

Alexander Elementary School
Strategic Plan 2024-25 through 2028-29
Updated March 14, 2025
Dr. Dawn Hooker, Principal



Greenville County Schools
Greenville South Carolina
Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Alexander Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (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.

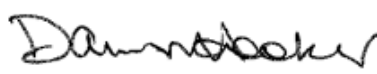
Assurances for the School Renewal Plans

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.

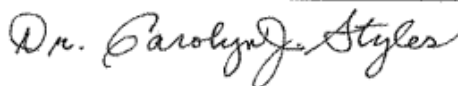
SUPERINTENDENT

Dr. W. Burke Royster		3/14/2025
PRINTED NAME	SIGNATURE	DATE


PRINCIPAL

Dr. Dawn Hooker		3/14/2025
PRINTED NAME	SIGNATURE	DATE

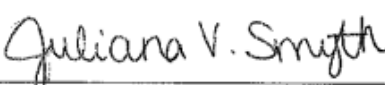
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		3/14/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tracy LeGrand		3/14/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Juliana Smyth		3/14/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1601 West Bramlett Rd., Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-1000

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	<u>Dawn Hooker</u>
2.	Teacher	<u>Madison Siekman</u>
3.	Parent/Guardian	<u>Jahaira Valverde</u>
4.	Community Member	<u>Eunice Guyton</u>
5.	Paraprofessional	<u>Sandra Fragoso</u>
6.	School Improvement Council Member	<u>Tracy LeGrand</u>
7.	Read to Succeed Reading Coach	<u>Juliana Smyth</u>
8.	School Read To Succeed Literacy Leadership Team Lead	<u>Juliana Smyth</u>
9.	School Read To Succeed Literacy Leadership Team Member	<u>Amanda Guest</u>

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**

Position	Name
Assistant Principal	Brandon Geer
Title One Facilitator	Tracy LeGrand

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

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

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

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Introduction

Alexander Elementary School



The motto of Alexander Elementary is “We Choose to Soar.” The Alexander Elementary portfolio documents our journey through the continuous improvement process. The portfolio provides our school community with an ongoing means for communication, continuous improvement and accountability. The portfolio also provides assurance to the public regarding the educational quality of our school by obtaining reaffirmation of our accreditation from Cognia. The categories used in this portfolio are based upon a model of continuous improvement, which is an expectation of our district and our state. These categories were selected because we believe these are merits for a strong foundation of a quality school. The categories utilized in this school portfolio are: Executive Summary, School Profile, Mission/Vision/Beliefs, Data Analysis and Needs Assessment Action Plan. The members serving on the school portfolio committee are as follows:

- Dr. Dawn Hooker, Principal
- Dr. Brandon Geer, Assistant Principal
- Amanda Guest, Instructional Coach
- Juliana Smyth, Literacy Specialist
- Tracy LeGrand, Title I Facilitator and SIC Chairperson
- Raydhira Abreu, Parent Involvement Coordinator

Executive Summary

Student Achievement

Summarized findings of Student Achievement Academic goals are the foundation for the delivery of instruction within the classroom. At Alexander Elementary (AES), we make the necessary steps to ensure that all students are learning at their potential and continuing to show academic and behavioral growth. Within this document, our Action Plan identifies strategies that address student achievement, teacher/administrator quality, and school climate goal statements for the 2024-25 through 2028-2029 school years.

For the 2023-2024 school year, our 3rd-5th graders participated in SC Ready testing in ELA and mathematics. Their achievement is summarized below:

- 26.1 % of third through fifth grade students met and/or exceeded the standard on SC READY ELA during the 2023-2024 school year.
- 19.7% of third through fifth grade students met and/or exceeded the standard on SC READY Math during the 2023-2024 school year.

