

AUGUSTA CIRCLE ELEMENTARY

Mimi Melehes, Principal

School District of Greenville County

Dr. Burke Royster, Superintendent

Scope of Action Plan 2024-25 through 2028-29



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: **Augusta Circle 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 1999 (Act 135) (S.C. Code Ann. §59-139-10 et seq. (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-16-1300 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 assurance requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	<i>W. Burke Royster</i>	3/3/25
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mimi Melches	<i>Mimi Melches</i>	3-3-25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	<i>Dr. Carolyn J. Styles</i>	3-3-25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

<i>Morey Pappas</i>	<i>Morey Pappas</i>	3/3/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Stephanie Gamble	<i>Stephanie Gamble</i>	3-3-25
PRINTED NAME	SIGNATURE	DATE

School Address: 100 Winyah Street, Greenville, SC 29605

School Telephone: (864) 355-1200

Principal Email Address: mmelehes@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Name and Position

1. Mimi Melehes, Principal
2. Mary Margaret Robertson, Teacher
3. Hunter Reid, Parent Member
4. Cara Puntch, Community Member
5. Pam Lyda, Paraprofessional
6. Meredith Papapieris, School Improvement Council Member
7. Mary Anna Pastorek, Read to Succeed Reading Coach
8. Stephanie Gamble, School Read To Succeed Literacy Leadership Team Lead
9. Julie Wilson, School Read To Succeed Literacy Leadership Team Member
10. Bailey Edmonds, Assistant Principal
11. Cara Sims, PTA Co-President

Literacy Leadership Team for Read to Succeed

Position

Name

Principal

Mimi Melehes

Assistant Principal

Bailey Edmonds

Instructional Coach

Stephanie Gamble

Literacy Specialist

Mary Anna Pastorek

Teacher

Ellen Wilson

Teacher	Caroline Aiken
Teacher	Mary Margaret Robertson
Teacher	Mary Collins
Teacher	Caitlin Ricke
Interventionist	Julie Wilson
Media Specialist	Eileen Conway
Special Education Teacher	Kathy Lupinek

2025-2026 SC SDE Assurances

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	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

<input type="radio"/> N/A	
<input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="checkbox"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input checked="" type="checkbox"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmentally Appropriate Curriculum for PreK-3 The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="checkbox"/> N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but

	<p>is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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

Augusta Circle School Renewal Plan

Augusta Circle's School Renewal Plan was developed to document the changes and progress our school has made while working to continuously improve every aspect of our school. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability as we meet future challenges that face our school.

The categories used in this school renewal plan are based upon the Greenville County Strategic Planning checklist which is supplied to each school by the school district. These categories were selected because the philosophies will lead to Augusta Circle continuing to be a quality school. Within each category is a description of the intent of the category and a brief summary of where we are as a school.

The committees utilized in this school portfolio are –

- Executive Summary – Caroline Aiken (chair), Heathley Cassels, Polly Lisle, Emily Davis, Ashley Black, Rachel Miller, Eileen Conway, Mimi Melehes, Bailey Edmonds, Stephanie Gamble
- School Profile – Carroll Farmer (chair), Holtie Mitchell, Rebecca Register, Casey Vazquez, Mary Margaret Robertson, Thayer Berry, Caroline Coy
- Mission, Vision, and Beliefs – Ellie White (chair), Lauren Owens, Kirby-Annah Philpot, Taylor Roberts, Lindsey Richardson, Denise Thomas, Kim Adams
- Data Analysis and Needs Assessment – Stephanie Gamble (chair), Cappy Riley, Meg Plexico, Julie Wilson, Margaret Murphy, Caitlin Ricke, Caroline King
- Action Plan – Mary Anna Pastorek (chair), Betsy Riddle, Mary Collins, Margaret Murphy, Ashley Black, Kathy Lupinek, Caroline Coy, Mimi Melehes, Bailey Edmonds, Stephanie Gamble

This school portfolio is a living document that describes Augusta Circle and includes evidence of our work. It describes who we are, our mission and vision for the school, goals, plans, progress, achievements in the context of client

demographics and needs, and school partnerships. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning for the next five years.

Our Leadership Team for this year includes Lauren Owens, Cappy Riley, Ellie White, Mary Collins, Caitlin Ricke, Caroline King, Julie Wilson, Avery Mahon, Stephanie Gamble, Mimi Melehes, Bailey Edmonds, and Margaret Murphy.

Members of our SIC include Dawn Baber, Samuel Boan, Will Brasington, Sarah D'Andrea, Grace Dukes, Jumaah Goldberg, Walker Miller, Margaret Murphy, Meredith Papapieris, Lindsey Powers, Cara Puntch, Hunter Reid, Cara Sims, Megan Theisen, Mimi Melehes, and Bailey Edmonds.

Executive Summary

Needs Assessment and Findings for Student Achievement

- Based on SC Ready ELA assessment results, 91.3% of students scored in the meets and exceeds categories, which is 29.6% higher than the district average of 61.7%.
- Based on SC Ready Math assessment results, 90.1% of students scored in the meets and exceeds categories, which is 36.8% higher than the district average of 53.3%.

Student Achievement Needs Assessment Based on Analysis

- Continue to implement goal setting strategies in our classrooms with students and parents
- Continue to prioritize teaching state standards
- Collect assessment data from Mastery View Predictive Assessments and common assessments in order to guide differentiated instruction
- Continue to provide common planning for all grades and continue implementation of Professional Learning Communities that analyze and plan based on common assessments
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional vertical communication needed between teachers
- Continue using a Reading Intervention teacher to assist with specific needs of kindergarten and first grade students based on tests results
- Continue to use our various technology applications for classrooms, including Dreambox Math, IXL and Accelerated Reader
- Provide enrichment activities with Field Trips off campus and virtual field experiences using technology
- Continue to implement the GCS Literacy Framework model as our language arts delivery system
- Provide guided math groups for small group instruction and Xtra math for basic math fact fluency

- Continue to provide social-emotional learning sessions for all grades
- Continue to provide rigorous science instruction using interactive notebooks and hands-on instruction.

Needs Assessment and Findings for Teacher and Administrator Quality

- Our principal has led the school for the past six years and previously served as principal for another school for six years.
- Our Assistant Principal has been an administrator at our school for three years.
- Combined, the administrative leaders have 45 years of experience in education.
- Teacher retention rate was 92% in 2023-24, a decrease from 95% in 2022-23.
- Teacher attendance rate was 95% in 2023-24, the same as in 2022-23.
- 85% of our teachers have advanced degrees.
- 100% of our teachers have continuing contracts
- All of our teachers are proficient in technology.

