expand partnership development for the future.

Increasing parent involvement.

Increasing the level of partnership with Hispanic families.

Significant Awards and Accomplishments

National Blue Ribbon School of Excellence (2022)

Excellent Absolute Report Card Rating

State Department of Education Palmetto Gold Award (2016, 2012)

State Department of Education Palmetto Silver Award (2016, 2011)

AYP Met (since 2006)

ESEA Letter Grade: “A”

Title 1 Choice School

American Heart Association “*Gold Fit-Friendly Worksite*”

2014, 2015 Live Well Greenville “Healthy School “

2013 Safe Kids School

Found Sounds Abound Grant Recipient

GCSD Top 10 Teacher Finalists: Angie Cooley 2014, Sarah Smoke 2017, Alison Taylor 2020, Chappell Hughes 2021

Capturing Kids Hearts School 2019-2020



Mitchell Road Elementary

SCHOOL PROFILE

The Community of Mitchell Road Elementary School

Mitchell Road Elementary School is a pre-kindergarten through grade five public school built in 1966 and located on twelve acres in the county of Greenville, South Carolina. The school currently houses 596 students, 48 full-time instructional staff members, and 3 part-time instructional staff members. Mitchell Road Elementary is one of fifty three elementary schools in the School District of Greenville County.

The facilities consist of thirty-one classrooms, an art room with a kiln, a music lab equipped with keyboard stations, a science lab, a working garden, gymnasium, media center, two speech rooms, two special education resource rooms, an occupational/physical therapy room, a computer/writing lab, a gifted and talented classroom, a cafeteria and a courtyard with an outdoor stage. The original facility opened in 1966 and was renovated to a state of the art, 89,922 square feet building in 2002.

The socioeconomic background of our students’ families is varied. We currently have two buses providing transportation for the regular education students at Mitchell Road. Four buses provide transportation for our three self-contained special education classes.

The grade distribution for Mitchell Road Elementary School's current enrollment is as follows:

PK3/4K	5K	1st	2nd	3rd	4th	5th
48	93	105	90	102	76	82

School Leadership

The administrative head of Mitchell Road Elementary School is Mrs. Jennifer Holman, Principal. Mrs. Holman encourages leadership teams to guide our school in collaboration with stakeholders. Leadership is defined through the leadership team, SIC, PTA, and student activities. The school administration structure is composed of the principal and one assistant principal. The building administrators work as a cohesive team to ensure a safe positive environment that is conducive to teaching and learning. Stakeholder groups (faculty, staff, students, parents, and community members) are part of the shared decision making process through grade level teams and committees.

The purpose of leadership is to allocate and align the human, instructional, financial, and physical resources of the school with the goals of the district, community, school, teachers, and students. The administrative head promotes leadership teams to guide our school in collaboration with stakeholders. A leadership team comprised of members of the faculty/staff meets on a monthly basis.

The leadership uses the mission statement and vision as the foundation for a professional learning community. Faculty/Staff are given opportunity at the end of each school year sign up for curriculum committees for the following year. State mandated celebrations such as: Red Ribbon Week, American Education Week, are a part of the committee's yearly assignment. Curriculum committees also serve as vertical teams and meet monthly.

The role of the faculty leadership team is to facilitate and communicate the operations of the school from staff issues to curriculum issues. All faculty members meet weekly in grade level teams and submit meeting minutes to the Principal, Jennifer Holman. The faculty leadership team meets on a monthly basis. Faculty concerns and solutions are presented in the monthly meetings by the requesting grade level.

PTA

The Parent – Teacher Association is an integral part of our school operation. We invite parent participation and set the example by being involved ourselves. All teachers attend all PTA functions. PTA parenting nights is held on the second Monday evening of each month. The PTA board, including the principal and teacher representatives (when applicable) meets the first Thursday of each month to make decisions and discuss upcoming events.

The Parent-Teacher Association is an integral part of our school and contributes a tremendous amount of time, talent and energy to our school. The PTA provides on-going support through mini-grants, classroom donations to support student needs, and as volunteers. They coordinate fund raiser and support programs such as: Scholastic Book Fair, Bingo Night, Fall Festival, Student Council, and Beta Club, Lego Club, Chorus, and the Run Hard club. The PTA funds classroom supplies, instructional programs, playground equipment, technology equipment, and faculty development, just to name a few.

School Improvement Council

This council is made up of teachers, parents, community partnership representatives, and administrators. It functions as a liaison between the community at large and the school and also serves as part of our school Guidance Advisory Committee This group monitors the school goals and issues relating to test scores, programs, and community concerns. This group is also involved in writing the narrative for the School Report Card.

Unlike PTA/PTOs and other voluntary school organizations, councils are mandated by law to exist in every public school in South Carolina. The council has been involved in developing the school improvement plan

since the school began. The council follows an agenda established by the chairman of the School Improvement Council and the school administration. The council meets monthly.

Parental Involvement

The climate for learning at Mitchell Road Elementary is enhanced by involved parents. Parents are invited to join school committees and councils, assist in the classrooms, help with homework, and encourage and honor their child's successes.

Partnerships

Community partnerships are welcomed and encouraged to play a vital role in the success of Mitchell Road Elementary. Mitchell Road has benefited from ongoing business partnerships including two large grocery chains, Publix and Bi-Lo, four restaurants--Chick-fil-A, Zaxby's, Moes, Topsy Taco, and neighboring faith based organizations. PTA members and parents continuously seek additional business partners to assist our school in meeting all of our educational needs.