Steps for Continual Improvement

- Continue to examine and monitor student progress and results as identified through standardized testing and MVPA Benchmarking
- Work extensively with our Special Education and ML district and school teams to create a stronger model for delivery of services including both inclusive and pullout services. We are working closely with the district to implement a program that will meet the individual needs of all special education and ML students by providing a continuum of services that include an array of service models (pull-out, Inclusion, Co-Teaching, itinerant) while providing yearlong professional development for all classroom teachers and service providers.
- Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices, and the continued use of effective instructional strategies in the classroom.
- Maintain a plan for purposeful, differentiated and meaningful staff development
- Training and implementation of LETRS/ Science of Reading
- Utilize district supported, standards-based curriculum with all students
- Provide support to teachers in the use of state standards
- Increase the knowledge of Multi-Tiered Support Services for Academic and Behavioral Goals

Teacher and Administrator Quality

- 100% of AES administration and staff are highly qualified
- Quality staff development is provided on campus and through Greenville County School District
- Professional development focus is in the area of Tier 1 Instruction and the GCS Instructional Protocol
- Staff development is designed to help teachers maintain highly qualified certification
- The Leadership Team, with input from the staff, has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program
- Technology staff development is provided to help teachers meet State Department technology proficiency as well as provide a student-centered approach to learning Needs Assessment for Teacher and Administrator Quality
- Increasing the use of student technology in all classrooms in all areas of the SAMR model
- Continuing to provide current and trending educational technology professional development
- Continuing to provide professional development in the area of Science of Reading
- Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities

School Climate Summary

- Continue to look for ways to challenge our high-performing students Summarized Findings for School Climate Needs Assessment for School Climate (Parent Survey)
- In 2023-2024, only one parent completed our School Climate Parent Survey.
- We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Significant Challenges

- Achievement Gap between disabled and non-disabled in ELA and Math
- School Climate was a weak area in our 2023-2024 school report card, with a rating of unsatisfactory.

To address this area, Alexander is implementing proactive positive culture strategies to help decrease behavior issues and increase attendance. We are providing parents with more information about grade level curriculum expectations, how they can help support student learning at home, and other ways they can engage and participate with their child's education. In particular, we are also working with Spanish-speaking families to

provide additional support to feel welcomed in the school community and understand how they can support student learning even in their native language.

Significant Awards and Accomplishments

- Strengthening Families Partnership
- Public Education Partners Literacy Night
- Cultural Appreciation Night
- We Love Learning - Math and Literacy Night
- Latino Family Literacy Project Classes
- Kiwanis Terrific Kids Program
- Parenting Partners Program Lunch and Learn Programs
- Community Mentoring
- United Way Award
- Greenville Drive Reading All Stars Challenge Award

School Profile

School Community

In 1922, fourteen Greenville communities bound together for mutual education and civic advancement under the vision of Thomas Fleming Parker. The Parker District, as it would become, aimed to become a textile community where individuals could obtain employment and have comfortable homes, churches, schools, and opportunities to grow into whatever they wished to become. Alexander Elementary was built in 1965 and was named after Mr. Milton Osmond Alexander. Mr. Alexander was a respected supporter of the Parker District and the Woodside Mill community. Since 1965, Alexander Elementary has grown from just 20 teachers to over 45 under the leadership of 9 different principals. As Alexander Elementary continues to grow and progress, we are learning today with tomorrow in mind, while never forgetting the important historical heritage of our community. Alexander greatly values the community partnerships that support its staff and students. Some examples of these partnerships include the Greenville Rotary Club and local churches and businesses.

School Personnel

Alexander Elementary has 1 kindergarten for four year olds and 3 kindergartens for five year

olds. In addition, there are 3 aids to assist our kindergarten teachers. There are 5 first grade teachers, 4 second grade teachers, 5 third grade teachers, 4 fourth grade teachers, and 4 fifth grade teachers. Additionally, there are two resource teachers and 2 ID MOD teachers. There are 4 paraprofessionals who assist the ID MOD classrooms. In addition, there are 3 full-time interventionists, 1 literacy coach, 1 instructional coach, 4 full-time ESOL teachers, 2 part-time challenge teachers, and 1 full-time media specialist. We have a full-time speech therapist, art teacher, music teacher, and physical education teacher. Staff also includes a principal, assistant principal, attendance clerk, office clerk, school nurse, guidance counselor, Title I Facilitator, social worker, mental health counselor (Greenville Mental Health), and a full-time parent involvement coordinator.

Student Population

Alexander has a diverse student population, with over 58% of the students being Hispanic. In 3rd-5th grade, 5.3% of the students at Alexander receive Gifted and Talented services. In 2023-2024, 33.3% of students classified for chronic absenteeism.