Needs Assessment/Findings for School Climate

In evaluating our school climate, we studied the results of our 2023 surveys. The survey questions asked about satisfaction concerning the learning environment, social and physical environment, and school-home relations.

- 97.2% of teachers completed the survey and 100% were satisfied with the learning environment, social and physical environment and school-home relations.
- 3rd, 4th and 5th grade students and their parents were included in the school survey. 91.7% of students in those grades participated in the survey.
- From the student surveys, students were 99.2% satisfied with the learning environment, 99.6% satisfied with the social and physical environment, and 99.2% satisfied with school-home relations.
- Parents were 92.3% satisfied with the learning environment, 100% satisfied with the social and physical environment, and 90.9% satisfied with school-home relations.

Significant Challenges (past 3 years)

- Continuing to demonstrate learning growth in the highest performing student sub-groups
- Meeting the diverse needs of students who need emotional and social support
- Achievement Gap between economically disadvantaged and non-economically disadvantaged

Significant Awards, Results, & Accomplishments (past 3 years)

- Excellent Report Card Rating
- Overall Highest Performing Elementary School in Greenville County
- Greenville Safe Kids School
- Star Energy School
- Governor's Award for Citizen Participation in Education
- National Blue Ribbon School of Excellence
- National PTA Award for Excellence – Parental Involvement
- PTA Council Unit For the Year
- Palmetto's Finest Award
- Red Carpet Award
- Safe Routes to School State Platinum Award
- SCPTA 100% membership Award for 50+ Years
- Showcase School Award
- Artist-in-Residence grants
- South Carolina and Greenville County Honors Choir
- Professional development aligned with goal areas
- Updated texts and resources in grade level book rooms for reading instruction
- Provided materials and texts for classroom libraries
- Supported teacher initiatives for flexible seating in the classrooms
- Strong partnership with School Improvement Council and PTA for school-wide events and programs

SCHOOL PROFILE

School Community

Augusta Circle is a kindergarten through grade five public school built in 1923. Our school is one of 52 elementary schools in The School District of Greenville County. Augusta Circle is located in Greenville, South Carolina. Our principal is Mimi Melehes. Bailey Edmonds serves as our Assistant Principal. At the beginning of 2024-25 school year, 602 students enrolled in grades K5 through fifth grades and were served by 40 instructional staff members and 20 support staff.

School History:

- ACE is 101 years old – the oldest elementary school in the district. Major addition completed in 2002.
- The attendance zone is an urban community situated in the middle of the city.
- Many families in the community have a long ancestral history dating back several generations. It is not unusual for our students and teachers to have parents and grandparents who attended Augusta Circle.
- The building has been scheduled for demolition two times (1933 and 1974), but the neighborhood has fought to prevent its closure.
- The playground equipment was purchased by the city and the school. In exchange for the city's investment, we open the playground as a city park after school hours.
- In 2016, our school was presented with the Heritage Tree Award for the American Elm tree planted nearly 78 years ago by PTA members and students in honor of B.T. Gault, who resigned his position as a teacher and joined military forces in World War II.

Our School Community includes many factions. Local leaders who support our school community include: Greenville mayor, Knox White; SC State Representative, Bruce W. Bannister; School Board member, Anne Pressley; former US Secretary of Education, Dick Riley. We have a very active and supportive PTA. Visit our [school PTA website](#) for more information about how they

support our school. Our SIC meets monthly and serves as a think tank to improve our school.

Augusta Circle School Personnel Data

The staff at Augusta Circle includes: Augusta Circle's teaching staff includes 29 general education classroom teachers, one special education teacher, 1 interventionists, one media specialist, 0.8 media clerk, one art teacher, one music teacher, one physical education teacher, one speech teacher, six instructional aides, 1.8 STEAM lab teachers, one challenge teacher, one full-time substitute, one itinerant Vision teacher and one part-time ESOL teacher.

Additional personnel include the school principal, assistant principal, instructional coach, guidance counselor, literacy specialist/interventionist, school nurse, secretary, attendance clerk, custodians, and food services workers. Bus drivers and utility workers also provide services to students. Other support personnel available to assist in meeting the needs of Augusta Circle students include the district psychologist, mental health worker and occupational therapist.

Augusta Circle has 88.5% of our classroom teachers who have a master's degree or higher. Females make up 99% of our staff and 1% male on our faculty. 100% of our teachers are Caucasian. Our teacher attendance rate is 94%.

For 2024-25

- The average experience of our teaching staff is 15.3 years.
- 11% of teachers have 1-5 years of experience, which is a 6% decrease from 2023;
- 20% have 6-10 years of experience, which is a 4% decrease from last year
- 25% have 11-15 years of experience, which is 3% increase from last year
- 17% have 16-20 years of experience, which is the same as 2023
- 25% have 20+ years of experience, which is a 5% increase from last year

Student Population Data

2023-2024 enrollment – grades 5K-5: **602**

Student Demographics:

- Caucasian – 89.4%
- African-American – 4.7%
- Hispanic – 2.4%
- Two or More Races – 2.7%
- Asian - 1%
- Pupils in Poverty – 14%
- Resource IEPs – 3%
- Speech IEPs – 1.7%
- 504s – 4.81%
- G & T – 51% of third, fourth, and fifth graders
- Male Students – 51.66%
- Female Students – 48.34%

Major Academic and Behavioral Features/Programs/Initiatives

- Mentor Greenville Volunteers
- Response to Intervention (RTI) for Grades K-3
- Full-time Literacy Specialist
- Full-time Early Reading Interventionist
- On Track approach for support of the whole student
- Gifted and Talented Education Program
- Professional Learning Communities
- Literacy Mentor teachers
- Professional Development trainings
- Vertical Teams
- STEAM Lab for Science, Technology, Engineering, Art, and Mathematics hands-on learning and curriculum integration
- Guidance Counseling Program
- Student Council Ambassadors
- ACERS (Augusta Circle Elementary Responsible Students) student leadership
- Student Safety Patrols
- Student Classroom Helpers
- Student led WACE News Show (morning school news show)
- Fountas and Pinnell Balanced Literacy, Grades K-5th
- Clubs: Girls on the Run, Chess Club, Recorder Club, Chorus, Challenge Island STEAM Club, Lego Robotics Club
- Grade Level Book clubs
- IXL Academic Program
- Accelerated Reader
- Battle of the Books
- Annual Artist-in-Residence
- Visiting Authors
- Day and Overnight Field Trips
- Virtual Field Trips
- Grade Level student programs and special events
 - K5 – Mothers Day Tea
 - 1st grade – The Rainforest
 - 2nd grade – The Big Chill
 - 3rd grade – SC Salute
 - 4th grade – Colonial Day
 - 5th grade – 5th grade Salute
- Veteran's Day Lunch
- Grandparents and Special Friends Week
- ACE Circus event
- Raise Craze Service projects
- Cultural Arts Week
- Spring into Health Week
- National Read Aloud Day
- National Read Across America Week
- Daily recognition and celebration of Black History Month and Women's History Month

Mission, Vision, and Beliefs

Mission: Our mission is to provide a quality educational environment, in cooperation with the home and community, which fosters learning and prepares students for lifelong learning and for ethical, productive participation in our democratic, multicultural, and global society.