During 2014 the school began a partnership with Mentor Upstate to provide mentors to students. Mentor Upstate promotes the development of mentoring programs in upstate South Carolina schools and beyond, as well as after-school programs, by recruiting and training mentors, providing resources and support to mentors, and enlisting community involvement. Their goal is to support as many children as possible through positive, real one-on-one relationships. We have a partnership with Grace Church Taylors and Español Campus, Seacoast Church and Renewal Church that are providing us with physical resources as well as the possibility of virtual mentors/pen pals. They are currently providing food, clothing, and instructional resources. They are also providing volunteers for "Just Serve Day" to complete outdoor projects such as a sensory path and courtyard refurbishment.

A relationship with business partners offers our families, community, businesses, and the school district successful partnerships. Our partnerships have an emphasis on academics, citizenship, careers, ground beautification, curriculum, community service, health/fitness, and continuous improvement.

We have developed strong partnerships with other faith based communities of Brushy Creek Baptist church and Mitchell Road Presbyterian Church. These churches provide an invaluable service to our school community through their community outreach ministries. Programs include:

- ❖ Monthly appreciation breakfast for Faculty and Staff
- ❖ Faculty / Staff appreciation gifts
- ❖ Food bags sent home with students every weekend
- ❖ Coat drives
- ❖ School Supplies
- ❖ Christmas Gift

School Personnel of Mitchell Road Elementary

The staff at Mitchell Road Elementary School includes: 28 regular education classroom teachers, one full time teacher for art, music, and PE, one media specialist, one part-time challenge teacher, three self-contained special education teachers, two full time resource teachers, one full-time Reading Specialist, two full-time reading interventionist, two part-time reading interventionists, one full time speech/language specialist, one part-time speech/language specialist, and one full-time ESOL teacher. Our leadership team includes our principal, assistant principal, a full-time instructional coach, and a full-time school counselor. We have a number of paraprofessionals: five in kindergarten, one in the media center/science lab, and four in the special education self-contained classes. Number of years taught is displayed in the table below.

Area	First Year	1-5	6-10	11-15	16-20	21-25	26-30	30+
K4/K5		1		2	1			
First Grade		2		1	1			1
Second Grade		3	1					
Third Grade	1		1			1	1	
Fourth Grade		1	2				1	
Fifth Grade	1		1		1	1		
Related Arts		1	1			1		1
Reading/Challenge/ESOL/Guidance/IC						1	2	2
Special Ed/Speech	1		2					2
Administration					1		1	

Additional support personnel include the district psychologist, special education coordinator, and two occupational therapists. Other support personnel include the secretary, clerk, plant engineer, four assistant custodians, two school nurses, and five food service workers. 60% of the certified teaching staff at Mitchell Road has earned a Master’s Degree or higher. 12 teachers have received National Board Certification. 91.9% are continuing contract teachers. Teacher retention is high at Mitchell Road with 90.3% of teachers returning from the previous year. All teachers are highly qualified in the areas being taught. Teacher attendance is 94.5%

Student Population at Mitchell Road Elementary

Baseline data for student enrollment at Mitchell Road Elementary is 592 students total. 45.9% Caucasian, 26.6% African American, 13.1% Hispanic, 2% Asian, and 11.1% classified as two or more races, 1% American Indian/Alaskan Native or Native Hawaiian/Other Pacific Islander.

The retention rate at Mitchell Road decreased from 2% to 1.8%. 52 students are being served in the gifted and talented program. 86 students are in the ESOL program. There are 50 special education resource students being served, some for two periods each day. Our speech program serves 61 students.

62% of our students are served free and reduced lunch. Our current poverty index is 69%. The student-teacher ratio in all core subjects is in compliance with the state guidelines. Teacher allocations are as follows:

5 Yr Old Kindergarten	26.0 : 1
Primary Grades 1-3	21.5 : 1
Elementary Grades 4-5	25.5 : 1

Maximum class sizes are within limitations. The average class-size for non-self-contained classes is 18 for grades 1-3 and 20 for grades 4-8.

Attendance

Mitchell Road Elementary follows the South Carolina attendance law. Parents receive the state regulations regarding school attendance at the beginning of the school year. Students who exceed the policy are considered truant.

Student attendance rate at Mitchell Road is 93.5%.

Student Sub-groups

There are three self-contained special education classes. There are two full-time resource teachers that utilize the pull-out and inclusion models to serve grades K5 through five. One full-time teacher and one half-time teacher serve the speech students at Mitchell Road.

Academic/ Behavioral Features Programs/ Initiatives

To achieve academic results, the school utilizes research based models such as: Capturing Kids Hearts, Student-Centered Learning, The Science of Reading Literacy Framework, LETRS training, Digital Leader Corp, continuum of special education services, RTI, STEM, and differentiation strategies to meet the needs of all of our students.

Instruction at Mitchell Road Elementary is currently based on the South Carolina College and Career Ready Standards for ELA and Mathematics. Instruction in content areas is currently based on the South Carolina Learning Standards for social studies and science. The South Carolina State Department of Education supplies funds for the purchase of textbooks in each subject area for all students in kindergarten through fifth grade. Greenville County currently uses the Houghton-Mifflin 2024 reading series and the Houghton-Mifflin 2012 math series in kindergarten through grade five to align with SCCC standards. Kindergarten, first, and second grades use the 2005 Houghton-Mifflin social studies series, and grades three, four, and five use the 2005 Scott Foresman social studies series. The 2006 Macmillan science series is used in kindergarten through fifth

grade classes. Greenville County provides an extensive online service, Rubicon Atlas, for all teachers in our county. This site provides quality standard based lessons and resources for each grade level in every subject area to assist teachers with planning and instruction.