Demographics	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	422	441	364	395	437	497	480
African-American	31%	33%	33%	29%	32%	34%	28.5%
Caucasian	11%	9.7%	11%	12%	12%	9%	8.3%
Hispanic	51%	52%	32%	53%	48%	51%	58.3%
Asian	0%	0.022%	0	0	0	0%	0%
Other	6%	4.7%	24%	6%	1%	6%	4.7%
Disabled	25%	18%	18%	19%	19%	16%	15.6%

Enrollment for 2024-2025 by grade level is as follows:

K4	K5	1st	2nd	3rd	4th	5th
19	70	90	75	83	67	76

Academic and Behavioral Initiatives

- OnTrack program to identify and support students with academic, behavior, or attendance concerns
- Science of Reading model used in Kindergarten through 5th grade.
- Professional Learning Communities meet weekly to have data based conversations around student learning

Mission, Vision, and Beliefs

Mission

The mission of Alexander Elementary School is to build a community to Embrace, Engage, and Empower, Everyone, Every day!

Vision

The Vision of Alexander Elementary is to produce scholars that are successful and empowered to compete globally based upon their own unique talents and interests.

Beliefs

We are respectful, responsible, and ready to learn. We believe all students can learn. All cultures are valued. Children have the right to learn in a safe, orderly, and nurturing environment. We are partners with our families and community. Children must be prepared to take their place in a changing world using technology and all available tools to become a functioning member of society. School staff is committed to continuous improvement in all aspects of the school environment. At Alexander, our teachers are reflective, knowledgeable, focused, compassionate, and team players.

Data Analysis and Needs Assessment

The focus of Alexander Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional programs focus on education as a shared responsibility between students, home, and staff. Alongside safety, student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long-range plans promote continuous improvement. Below is a summary of the SC Ready / SC PASS data from 2023-2024. Additional data can be found on the School Report Card [here](#).

English Language Arts

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations
3	70	54.3%	17.1%	15.7%	12.9%	28.6%
4	87	48.3%	26.4%	10.3%	14.9%	25.3%
5	57	52.6%	22.8%	8.8%	15.8%	24.6%

Math

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations
3	70	50.0%	27.1%	15.7%	7.1%	22.9%
4	87	43.7%	35.6%	14.9%	5.7%	20.7%
5	57	57.9%	26.3%	12.3%	3.5%	15.8%

Teacher and Administrator Quality

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

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

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

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

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

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook. Overview of the Performance Assessment System for Teachers (PAS-T) The PAS-T System has 8 Performance Standards Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

- | | |
|---|-------------------------|
| 1. Knowledge of Curriculum, Subject
Content, and Developmental Needs | 4. Assessment |
| 2. Instructional Planning | 5. Learning Environment |
| 3. Instructional Delivery | 6. Communication |
| | 7. Professionalism |
| | 8. Student Achievement |

Each Performance Standard is rated on a four point scale. 1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria. 2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria 3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results 4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria Information on a teacher's performance is collected using multiple data sources. Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

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

Professional Development Plan

xander Elementary School Professional Development 24-25

Date	Time	Title Of Training	Person Responsible
June Summer Planning Days			
6/10	8:00-2:30	K4/K5/1st Grade Summer Planning	Hooker/Guest
6/11	8:00-2:30	2nd/3rd Grade Summer Planning	Hooker/Guest
6/12	8:00-2:30	4th/5th Grade Summer Planning	Hooker/Guest
6/13	8:00-2:30	Rel Arts/SPED/Spch/Interv/ESOL Summer Planning	Hooker/Guest
July Alexander PD Week 7/15-7/18			
7/11	8:00-3:00	LETRS Unit 1 Training @ Welcome	Smyth/LETRS
7/15	7:15-5:30	Creating a Mission/Vision All Staff	Hooker
7/16	7:15-5:30	MLP Co-Teaching All Staff	Gibson, Simms
7/17	7:15-5:30	Solution Tree: PLC Right	Brad Moore
7/18	7:15-5:30	ACES/Trauma Informed	TJ Rumler
7/22	8:00-10:00	SPED Assessment with Resource Teachers	Melissa Freeman
7/30, 7/31	8:00-3:00	Reading Horizons K5-2nd	RH Trainer
August Grade Level Planning Takes Place Every Monday 3:00-4:00			
8/1	8:30-2:30	Tier 1, MLP Scheduling, HMH	Hooker, MLP Teachers
8/2	8:00-12:00	See Saw, Tier 2	Brown, Hooker
8/5	9:00-11:00	Tier 3, Amira, Behavior Reboot	Hooker,
8/6	8:00-3:00	LETRS Unit 2 Training @ Welcome	Smyth/LETRS
8/6	8:00-12:00	ParaProfessionals Reading Horizons	RH Trainer
8/7	9:00-10:30	Special Ed Scheduling w/SPED teachers	Freeman/Hooker
8/21	3:00-4:00	Implementing DreamBox	Dreambox Reps
8/26	3:00-4:00	AMIRA Zoom 2nd-5th	Massey
8/28	3:00-4:00	Using AI in the Classroom	Coleman Brown
September Grade Level Planning Takes Place Every Monday 3:00-4:00			