Vision: Our vision is to be an exemplary, continuously improving educational organization in which all students achieve their maximum potential through a rigorous, engaging curriculum and support systems that cultivate and promote their well-being. Our vision includes curriculum, instruction, assessment, and environmental factors that support effective student learning.

Beliefs: Our beliefs represent the needs of our school community and our stakeholders and the needs of the school district as well. We believe...

- Students are the center of the educational process.
- All students can learn, at different rates, when provided with a variety of instructional approaches that appeal to their learning styles.
- Students should have equal access to educational opportunities.
- Students have the responsibility to be active learners.
- Students should have teachers, support staff, and a principal who are competent and who value their many needs.
- Students learn best in a safe, orderly, and inviting environment.
- The curriculum and instruction should be designed to meet the needs of all students.
- The educational experience should enable students to learn to communicate effectively, solve problems competently, act responsibly, and think critically and creatively.
- Education is the shared responsibility of home, school, and community.
- Parental involvement and volunteer services support and enhance the teaching and learning process.

DATA ANALYSIS AND NEEDS ASSESSMENT

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

SC Ready Data Results

The graphs below show SC Ready scores from 2024 comparing students from Augusta Circle Elementary, Greenville County School District and the State of South Carolina.

SC Ready English Language Arts and Mathematics

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

School 91.3% (240 / 263)



District 61.7% (20524 / 33278)



State 54.1% (184228 / 340256)



Mathematics - [Percent Met or Exceeding](#)

School 90.9% (239 / 263)



District 53.3% (17740 / 33278)



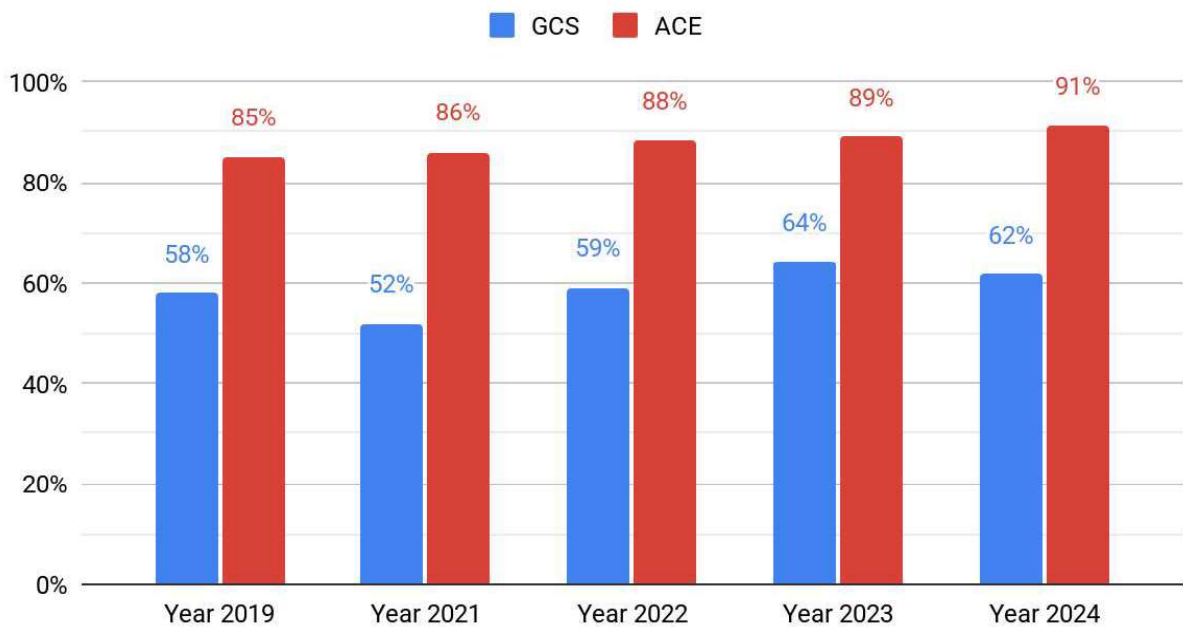
State 42.8% (145531 / 340271)



SC Ready ELA Results

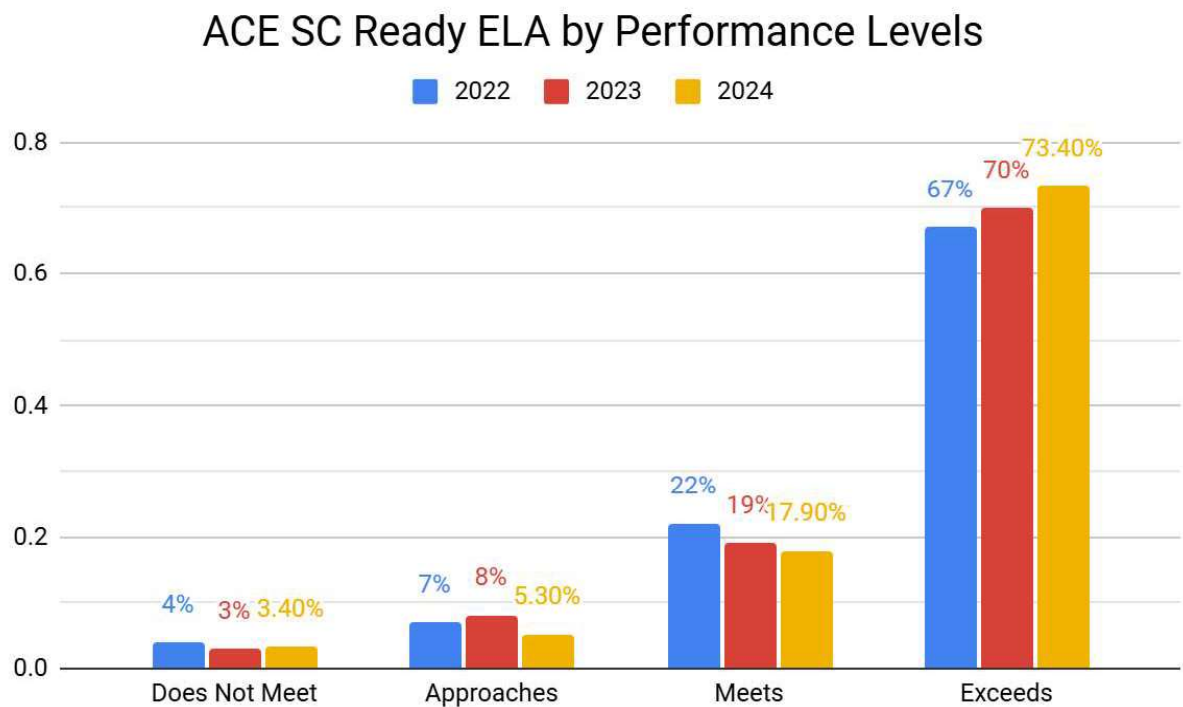
The graph below shows SC Ready scores for Augusta Circle compared to norm data for Greenville County Schools. The data shows that Augusta Circle students meeting or exceeding for 2024 was 91.3% in ELA, which was a demonstrated increase in each of the last four years. When compared to the district, our students scored well above the district average in ELA.