Mitchell Road incorporates many educational strategies to address our diverse population. Many of these programs are district mandated, while others are solutions that we have found to address the varied needs and learning styles of all our students. Learning Focused strategies, Baldrige Quality tools, and Xtra Math software are just a few of the many strategies used to provide instruction. We constantly review the success of each program and refine our approaches.

A strong literacy curriculum has been developed based on the Fountas and Pinnell balanced literacy method. This research-based framework has been used successfully in schools across the nation. The reading curriculum includes direct phonics instruction, guided reading, self-selected reading, and writing. During guided reading, teachers work with small groups of students using leveled readers. The books have been selected with the specific students in each group in mind. Teachers are able to provide instruction that allow the readers to meet the demands of more challenging texts over time. A special resource center has been established where teachers can check out sets of leveled readers to use with their various groups. In addition to the Fountas and Pinnell balanced literacy program kindergarten and first grade teachers have carefully researched and implemented literacy stations into their daily class routines. An Early Reading Intervention program using Fastbridge assessments identifies and provides additional support for struggling students in kindergarten, first and second grade. Teachers also integrate science and social studies into the literacy program through the use of non-fiction, historical fiction and read-aloud books. Our school-wide staff development has focused on discovering means to improve student achievement through improved methodologies and instructional practices. Staff development has included school wide in-depth professional book studies, writing workshops from Clemson University's Upstate Writing Project, Fountas and Pinnell's balanced literacy methodology, and the use of common formative assessments in all subject areas.

Our math curriculum uses the newly adopted Houghton-Mifflin series in kindergarten through grade five. To address students' needs, teachers supplement this series in a variety of ways to increase higher level thinking skills. Most teachers at Mitchell Road have been trained to use the Everyday Counts Calendar Math Program to expand the range of student math experiences and ideas. Leapfrog Math and other computer programs are used for practice and review of math skills. The extensive use of manipulatives is used to further learning concepts. The Xtra Math software program is used to supplement and enrich students' math skills. Greenville County provides project science kits for hands-on science units. All kits are equipped with lessons and supplies to offer opportunities for exploration and discovery within the scientific method. Students use science journals to record information throughout the use of each kit. Classes also have access to the STEM that was added to our facility during the renovation. Greenville County's Roper Mountain Science Center is utilized for hands-on experiences in all grade levels. State adopted textbooks are provided for each student.

Kindergarten through second grades use textbooks from Houghton-Mifflin and grades three through five use Scott Foresman texts for social studies. The social studies curriculum is addressed through historical fiction and read-aloud books integrated within the literacy curriculum, as well as field trips to Columbia and Charleston to enhance third and fourth grade social studies standards.

All related arts areas follow the frameworks developed by the state. Art and music both use texts adopted by the district; the Portfolio series for art and the MacMillan's Share series for music. These curricula are supplemented with other books, videos, instruments, reproductions and a variety of media. Creativity is also a large component of the related arts curriculums at Mitchell Road. Physical Education follows the state curriculum guidelines.

Technology is infused into every aspect of the school. Students use the Internet to research and communicate.

Digital cameras are very popular with students and teachers for field trips and learning experiences that are supplemented with writing. Various programs are used at all levels to create presentations with varying degrees of assistance. Brainpop, Xtra Math, Google Classroom, Discovery Education Google Apps for Education are just a few of many programs that are utilized at Mitchell Road for remediation and enrichment. Students attend the computer lab to work on various skills, such as keyboarding, researching, and publishing written work at least once per week. All classrooms in grades K-5 are one-to-one with chromebooks. All teachers have permanently mounted Promethean Boards used for interactive lessons. Many teachers at Mitchell Road are not only technologically proficient, but are teaching and mentoring others in the district. Each teacher has an up-to-date web page, which is accessed by parents, teachers and students to stay abreast of school and classroom activities. Parents often use e-mail to keep in contact with their child's teachers. Teachers also utilize Sign-up Genius and Remind 101 to communicate and schedule meetings with parents. Many of our internal communications both district and in-house are now e-mail based. We have a daily school news show written and produced by fourth and fifth grade students with the assistance of the Instructional Coach.

Pre-School Program

Mitchell Road is one of twenty-two elementary schools in the district with a full day four-year old kindergarten program. To be eligible, children must be four years of age by September 1 of the school year. The class at Mitchell Road currently serves twenty students. This program focuses on school readiness and improving literacy by exposing four-year old kindergarten children and adults to an environment rich in language and print.

Gifted and Talented

In Greenville County, the needs of the gifted and talented are met through a pull out program. In the third grade, students attend Challenge for 125 minutes each week. Students in grades four and five attend Challenge for 200 minutes per week. The mission is to maximize the potential of gifted and talented learners by providing programs and services, which match their unique characteristics and needs. Our goals and objectives are:

To support mastery of core areas of learning at a pace and depth appropriate for gifted and talented learners.

To develop an understanding of the concepts, themes, and issues which are fundamental to the disciplines and an appreciation for interrelationships among the disciplines.