9/3	3:00-4:00	Unpacking Math Unit 4 with 4th grade teachers	McAuliff
9/4	3:00-4:00	IXL Training via Zoom	IXL Rep
9/5	11:30-3:00	Learning Walks with McDavid and Team	Hooker/McDavid
9/9	3:00-4:00	AMIRA Zoom K-1st Reports	Massey
9/11	3:00-3:30	Magic AI and On Track	Brown, Mercurio
9/16	3:00-4:00	HMH Zoom K, 2nd, 4th	Shamis
9/18	3:00-4:30	Communities in Schools/ELEVATE Data	Moore/McDavid
9/19	3:00-4:00	HMH Zoom 1st, 3rd, 5th	Shamis
9/19	8:00-3:30	Reading Horizons Coaching	Chloe Buford/Smyth
9/25	3:00-4:30	PLC: Question 1 Focus on AOR 6.1	Hooker/Guest
October Grade Level Planning Takes Place Every Monday 3:00-4:00			
10/9	3:00-4:00	CoGat/ITBS Training	Smyth
10/16	3:00-4:30	PLC: Question 2 CFA Creation/Plan	Guest
10/23	3:00-4:30	PLC: Questions 3,4 CFA Data Analysis	Hooker, Guest
10/28	8:00-3:30	Reading Horizons Coaching	Chloe Buford/Smyth
10/30	3:00-4:30	Faculty Meeting	HookerGeer
November Grade Level Planning Takes Place Every Monday 3:00-4:00			
11/1	8:00-2:00	Benchmark 1 Data Dive 4th/5th grade	Hooker/Guest
11/4	8:00-3:00	LETRS Unit 3 @ AES	Julianna Smyth
11/6	8:00-2:00	Benchmark 1 Data Dive 2nd/3rd grade	Hooker/Guest/Smyth
11/6	3:00-4:30	Faculty Meeting/PLC Question 1 Math Focus	Hooker/Guest/Smyth
11/13	3:00-4:30	Faculty Meeting/PLC Question 2 Math Focus	Hooker/Guest/Smyth
11/20	3:00-4:30	Faculty Meeting/PLC Questions 3,4 Math	Hooker/Guest/Smyth
December Grade Level Planning Takes Place Every Monday 3:00-4:00			
12/2	3:00-4:00	K, 2nd, 4th HMH Zoom	Shamis
12/4	3:00-4:30	Faculty Meeting/PLC Question 1 ELA Focus	Hooker/Guest/Smyth
12/5	3:00-4:00	1st, 3rd, 5th HMH Zoom	Shamis
12/11	3:00-4:30	Faculty Meeting/PLC Question 2 ELA Focus	Hooker/Guest/Smyth
12/18	3:00-4:30	Faculty Meeting/PLC Question 3,4 ELA Focus	Hooker
January Grade Level Planning Takes Place Every Monday 3:00-4:00			
1/6	8:00-3:00	LETRS Unit 4 @ Alexander	Smyth/LETRS
1/8	3:00-4:30	Faculty Meeting/PLC Question 1 Math Focus	Hooker/Guest/Smyth
1/13-17	8:00-3:00	Benchmark 2 Data Dive	Hooker/Guest
1/15	3:00-4:30	Faculty Meeting/PLC Question 2 Math Focus	Hooker/Guest/Smyth
1/22	3:00-4:30	Faculty Meeting/PLC Question 3, 4 Math Focus	Hooker/Guest/Smyth
1/29	8:00-4:30	Solution Tree PLC Right during Planning Solution Tree 3:00-4:30	Brad Moore
February Grade Level Planning Takes Place Every Monday 3:00-4:00			
2/5	3:00-4:30	Faculty Meeting/PLC	Hooker/Guest/Smyth
2/12	3:00-4:30	Faculty Meeting/PLC	Hooker/Guest/Smyth
2/19	3:00-4:30	Faculty Meeting/PLC	Hooker/Guest/Smyth
2/24	3:00-4:00	HMH Zoom K5, 2nd, 4th	Shamis
2/26	3:00-4:30	Faculty Meeting/PLC	Hooker/Guest/Smyth
2/27	3:00-4:00	HMH Zoom 1st, 3rd, 5th	Shamis
March Grade Level Planning Takes Place Every Monday 3:00-4:00			
3/5	3:00-4:30	Faculty Meeting/PLC	Hooker/Guest/Smyth
3/12	3:00-4:30	Faculty Meeting/PLC	Hooker/Guest/Smyth
3/26	3:00-4:30	Faculty Meeting/PLC	Hooker/Guest/Smyth