SC Ready ELA Meets & Exceeds Percentages



SC Ready ELA Results - Data by Performance Level

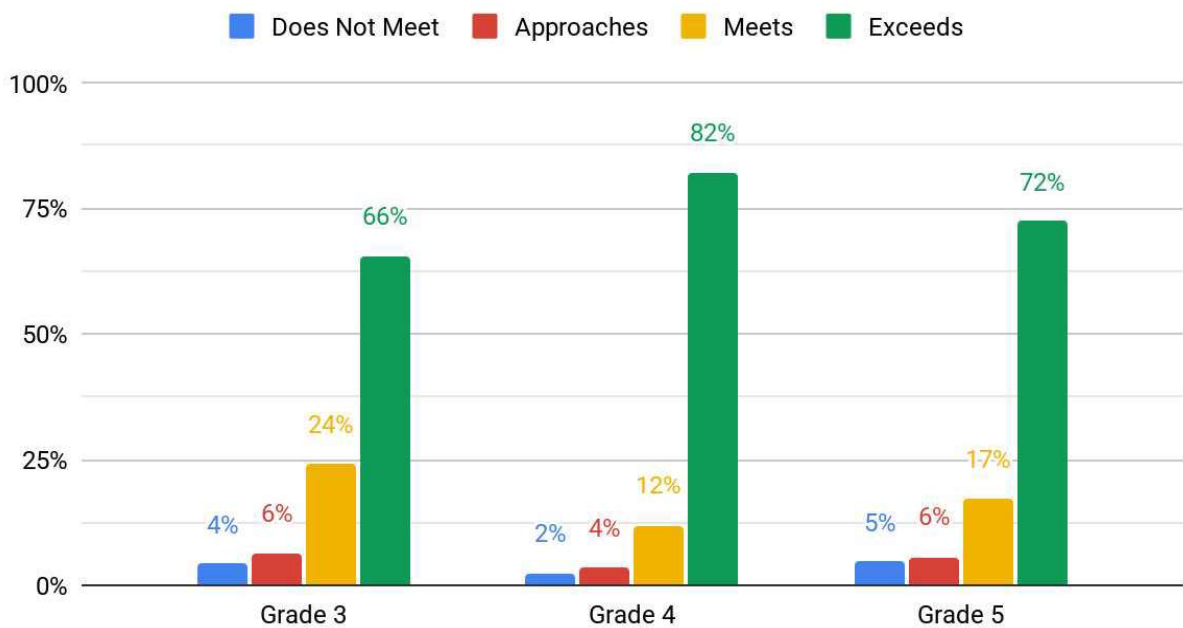
When looking at the data by performance level, it shows that students scoring meets or exceeds is significantly higher than those students scoring approaches or does not meet. As the meets category has decreased over the past three years by 5%, our students' scoring exceeds has increased by 6.4%. The combined number of students scoring in the does not meet and approaches categories have decreased in percentage over the past three years.



SC Ready ELA Results - Data by Grade Level

In 3rd grade, 90% of the students scored meets or exceeds. In fourth grade, 94% of students scored meets or exceeds. In 5th grade, 89% of students scored meets or exceeds. In 2023-2024, the data shows that fourth grade students' scoring exceeds in ELA is higher than third grade and fifth grade. Teachers have worked with the Instructional Coach and the Literacy Specialist in PLCs to plan for rigorous instruction and have collaborated together to reflect and analyze best practices being used across grade levels. 4th grade teachers are specifically looking to move students from the meets to exceeds range by the time those students are tested in 2025.

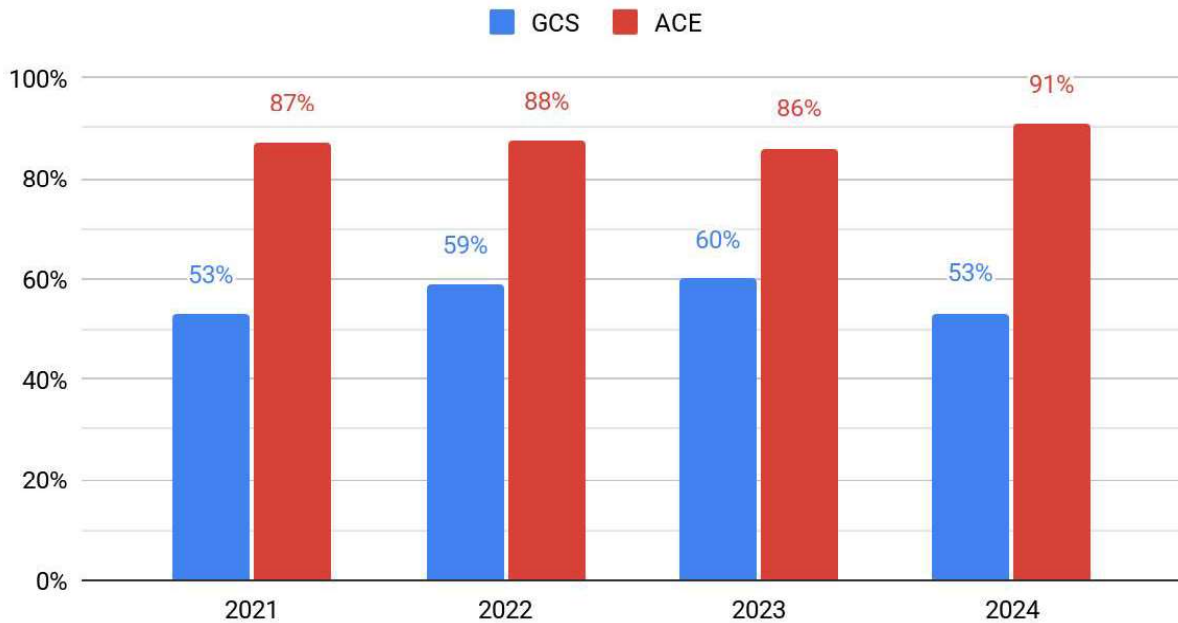
ACE ELA by Grade Level and Performance Level