To develop independent learning skills.

To develop critical and creative thinking, problem-solving, and decision-making skills.

To develop effective communication skills.

To develop creative expression and aesthetic valuing.

Identification of students is done through multiple criteria set forth by state law. All students are screened every year, beginning in second grade, and may enter the program at any level. Some students may begin Challenge classes in third grade. Once a student has qualified for the program, he or she does not have to qualify again and may be removed from the program only with the parents' consent. Currently, 19% of our third, fourth, and fifth grade students participate in the challenge program.

Assessment

Students are assessed in a variety of ways at Mitchell Road. Teacher observation and conferencing are daily assessments with students. In each grade level, assessments are designed to appropriately evaluate student progress and understanding. Each grade level administers benchmark or unit tests in reading and mathematics on Mastery Connect as well as weekly assessments (formal and informal) using the rigor of Mastery Connect questions. These scores are used for determination of trends and careful monitoring of at-risk students. In addition, teacher-made tests, rubrics and project checklists help students and teachers evaluate work and learning. Portfolios help show student growth and progress.

As a part of the Greenville County Educational Plan, the school district has established a writing assessment for first through fifth grade students. The students are assessed three times during the school year. Each grade level has the same prompt. These writing samples are scored using a rubric and kept in a student portfolio. These assessments are administered to measure progress and growth. Grades are not given for these writing assignments. Running records are administered to all students in the fall, winter, and spring, to establish fluency levels using the Fountas and Pinnell Benchmark Toolkit.

The MAP (Measurement of Academic Progress) test is administered to second and fifth grade students each winter to measure growth in reading, math, and language usage. Staff members have received extensive training in the use of this measurement. Each year our staff and administrators analyze standardized test data from SC Ready and SCPASS tests to determine strengths and weaknesses. Normative and criterion-based data are used to seek patterns in groups of students to determine factors that might affect student progress. Data is examined closely by sub-test, content cluster, and in terms of each student's ability. Teachers examine data from their previous year, as well as results of their current class. This information helps us to fine-tune our instructional program.

Behavioral Education Models

There are many non-instructional interventions and support systems at Mitchell Road. The faculty and staff set high expectations for all students and teach the importance of responsibility and self-reliance. Students are taught to choose appropriate behaviors in various situations.

Mitchell Road has a number of programs to develop self-esteem and promote pride in our school, including Black History Celebration, American Education Week and Red Ribbon Week. The Kiwanis Club sponsors Terrific Kids, a program for students who work to improve grades, leadership skills, and behavior. A Kiwanis volunteer attends the school's quarterly awards ceremonies to present T-shirts and certificates.

A variety of partnerships offer mentoring services to our students. A local church provides mentors for many of our students who are in need of tutoring or an adult role model. Another nearby church facilitates the Good News Club on Tuesdays for approximately 60 of our students. This is a biblical based after school club, in which students listen to stories and make crafts one hour each week. Because of this strong collaboration with different community groups, our school was named a Flagship School of Promise.

Leadership training offers our students additional opportunities to become mentors and leaders. Student Council representatives from third through fifth grade sponsor service projects, which involve everyone. These students collected canned goods for our troops overseas and pet supplies for the Humane Society. Student Council also sponsors hat days and candy gram sales to raise money to provide help for students' field trip needs. Fifth grade students that meet certain criteria, including good grades and model behavior, are recommended by teachers to be inducted into the Junior Beta Club. The Beta Club earns service hours through a variety of projects. Several classrooms participate in book buddies as well as peer tutoring and cooperative learning to allow students to practice leadership skills and responsibility.

Special Education students plant and maintain flowerbeds outside their classrooms with assistance from their peer mentors. Students in the Special Education classes participate in mainstream classes in the areas of science, health, and social studies. These students receive occupational and physical therapy, as well as vision services. Our speech/language pathologists serve students who have been identified with speech/language needs. Some non-verbal students use special computer equipment to enhance the educational process and allow for improved communication and individual progress.

Counseling and Other Student Support Services

Character Education is an integral part of developing *Ready, Respectful, & Responsible students*. Students at Mitchell Road Elementary School receive a high level of support services from an outstanding staff. We have a full time guidance counselor who works with students, parents, teachers, and various social service organizations for the support of our school family. The guidance counselor provides classroom guidance, small group counseling, individual counseling, and also makes home visits when needed. Character education is provided through monthly lessons in the classroom from the Guidance Counselor embedded into the regular education curriculum.

The School Counselor also communicates with outside service providers frequently to support our students and staff.

Our school psychologist serves a number of schools in the district in addition to Mitchell Road Elementary. Our site serves as her home-based school.

Our OnTrack team meets weekly to provide interventions for struggling students prior to a possible psycho educational referral. The team is comprised of a coordinator, an administrator, instructional coach, special education representatives and school psychologist.

The instructional coach at Mitchell Road provides leadership for teachers by planning, collaborating, organizing, mentoring, and facilitating change to improve the instructional program in the school. Instructional coaches attend meetings and receive training in order to provide assistance for teachers and staff members in a variety of ways. She conducts regular coaching cycles with teachers based on student needs.