April Grade Level Planning Takes Place Every Monday 3:00-4:00			
4/2	3:00-4:30	Faculty Meeting/PLC Test Taking Strategies	Hooker/Guest/Smyth
4/9	3:00-4:30	Faculty Meeting/PLC Test Taking Strategies	Hooker/Guest/Smyth
4/14-17	8:00-2:30	Benchmark 3 Data Dive	Hooker/Guest
4/23	3:00-4:00	Faculty Meeting/PLC Test Taking Strategies	Hooker/Guest/Smyth
4/30	3:00-4:00	Faculty Meeting/PLC Test Taking Strategies	Hooker/Guest/Smyth

May Grade Level Planning Takes Place Every Monday 3:00-4:00			
5/7, 5/14, 5/21	3:00-4:30	Faculty Meetings: Book Study Focus	Hooker/Guest/Smyth

School Climate

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

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	19	109	1
Percent satisfied with learning environment	44.4%	81.2%	Data N/A
Percent satisfied with social and physical environment	57.9%	83.5%	Data N/A
Percent satisfied with school-home relations	42.1%	85.7%	Data N/A

Please follow the following link to view 2023-2024 SDE School Report Card:

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTAyOA>

Action Plan

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 20% in 2022-23 to 51% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	31%	36%	41%	46%	51%
	20%	24%	Actual (ES)					
	59.9%	61.2%	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	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District Leadership	\$0	n/a	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Special Education Teachers	\$0	n/a	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into	2024-2029	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> District and Title I Academic Specialists	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> District and Title I Academic Specialists	\$0	n/a	C
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	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> District and Title I Academic Specialists	\$0	n/a	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Intervention Teachers <input type="checkbox"/> Special Education Teachers	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists	\$0	n/a	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists	\$0	n/a	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Parent Involvement Coordinator	\$0	n/a	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Intervention Teachers <input type="checkbox"/> Special Education Teachers <input type="checkbox"/> Parent Involvement Coordinator	\$4232	Title I	C

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 26% in 2022-23 to 57% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	37%	42%	47%	52%	57%
	26%	30%	Actual (ES)					
	64.2%	63.2%	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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District Leadership	\$0	n/a	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$5000	Title I, General Funds, Local Funds	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Intervention Teachers <input type="checkbox"/> MLP Teachers <input type="checkbox"/> Special Education Teachers	\$0	n/a	C
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.		<input type="checkbox"/> Intervention Teachers <input type="checkbox"/> MLP Teachers <input type="checkbox"/> Special Education Teachers			
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	<input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Challenge Program Teachers	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists <input type="checkbox"/> Classroom Teachers	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists <input type="checkbox"/> Classroom Teachers	\$0	n/a	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists	\$0	n/a	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists	\$0	n/a	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists <input type="checkbox"/> Classroom Teachers	\$0	n/a	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<input type="checkbox"/> District and Title I Academic Specialists <input type="checkbox"/> Classroom Teachers			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists <input type="checkbox"/> Classroom Teachers	\$0	n/a	C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early	2024-2025	<input type="checkbox"/> 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>
childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers	\$0	n/a	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Intervention Teachers <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> MLP Teachers <input type="checkbox"/> Special Education Teachers	\$3000	Title I, General Funds, Local Funds	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Intervention Teachers <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> MLP Teachers <input type="checkbox"/> Special Education Teachers	\$0	n/a	C
5. Provide actionable feedback on instructional delivery and the student experience using learning	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists <input type="checkbox"/> District Leadership	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
walks, instructional rounds, and classroom observations.					
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$5000	Title I, General Funds, Local Funds	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists	\$0	n/a	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0	n/a	C
3. Build capacity for consistent implementation of the GCS Elementary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists	\$0	n/a	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> All Certified Teachers	\$0	n/a	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District and Title I Academic Specialists	\$0	n/a	C