SC Ready Math Results

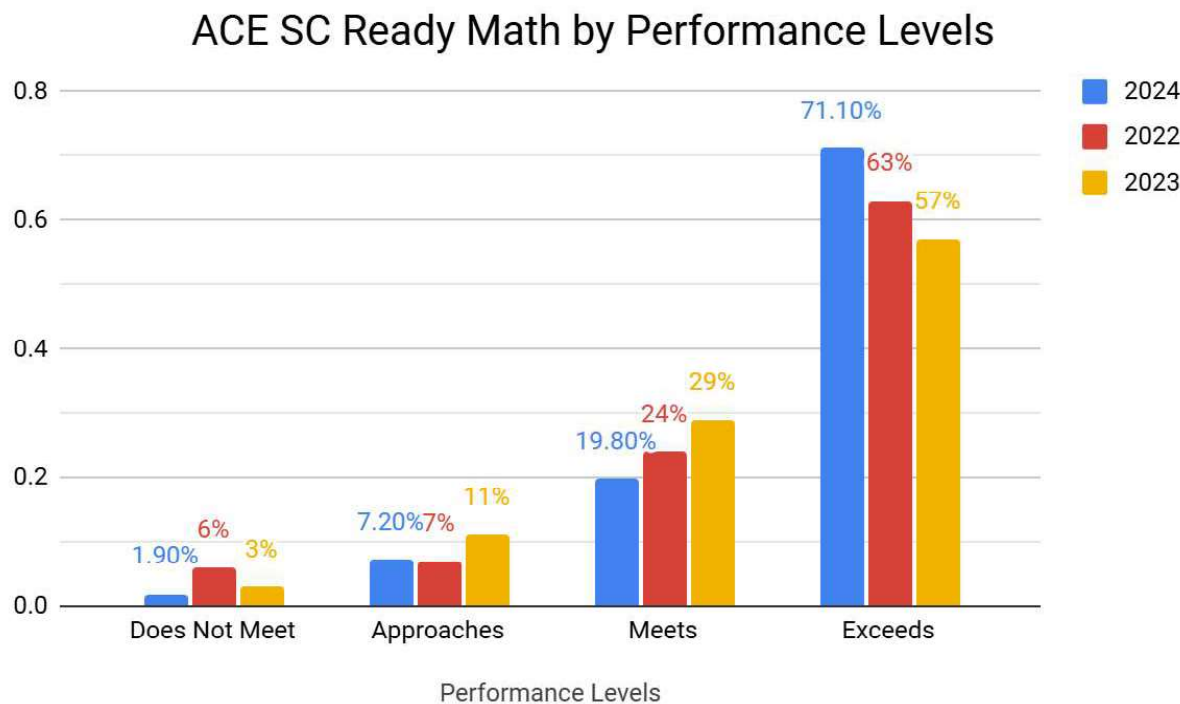
The data shows that Augusta Circle students meeting or exceeding for 2024 was 90.9% in Math, which was an increase of 5% from last year. When compared to the district, our students scored well above the district average in Math.

SC Ready Math Meets & Exceeds Percentages



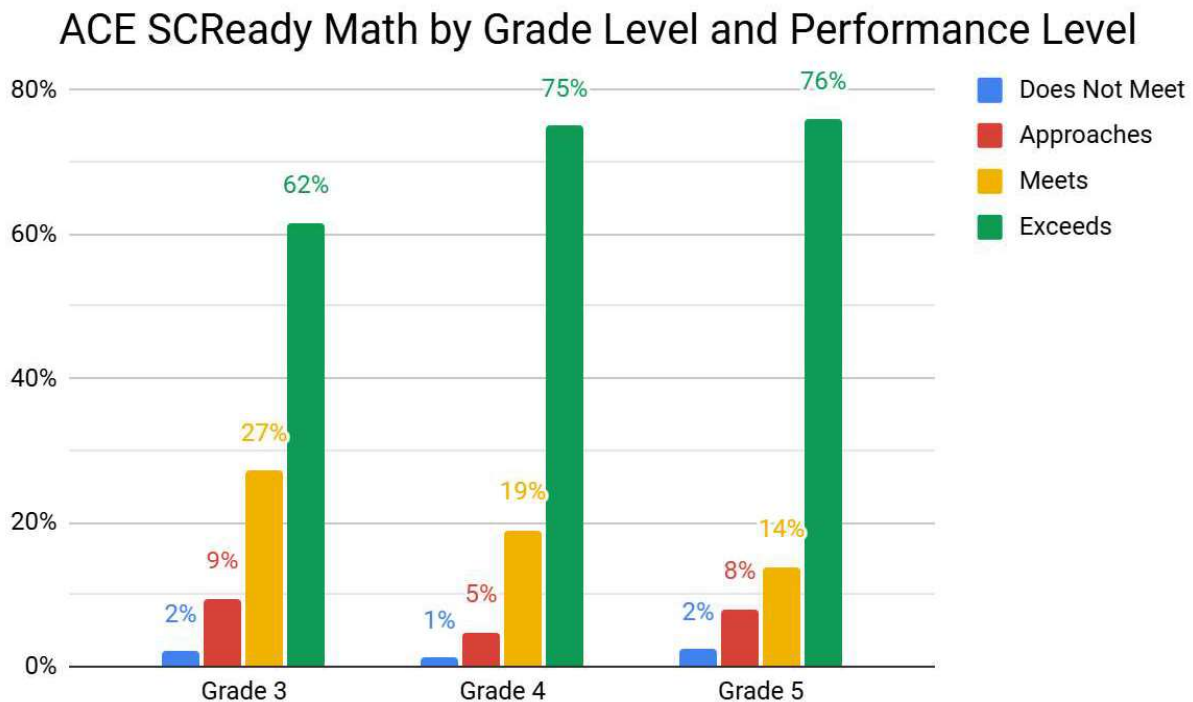
SC Ready Math Results - Data by Performance Level

When looking at the data by performance level, it shows that students scoring meets or exceeds is significantly higher than those students scoring approaches or does not meet. As the does not meet category has decreased over the past three years by 4.1%, our students' scoring approaches increased in 2023 and then decreased to the 2022 level again in 2024. Our students' scoring meets has decreased by 10%, while our exceeds has increased by 14.1%. All categories have shown improvement over pre-COVID performance levels.