Extracurricular Activities

Mitchell Road has been able to educate our students, not only through academics, but through a variety of special programs:

Mustang Minutes News Show

R.T.I. Reading Program

Student Honor Roll

Chorus

Book Buddies

After-school Program (ACE)

Student Council

Science Fair

Terrific Kids Program

Wireless Capabilities

Safety Patrol

Mentor Greenville Participant

Run Hard Running Club

Morning Tutoring

Good News Club

Beta Club

Be A Fan Club

Culinary Creations Healthy Menu

PEP Free Book Fair

Family Reading Night

Science Night

Technology Night

Lego Club

School-wide Discipline Program

Mitchell Road Elementary students, faculty and staff are guided by the principals of Capturing Kids Hearts.

What is it? A relationship building approach to discipline that creates self-managing groups.

How does it work? Teachers use the EXCEL model to communicate with students. Students create their own rules via a social contract. Students hold each other accountable using "checks" and "fouls". An environment is created that emphasizes positivity through "good things" and "affirmations"

The EXCEL model:

- **"Engage"**: Students are greeted at the door with a handshake, eye contact and a welcome.
- **"X-plore"**: Teachers listen and attend to the personal, emotional and academic needs of our students.
- **"Communicate"**: Teachers communicate care as well as content.
- **"Empower"**: Teachers empower students to gain the ability to "use and do" the things they have been taught.
- **"Launch"**: Deals with how we "end and send" our students into the world. The purpose is to start our students on a course of action by ending our classes on a powerful note.

The Social Contract:

The Social Contract is created by the students, assisted by the teacher, in effort to answer four questions regarding the environment of the classroom. The four questions include:

- How do you want to be treated by the teacher?
- How do you want to be treated by each other?
- How do you think the teacher wants to be treated by you?
- How do we want to treat each other when there is conflict?

The resulting answers make up a list of adjectives which serve as the basis for student expectations of behavior in the classroom.

The Social Contract is signed by all classroom members including the teacher.

The document is also shown to classroom visitors and they are encouraged to sign the contract as well.

The document is a living document and is referred to on a regular basis to highlight success and serves as a guide for when problems arise.

The Four Behavior Questions:

These are questions that we ask each other to help stay true to the social contract:

- What are you doing?
- What are you suppose to be doing?
- Are you doing that?
- What are you going to do about that?

Checks and Fouls:

When a student is not following the social contract, other students will "check" that student. It is a silent reminder of a thumbs up to remind the student that they need to change their behavior.

When a student is being unkind, other students will "foul" that student. The student is then asked to give two "put ups" for the "put down" they gave.

Good Things:

At the beginning of classes teachers will start with "good things", in which students share something good that is going on with them. This creates an environment of positivity and helps build relationships.

Vision Statement

Mitchell Road Elementary- where students are equipped with a passion for life-long learning.

Mission Statement

Mitchell Road Elementary School connects with families and the community to provide quality learning experiences that cultivate world-class knowledge and skills, while developing character and leadership.

Belief Statements: We believe...

- Each student is unique and valued.
- All students can learn and deserve high-quality, engaging instruction provided by exceedingly qualified, dedicated teachers.
- All students and staff deserve a safe, positive and supportive environment.
- Students learn best when positive relationships and collaboration between home and school are prevalent.

DATA ANALYSIS and NEEDS ASSESSMENT

SC Ready Data

MRES by Grade Level ELA

	2019 Meets and Exceeds	2021 Meets and Exceeds	2022 Meets and Exceeds	2023 Meets and Exceeds
Grade 3	62.5%	56.5%	57.5%	58.7%
Grade 4	70.8%	61.3%	68.5%	67%
Grade 5	66%	50.6%	56.2%	75.8%

2023 SCReady ELA MRES Breakdown

MRES ELA Strengths	MRES ELA Weaknesses (all same as 2022)
TDA--Literary Response	Reading Informational Text: Language Craft and Structure
Writing-Language	Reading Literary Text: Language Craft and Structure
Reading Literary Text: Meaning and Context	Reading Informational Text: Meaning and Context

SC Ready Math

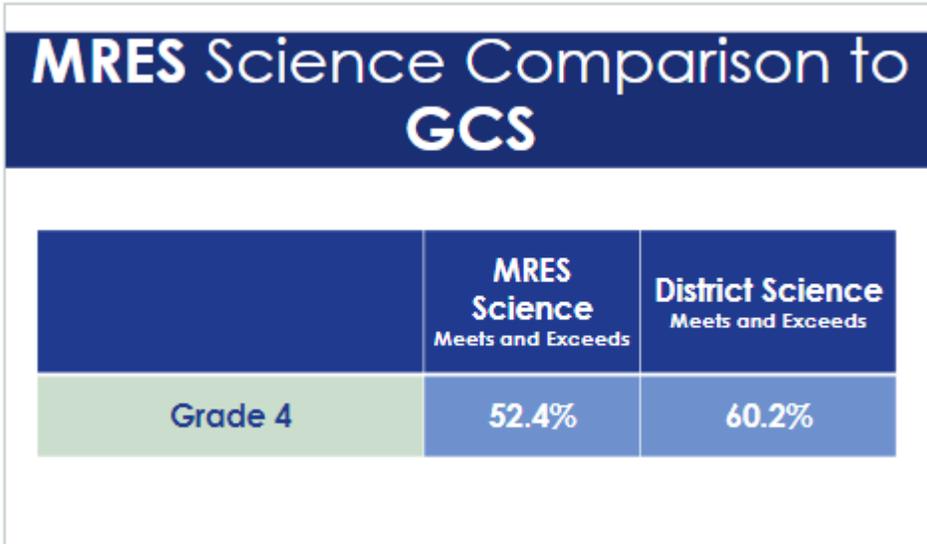
MRES by Grade Level Math

	2019 Meets and Exceeds	2021 Meets and Exceeds	2022 Meets and Exceeds	2023 Meets and Exceeds
Grade 3	70.5%	57.8%	56.8%	54.7%
Grade 4	65.2%	53.2%	60.7%	51.2%
Grade 5	78.7%	51.7%	55.1%	66.6%