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%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor	\$0	n/a	C

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%
	10.4%	10.1%	Actual (District)					
			Projected (School)	21%	20.5%	20%	19.5%	19%
	22%	21.9%	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: Recruit and retain staff members who are committed to remaining at the Alexander school community.					
1. Implement Elevate model to include 3-year teacher commitment	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> District Leadership			C

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*	61.5%	54.1%	Actual (District)					
			Projected (School)	51.5%	49.5%	47.5%	45.5%	43.5%
	26.67%	53.52%	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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> All Certified Teachers	\$0	n/a	C
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> All Certified Teachers	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
custom, school-based programming to meet this goal.					
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	<input type="checkbox"/> All Staff	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> OnTrack Team	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> All Certified Teachers	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> All Certified Teachers <input type="checkbox"/> Social Worker <input type="checkbox"/> Parent Involvement Coordinator	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> All Certified Teachers <input type="checkbox"/> Social Worker <input type="checkbox"/> Parent Involvement Coordinator	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers	\$1000	Local Funds, Community Partners	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers	\$0	n/a	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Social Worker <input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Communities in Schools Liaison <input type="checkbox"/> School Improvement Council	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Social Worker	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor	\$0	n/a	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Classroom Teachers	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
these offenses and their impact on the order and productivity of the learning environment.					
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> Classroom Teachers	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> Classroom Teachers	\$0	n/a	C

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%
	24.2%	23.9%	Actual (District)					
			Projected (School)	32%	30%	28%	26%	24%
	34.09%	33.33%	Actual (School)					

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	<input type="checkbox"/> School Administrators <input type="checkbox"/> School Counselor <input type="checkbox"/> Social worker	\$0	n/a	C
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Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.

1. Continue to utilize Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> School Counselor <input type="checkbox"/> Social worker <input type="checkbox"/> Clerks	\$0	n/a	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> District Office Support Staff	\$0	n/a	C

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	<input type="checkbox"/> School Administrators <input type="checkbox"/> School Counselor <input type="checkbox"/> Social Worker <input type="checkbox"/> School Nurse	\$0	n/a	C
2. Engage community partners to share the message and help address barriers for	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> School Counselor	\$0	n/a	C

families, including increased access to services and support.		<input type="checkbox"/> Social Worker			
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	<input type="checkbox"/> School Administrators <input type="checkbox"/> School Counselor <input type="checkbox"/> School Nurse	\$0	n/a	C

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 the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

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
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	1,746	1,798	1,851	1,906	1,963
		1,696	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: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Clerks <input type="checkbox"/> Classroom teachers	\$0	n/a	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> Social Worker <input type="checkbox"/> Parent Involvement Coordinator	\$0	n/a	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> School Clerks	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: 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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Improvement Council <input type="checkbox"/> Parent Involvement Coordinator	\$0	n/a	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Improvement Council <input type="checkbox"/> Parent Involvement Coordinator	\$0	n/a	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Improvement Council <input type="checkbox"/> Parent Involvement Coordinator	\$0	n/a	C
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	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Improvement Council <input type="checkbox"/> Parent Involvement Coordinator	\$0	n/a	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> School Counselor <input type="checkbox"/> Social Worker <input type="checkbox"/> Parent Involvement Coordinator	\$0	n/a	C
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	<input type="checkbox"/> School Administrators	\$0	n/a	C