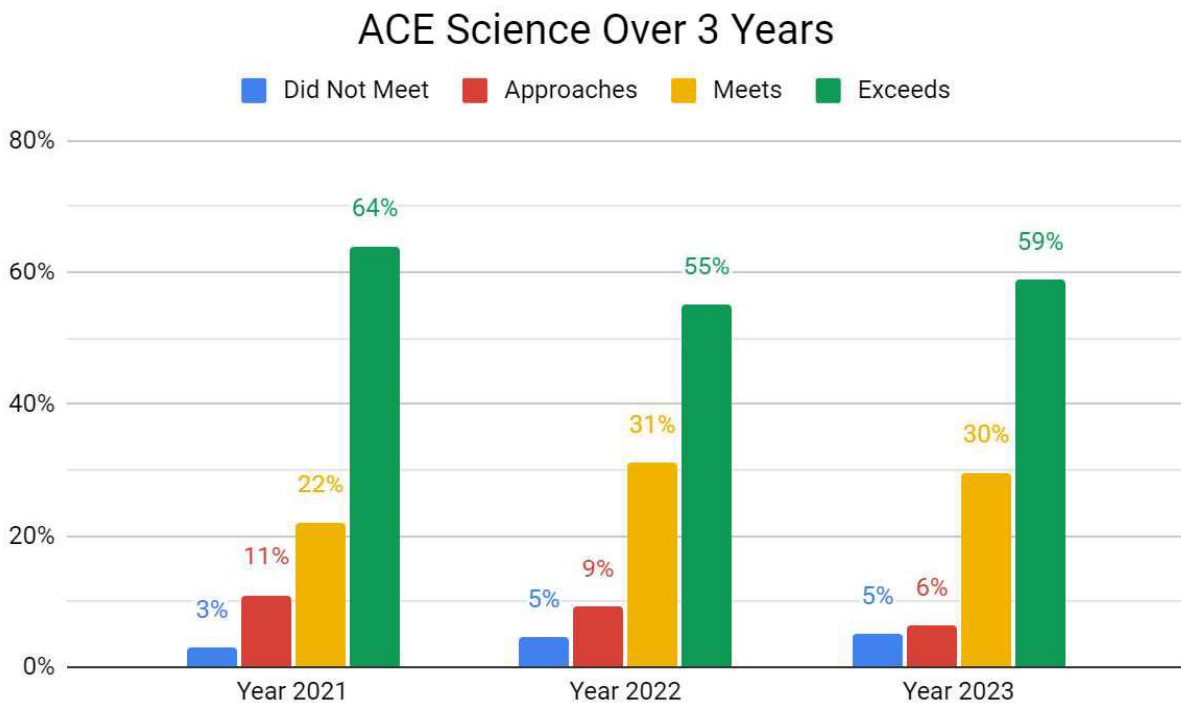
SC Ready Math Results - Data by Grade Level

In 3rd grade, 89% of the students scored meets or exceeds. In fourth grade, 94% of students scored meets or exceeds. In 5th grade, 90% of students scored meets or exceeds. Fourth and fifth grade math percentage for exceeds is almost equal and surpasses third grade by 14% while the meets and exceeds scores are very similar across all 3 tested grade levels.



SC Ready Science Data Results

Fourth grade students are tested in science each year. The graph below shows SC Science scores from the previous 3 years. In 2023, Students from Augusta Circle scored 89% in the meets or exceeds categories, which is 24.2% higher than students in our district. The Science test was updated in 2024 and all students were field tested, meaning no scores were reported to schools for this year.



Teacher and Administrator Quality

Teachers and Administrators are expected to develop and/or maintain a high quality of professional skills. Our teachers and administrators participate in continuing education on an annual basis to grow in our profession. Each year, our professional development plan is steered toward our goals and any new initiatives that the district implements from year to year and is also designed to reflect teacher and student needs in our building based on surveys.

Augusta Circle Elementary **DRAFT Professional Development Plan 2025-26**

June				
Date	Description	Facilitators	Location	Time
June 11	Grade Level PLC - 5th Grade	Stephanie Gamble	Conference Room	8:00 am
June 12	Grade Level PLC - 1st Grade	Stephanie Gamble	Conference Room	8:00 am
June 13	Grade Level PLC - 5K Grade	Stephanie Gamble	Conference Room	8:00 am
June 25	LETRS Training	LETRS Staff	AJ Whittenburg	8:00 am
July				
Date	Description	Facilitators	Location	Time
July 29	2nd Grade PLC	Stephanie Gamble	Conference Room	8:00 am
July 30	4th Grade PLC	Stephanie Gamble	Conference Room	8:00 am
July 31	3rd Grade PLC	Stephanie Gamble	Conference Room	8:00 am
August				
Date	Description	Facilitators	Location	Time

August 4	BOY Staff Meeting	Mimi Melehes	Library	8:00 am
August 4	ACE New Teacher training	Stephanie Gamble	Conference Room	8:00 am
August 6	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	1:00 pm
August 5	LETRS Training	Stephanie Gamble	Media Center	8:00 am
August 6-7	PLCs Grade Levels	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Conference Room	Various Times
August 8	Amira Training	Stephanie Gamble, Mary Anna Pastorek	Lead teacher classroom	Various Times
August 12	ACE Staff LETRS Unit 5 Support	Stephanie Gamble	Media Center	2:45 pm
August 18	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
August 19	PLCs with all Admin (K5, 1st, and 2nd)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Grade Level Planning Rooms	Related Arts Block
August 20	New Math Language Roll-out/ New Math Standards Deep Dive	Stephanie Gamble	Media Center	2:45 pm
August 21	HMH Support - 5K-1st	Kathryn Gandy, Stephanie Gamble	Conference Room	1:00pm
August 26	MAP Facilitator Training	Bailey Edmonds, Stephanie Gamble	Riley's Room	1:15pm
August 26	ACE Staff LETRS Unit 5 Support	Stephanie Gamble	Media Center	2:45 pm
August 27	ACEing Instruction, Collaboration, and Communication PD: Session 1	Stephanie Gamble	Media Center	2:45 pm
August 28	K5-2nd Data Meeting: Amira	Bailey Edmonds, Stephanie Gamble	Teacher Classroom	1:30 pm