2023 SCReady Math MRES Breakdown

MRES Math Strengths	MRES Math Weaknesses
Measurement and Data Analysis	Number Sense/Operations-Fractions
Geometry	Number Sense and Base Ten

SCPASS Science



Teacher and Administrator Quality

Qualified, Diverse Staff

60% of the certified teaching staff at Mitchell Road has earned a Master's Degree or higher. 12 teachers have received National Board Certification. 91.9% are continuing contract teachers. Teacher retention is high at Mitchell Road with 78/1% of teachers returning from the previous year. All teachers are highly qualified in the areas being taught. Teacher attendance is 94.5%.

School Climate Needs Assessment

The Mitchell Road administration and faculty believe that an emphasis on school, home, and community cooperation helps create a supportive and nurturing environment for the students. Results from the yearly parent, student, and teacher survey indicate overall satisfaction with the school learning environment and social and physical environment. Student survey results show some concern with the school-home relations. Efforts to increase satisfaction in this area include more positive conferences and phone calls to celebrate with families, instead of simply contacting parents in negative situations. Teachers have also worked to increase their availability by using applications such as Remind App to give parents a way to communicate more timely with teachers

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 **57.5 %** in 2022-23 to **72.5 %** in 2028-29.

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	60.5%	63.5%	66.5%	69.5%	72.5%
	57.5%	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>
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	· Jennifer Holman, Principal	0	0	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Jennifer Holman, Principal	0	0	C
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	· Jennifer Holman, Principal · Lori Anne Hagood, AP · Kayla Bradford, IC	<\$500	Local Funds PTA	-Book Study -School visits -Supplies for art/science projects -Guest Speakers
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	2024-2029	· Academics Department	0		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
rigor and pacing and ensure 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	· Academics Department	0		C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Jennifer Holman, Principal · Kayla Bradford, IC · Classroom teachers	0		<ul style="list-style-type: none"> ● Data Team Meetings ● PLC Meetings
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	· Jennifer Holman, Principal · Lori Anne Hagood, AP · Kayla Bradford, IC	0		<ul style="list-style-type: none"> ● Mosaic Tool Observations ● Coaching Cycles
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Jennifer Holman, Principal · Lori Anne Hagood, AP · Kayla Bradford, IC	0		<ul style="list-style-type: none"> ● Kayla Bradford, IC ● Data Team Meetings ● PLC Meetings
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	· Jennifer Holman, Principal · Lori Anne Hagood, AP · Kayla Bradford, IC	0		<ul style="list-style-type: none"> ● Learning Walks ● Instructional Rounds ● Teacher needs survey ● Data Dives
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Jennifer Holman, Principal · Lori Anne Hagood, AP · Kayla Bradford, IC	0		<ul style="list-style-type: none"> ● Learning Walks ● Instructional Rounds ● Teacher needs survey ● Data Dive
3. Ensure ongoing, continuous improvement of student achievement	2024-2029	· Jennifer Holman, Principal	0		<ul style="list-style-type: none"> ● Learning Walks ● Instructional Rounds

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
through the Professional Learning Community Process by monitoring for fidelity.		<ul style="list-style-type: none"> · Lori Anne Hagood, AP · Kayla Bradford, IC 			<ul style="list-style-type: none"> ● Teacher needs survey ● Data Dive
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Kayla Bradford, IC · Math Curriculum Team 	<\$200	Local Funds PTA	<ul style="list-style-type: none"> ● PTA Math Night
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Kayla Bradford, IC · Math Curriculum team 	<\$50	Local Funds	<ul style="list-style-type: none"> ● Family Math events

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 71.2 % 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 3 % annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	74.4%	77.4%	80.4%	83.4%	86.4%
	71.2%	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	· Jennifer Holman, Principal			C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Jennifer Holman, Principal · School District	\$2,000-\$4,000	Local Funds	<ul style="list-style-type: none"> ● Purchase Reading Horizons for 2nd grade
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	· Jennifer Holman, Principal · Karen Haltiwanger, Literacy Specialist · Kayla Bradford, IC	0		<ul style="list-style-type: none"> ● Amira Screener ● Reading Horizons ● Summative assessments ● Mosaic Tool Observations
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while	2024-2029	· Jennifer Holman, Principal · Karen Haltiwanger, Literacy Specialist · Kayla Bradford, IC	0		<ul style="list-style-type: none"> ● Reading Horizons Tier 1, 2, 3 ● LETRS Training for teachers ● Science of Reading

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
maintaining high achievement expectations for all students.		<ul style="list-style-type: none"> Interventionists 			
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"> Jennifer Holman, Principal Karen Haltiwanger, Literacy Specialist Kayla Bradford, IC 	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"> Academics Departement Jennifer Holman, Principal Kayla Bradford, IC Karen Haltiwanger, Literacy Specialist 	0		<ul style="list-style-type: none"> Follow pacing guides on portal RH Training LETRS Training
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"> Jennifer Holman, Principal Kayla Bradford, IC Karen Haltiwanger, Literacy Specialist Classroom teachers 	0		<ul style="list-style-type: none"> Follow pacing guides on portal RH Training LETRS Training
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"> Jennifer Holman, Principal Kayla Bradford, IC Karen Haltiwanger, Literacy Specialist 	0		<ul style="list-style-type: none"> Data Dives PLC training
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> Jennifer Holman, Principal Kayla Bradford, IC Karen Haltiwanger, Literacy Specialist Interventionists 	0		<ul style="list-style-type: none"> Data Dives Intervention/ILT collaboration
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> Classroom Teachers Interventionists 	0		<ul style="list-style-type: none"> Design and use Common Formative Assessments
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> Jennifer Holman, Principal Kayla Bradford, IC 	0		<ul style="list-style-type: none"> Vertical Team Meetings

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> · Karen Haltiwanger, Literacy Specialist 			
<p>7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.</p>	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Kayla Bradford, IC · Karen Haltiwanger, Literacy Specialist · Classroom Teachers · RH Coach 	0		<ul style="list-style-type: none"> ● Unit planning with IC, Literacy Specialist, Teachers
<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.</p>	2024-2025	<ul style="list-style-type: none"> · Director of Early Intervention and Student Support 			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>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>	<p>2024-2029</p>	<ul style="list-style-type: none"> · Academics Department · Jennifer Holman, Principal · Kayla Bradford, IC · Karen Haltiwanger, Literacy Specialist · Classroom Teachers · RH Coach 	<p>0</p>		<ul style="list-style-type: none"> ● Grade level PLC ● Vertical Teams
<p>2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Kayla Bradford, IC · Karen Haltiwanger, Literacy Specialist · Classroom Teachers · RH Coach 	<p>0</p>		<ul style="list-style-type: none"> ● Grade level PLC ● Vertical Teams
<p>3. Utilize resources for differentiated support and acceleration for all students.</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Kayla Bradford, IC · Karen Haltiwanger, Literacy Specialist · Classroom Teachers · RH Coach 	<p>0</p>		<ul style="list-style-type: none"> ● Grade level PLC ● Vertical Teams

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Kayla Bradford, IC · Karen Haltiwanger, Literacy Specialist · Classroom Teachers · RH Coach 	0		<ul style="list-style-type: none"> ● Unit Planning ● Vertical Team Planning
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"> · Jennifer Holman, Principal · Kayla Bradford, IC · Karen Haltiwanger, Literacy Specialist 	0		<ul style="list-style-type: none"> ● Mosaic Observation Tool
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"> · Jennifer Holman, Principal · Kayla Bradford, IC · Karen Haltiwanger, Literacy Specialist 	0		
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Karen Haltiwanger, Literacy Specialist · Kayla Bradford, IC 	0		<ul style="list-style-type: none"> ● Coaching Cycles ● Professional Development Plan
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Karen Haltiwanger, Literacy Specialist · Kayla Bradford, IC 	0		<ul style="list-style-type: none"> ● Guiding Coalition PLC ● Process Champions ● Mentoring
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> · N/A 	0		N/A
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP 	0		<ul style="list-style-type: none"> ● Amira Screening Tool

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> · Karen Haltiwanger, Literacy Specialist · Kayla Bradford, IC · Interventionists · Classroom Teachers 			
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Karen Haltiwanger, Literacy Specialist · Kayla Bradford, IC 	0		<ul style="list-style-type: none"> ● Professional Development Plan

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	· Jennifer Holman, Principal			<ul style="list-style-type: none"> ● Newsletters ● Web site ● Career Day
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"> · Jennifer Holman, Principal · Lori Anne Haggod, AP · Kayla Bradford, IC · Katie Lee (Clemson Master Teacher program) 			<ul style="list-style-type: none"> ● Host Clemson Fellows
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· Jennifer Holman, Principal			<ul style="list-style-type: none"> ● Career Day

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	8.5%	8.0%	7.5%	7.0%	6.5%
	9%	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: Identify and expand ways to promote positive school culture.					
1. Promote a Positive School Culture: Foster a positive school culture where teachers feel valued, supported, and respected. Encourage collaboration, open communication, and teamwork among staff members. Recognize and celebrate teachers' achievements and contributions to the school community.	2024-2029	· Jennifer Holman	<\$500 per year	Local Funds	<ul style="list-style-type: none"> ● School Climate Survey ● Upbeat Survey ● Process Champions team/Guiding Coalition
2. Address Workload and Burnout: Monitor teacher workload and take steps to prevent burnout. Strive to create a reasonable balance between teaching responsibilities, planning time,	2024-2029	· Jennifer Holman	<\$500 per year	Local Funds	<ul style="list-style-type: none"> ● School Climate Survey ● Upbeat Survey ● Process Champions team/Guiding Coalition

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and administrative tasks. Offer support to teachers who may be struggling with stress or workload issues.					
3. Seek Feedback and Input from Teachers: Solicit feedback and input from teachers on school policies, procedures, and initiatives. Involve teachers in decision-making processes and seek their input on matters that affect their work environment. Empowering teachers to have a voice can increase job satisfaction and commitment to the school.	2024-2029	· Jennifer Holman	0		<ul style="list-style-type: none"> ● School Climate Survey ● Upbeat Survey ● Process Champions team/Guiding Coalition