August 29	HMH Support - 5K-1st	Kathryn Gandy, Stephanie Gamble	Conference Room	1:00pm
August 28	PLCs with all Admin (K5, 1st, and 2nd)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Grade Level Planning Rooms	Related Arts Block
August 1-30	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
September				
Date	Description	Facilitators	Location	Time
September 2	Amira Data Dive	Stephanie Gamble, Mary Anna Pastorek	Conference Room	Related Arts Block
September 3	ACEing Instruction, Collaboration, and Communication PD: Session 2	Bailey Edmonds Stephanie Gamble, Caroline Coy	Media Center	2:45 pm
September 8	ACE Staff LETRS Unit 5 Support	Stephanie Gamble	Media Center	2:45 pm
September 10	Technology Tips for 2025-26	Margaret Murphy	STEAM Room	2:45pm
September 15	ACE Staff LETRS Unit 5 Support	Stephanie Gamble	Media Center	2:45 pm
September 17	Orthographic Mapping and Foundational Standards PD	Kathryn Gandy, Stephanie Gamble	Media Center	2:45 pm
September 22	ACE Staff LETRS Unit 6 Support	Stephanie Gamble	Media Center	2:45 pm
September 24	ACEing Instruction, Collaboration, and Communication PD: Session 3	Mimi Melehes, Bailey Edmonds Stephanie Gamble	Media Center	2:45 pm
September 29	Learning Walks: Phonics Focus	Mimi Melehes	5k-2nd Classrooms	8:00-11:00am
September	Weekly PLCs in each	Grade Level	Teacher	Common

1-30	grade 5k-5th	Facilitators	Classrooms	planning
October				
Date	Description	Facilitators	Location	Time
October 1	SLO Goal Setting	Mimi Melehes, Stephanie Gamble	Teacher Classrooms	Related Arts Blocks
October 7-24	Professional Pairings (Teacher-Teacher Observation & Collaboration)	Stephanie Gamble	Teacher Classrooms	Instructional Class Times
October 6	ACE Staff LETRS Unit 6 Support	Stephanie Gamble	Media Center	2:45 pm
October 9	CogAT/Iowa Test Training	Bailey Edmonds Stephanie Gamble	Teacher Classroom	10:50 am
October 13	LETRS Training	District Trainer	Media Center	8:00 am
October 15	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
October 16	Learning Walks: Small Group Literacy Focus	Mimi Melehes	3rd-5th Classrooms	8:00-11:00am
October 21	ACE Staff LETRS Unit 6 Support	Stephanie Gamble	Media Center	2:45 pm
October 27	ACE Staff LETRS Unit 2 Support	Stephanie Gamble	Media Center	2:45 pm
October 29	Professional Pairings PD: Share Excellent Sightings	Stephanie Gamble	Teacher classroom	2:45 pm
October 29	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
October 1-31	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
November				

Date	Description	Facilitators	Location	Time
November 3	1st & 5th Grade Level Unit Planning and PLC	Stephanie Gamble	Conference Room	$\frac{1}{2}$ day per grade level
November 5	Tech PD: Magic School AI	District Trainer	Library	2:45 pm
November 6	2nd Grade Observes 4th Grade	Stephanie Gamble	Teacher Classrooms	10:00 am
November 7	K5 & 3rd Grade Level Unit Planning and PLC	Stephanie Gamble	Conference Room	$\frac{1}{2}$ day per grade level
November 10	3rd Grade Observes 5th Grade	Stephanie Gamble	Conference Room	8:00 am
November 11	ACE Staff LETRS Review	Stephanie Gamble	Media Center	2:45 pm
November 12-14	2nd & 4th Grade Level Unit Planning and PLC	Stephanie Gamble	Conference Room	$\frac{1}{2}$ day per grade level
November 12	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
November 17	ACE Staff LETRS Unit 7 Support	Stephanie Gamble	Media Center	2:45 pm
November 19	Technology PD: Guest Teacher Leader	Stephanie Gamble	Media Center	2:45 pm
November 24	ACE Staff LETRS Unit 7 Support	Stephanie Gamble	Media Center	2:45 pm
November 1-30	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
December				
Date	Description	Facilitators	Location	Time
December 1	ACE Staff LETRS Unit 7 Support	Stephanie Gamble	Media Center	2:45 pm
December 3	PLCs with Admin (5K-5th Grades)	Grade Level Chair	Teacher Classrooms	During grade level planning
December 3	Guiding Coalition	Mimi Melehes,	Conference Room	2:45 pm

	Meeting	Bailey Edmonds		
December 10	ACEing Instruction, Collaboration, and Communication PD: Session 4	Mimi Melehes, Bailey Edmonds Stephanie Gamble	Media Center	2:45 pm
December 15	ACE Staff LETRS Unit 7 Support	Stephanie Gamble	Media Center	2:45 pm
December 1-19	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
January				
Date	Description	Facilitators	Location	Time
January 5	LETRS Training	District Leader	Media Center	8:00 am
January 12	ACE Staff LETRS Unit 8 Support	Stephanie Gamble	Media Center	2:45 pm
January 13	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
January 21	ACEing Instruction, Collaboration, and Communication PD: Session 5	Mimi Melehes, Bailey Edmonds Stephanie Gamble	Media Center	2:45 pm
January 26	ACE Staff LETRS Unit 8 Support	Stephanie Gamble	Media Center	2:45 pm
January 28	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
January 1-31	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
February				
Date	Description	Facilitators	Location	Time
February 2	ACE Staff LETRS Unit 8 Support	Stephanie Gamble	Media Center	2:45 pm

February 4	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
February 9	ACE Staff LETRS Unit 8 Support	Stephanie Gamble	Media Center	2:45 pm
February 11	ACEing Instruction, Collaboration, and Communication PD: Session 6	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
February 18	Staff PD: Data Dive	Mimi Melehes, Bailey Edmonds	Media Center	2:45 pm
February 23	ACE Staff LETRS Unit 8 Support	Stephanie Gamble	Media Center	2:45 pm
February 1-28	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
March				
Date	Description	Facilitators	Location	Time
March 2	ACE Staff LETRS Unit 8 Support	Stephanie Gamble	Media Center	2:45 pm
March 4	ACEing Instruction, Collaboration, and Communication PD: Session 7	Stephanie Gamble	Media Center	2:45 pm
March 9	ACE Staff LETRS Unit 8 Support	Stephanie Gamble	Media Center	2:45 pm
March 11	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
March 23	ACE Staff LETRS Units 5-8 Support	Stephanie Gamble	Media Center	2:45 pm
March 24	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
March 25	Staff PD: Revisiting the	Stephanie Gamble	Media Center	2:45 pm