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)	36.96%	34.96%	32.96%	30.96%	28.96%
	38.96%	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 an aligned system across all schools.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP 	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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor 	0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor 			<ul style="list-style-type: none"> ● District behavior specialist training on classroom management. ● CKH Process Champions team
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor 			<ul style="list-style-type: none"> ● District behavior specialist training on classroom management. ● CKH Process Champions team ● Weekly OnTrack Meetings
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor 			<ul style="list-style-type: none"> ● Weekly OnTrack Meetings
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor 			<ul style="list-style-type: none"> ● Counselor small groups ● Counselor classroom lessons ● CKH Framework monthly integration and videos
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor · Classroom teachers 			<ul style="list-style-type: none"> ● Newsletters ● Weekly phone blast ● Phone call ● Online communication ● Parent/Teacher conferences
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor · Classroom teachers 			<ul style="list-style-type: none"> ● Bi-annual conferences
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor 			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> • Classroom teachers 			
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"> • Jennifer Holman, Principal • Lori Anne Hagood, AP • Gina Kincaid, Counselor • Classroom teachers 	<\$500 per year	Local Funds	<ul style="list-style-type: none"> • Provide clubs and field trips
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> • Jennifer Holman, Principal • Lori Anne Hagood, AP • Gina Kincaid, Counselor • Classroom teachers 	<\$100 per year		<ul style="list-style-type: none"> • Student Council • News Show • Best Buddies
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"> • Jennifer Holman, Principal • Lori Anne Hagood, AP • Gina Kincaid, Counselor • Classroom teachers 	0		<ul style="list-style-type: none"> • Partner with Mentor Upstate to bring in mentors
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"> • Jennifer Holman, Principal • Lori Anne Hagood, AP • Gina Kincaid, Counselor • Classroom teachers 			<ul style="list-style-type: none"> • Utilize CKH model • Train in classroom management with district behavior specialist • OnTrack
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"> • Jennifer Holman, Principal • Lori Anne Hagood, AP • Gina Kincaid, Counselor • Classroom teachers 			<ul style="list-style-type: none"> • Utilize CKH model • Train in classroom management with district behavior specialist • OnTrack
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"> • Jennifer Holman, Principal • Lori Anne Hagood, AP • Gina Kincaid, Counselor • Classroom teachers 			<ul style="list-style-type: none"> • Utilize CKH model • Train in classroom management with district behavior specialist • OnTrack

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor · Classroom teachers 			<ul style="list-style-type: none"> ● Utilize CKH model ● Train in classroom management with district behavior specialist ● OnTrack
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor · Classroom teachers 			<ul style="list-style-type: none"> ● Utilize CKH model ● Train in classroom management with district behavior specialist ● OnTrack

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)	15.74%	13.74%	11.74%	9.74%	7.74%
	17.74%	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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Attendance Clerk 			<ul style="list-style-type: none"> ● Attendance Letters ● Attendance Conferences
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Attendance Cler 			<ul style="list-style-type: none"> ● Attendance Letters ● Attendance Conferences
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Attendance Cler 			<ul style="list-style-type: none"> ● Attendance Letters ● Attendance Conferences

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> • Jennifer Holman, Principal • Lori Anne Hagood, AP • Attendance Clerk 			<ul style="list-style-type: none"> ● Power School Training
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	<ul style="list-style-type: none"> • Jennifer Holman, Principal • Lori Anne Hagood, AP • Attendance Clerk 			<ul style="list-style-type: none"> ● Attendance Letters ● Attendance Conferences
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"> • Jennifer Holman, Principal • Lori Anne Hagood, AP • Attendance Clerk 			<ul style="list-style-type: none"> ● Attendance Letters ● Attendance Conference
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"> • Jennifer Holman, Principal • Lori Anne Hagood, AP • Attendance Clerk • School Nurse 			<ul style="list-style-type: none"> ● Attendance/Health letters

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)	1,652 hours	1,685 hours	1,718 hours	1,753 hours	1,782 hours
	1,620 hours	TBD	Actual (School)					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	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor · Attendance Clerk 			<ul style="list-style-type: none"> ● Computer for backpack located in front office for parents to use ● School newsletters/Phone Blasts
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor · Attendance Clerk 			<ul style="list-style-type: none"> ● Computer for backpack located in front office for parents to use ● School newsletters/Phone Blasts
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP 			<ul style="list-style-type: none"> ● Computer for backpack located in front office for parents to use

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> · Gina Kincaid, Counselor · Attendance Clerk 			<ul style="list-style-type: none"> ● School newsletters/Phone Blasts
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.					
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"> · Jennifer Holman, Principal · SIC · PTA 			<ul style="list-style-type: none"> ● Engage community partners ● Church partnerships for food bags, mentors
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"> · Jennifer Holman, Principal · SIC · PTA 			<ul style="list-style-type: none"> ● Engage community partners ● Church partnerships for food bags, mentors
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"> · Jennifer Holman, Principal · SIC · PTA 			<ul style="list-style-type: none"> ● Engage community partners ● Church partnerships for food bags, mentors
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor 			<ul style="list-style-type: none"> ● Use of Language Line ● Translate communication into native language
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor 			<ul style="list-style-type: none"> ● Parent Newsletter ● Social Media announcements ● Teacher/home communication standard
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"> · Jennifer Holman, Principal · Lori Anne Hagood, AP · Gina Kincaid, Counselor 			<ul style="list-style-type: none"> ● SIC minutes