	5 Languages of Appreciation			
March 31	ACE Staff LETRS Unit 5-8 Support	Stephanie Gamble	Media Center	2:45 pm
March 1-31	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
April				
Date	Description	Facilitators	Location	Time
April 8	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
April 15	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
April 16	SC Ready Training	Bailey Edmonds, Stephanie Gamble	Media Center	2:45 pm
April 22	ACEing Instruction, Collaboration, and Communication PD: Session 8	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Media Center	2:45 pm
April 29	Deep Dive into School Data and Trends	Stephanie Gamble	Media Center	2:45 pm
April 1-30	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
May				
Date	Description	Facilitators	Location	Time
May 5	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
May 6	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
May 13	ACE Staff LETRS Review	Stephanie Gamble	Media Center	2:45 pm

May 20	ACEing Instruction, Collaboration, and Communication PD: Session 9	Stephanie Gamble	Media Center	2:45 pm
May 1-15	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning

Staff Personalized Professional Learning

A Professional Book Study will be offered as an optional professional learning opportunity for staff members. The book study will serve as a support in the personal growth and development of individuals as leaders and colleagues.

Coaches/Grade Level Support

Instructional Coaches will collaborate with teachers during their grade level meetings and weekly PLCs to plan for curriculum, pacing, and instruction and promote student learning through student-centered coaching moves. Coaches include Instructional Coach, Literacy Specialist, and Instructional Technology Coach.

Staff Google Classroom used to communicate and house curriculum and instructional resources, technology tools, and professional links.

Additional Professional Development Opportunities:

- District Professional Development Sessions
- District Curriculum Meetings
- Upstate Consortium
- Upstate Technology Conference
- Summer Academy Sessions
- Roper Mountain Science PLUS

School Climate Needs Assessment

In evaluating our school climate, we studied the results of the surveys in our [SDE School Report Card](#).

The latest survey results are from 2023-24 school report cards. Student surveys were given to 3rd, 4th, and 5th grade students. Parent surveys were given to parents of 3rd-5th grade students. Teacher surveys were given to all teachers in our school. The survey questions asked about satisfaction concerning the learning environment, social and physical environment, and school-home relations.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	39	246	27
Percent satisfied with learning environment	100%	99.2%	92.3%
Percent satisfied with social and physical environment	100%	99.6%	100%
Percent satisfied with school-home relations	100%	99.2%	90.9%

Results of Teacher, Student, and Parent Opinion Surveys

Learning environment of our school

- Students - 99.2% were satisfied, which was 2.1% higher than the previous year.
- Parents - 92.3% were satisfied, which was 5.1% lower than the previous year.
- Teachers – 100% were satisfied, which was the same as the previous year.

Social and physical environment

- Students – 99.2% were satisfied, which was a 1.7% increase from 2023
- Parents – 100% were satisfied, which was a 2.6% increase from 2023.
- Teachers – 100% were satisfied, which was the same as the previous year.

School-home relations

- Students – 99.2% were satisfied, which was a 0.2% decrease from 2023.
- Parents – 90.9% were satisfied, which was a 9.1% decrease from 2023.
- Teachers – 100% were satisfied, which is a 2.9% increase from 2023.

In analyzing our school climate survey data, it is evident that teachers are the most satisfied with our school climate by scoring 100% satisfaction in all areas of school climate. Students were highly satisfied with our school climate with percentages at 99% or higher in all areas. Parents scored high on satisfaction with 90-100% in the areas of learning, social, and physical environments.

The lowest score from parents was 90.9% showing a slightly lower satisfaction rate on school-home relations. To improve in school-home relations, teachers, administrators, and support staff can:

- Increase efforts to reach out in communication to parents to keep them informed of school events, classroom learning, and opportunities to be involved in school, classroom, or community events/activities.
- Open, positive communication on a regular basis to provide support to parents and their families.
- Frequent communication may include:
 - scheduled conferences (in person, virtually, or phone call)
 - phone calls
 - emails
 - weekly newsletters
 - letters/notes home
 - classroom and/or school social media posts
 - up-to-date school and teacher websites

Student Behavior

Augusta Circle had 4 students receive a behavior referral in the previous school year. Of those 4 students, 1 received a 2nd referral in the same year. 99% of students did not have a behavior referral, but 25% of students who received 1 referral went on to receive additional behavioral referrals.

Attendance, Absenteeism, Truancy

In 2023-24, 15 of 587 students have chronic absenteeism, which is 2.56%. 97.44% of students attend school regularly.

Parent/Teacher Conferences

100% of families have participated in at least one parent teacher conference during the school year.

Volunteer Hours

In 2023-2024, our school logged 5983 volunteer hours worked in our building by level 1 and level 2 volunteers.

Backpack Accounts

Our district utilized the Backpack system to send messages to families. We have 588 accounts created for our 602 students, which is 97.67% of families who can be contacted with a backpack message.

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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 86.9 % in 2022-23 to 92.9 % in 2028-29.									
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1 % 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)	88.9%	89.9%	90.9%	91.9%	92.9%	
	86.9%	87.9%	Actual (ES)	90.9%					
	59.9%	61.2%	Actual (District)	53.3%					
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"/> Mimi Melehes , Stephanie Gamble			C			
2. Design individualized school, teacher, and student goals based on growth and achievement.		2024-2029	<input type="checkbox"/> Mimi Melehes, Stephanie Gamble			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	<input type="checkbox"/> All 3rd-5th grade teachers, Stephanie Gamble			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: 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"/> District Math Coordinators			
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"/> District Math Coordinators			
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> All 3rd-5th teachers			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"/> Mimi Melehes, Stephanie Gamble, Bailey Edmonds			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"/> Mimi Melehes, Stephanie Gamble, Bailey Edmonds			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"/> Mimi Melehes, Stephanie Gamble, Bailey Edmonds			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"/> Stephanie Gamble			C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Mimi Melehes, Stephanie Gamble, Bailey Edmonds			C
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Mimi Melehes, Stephanie Gamble, Bailey Edmonds, all teachers and staff			C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Stephanie Gamble, Margaret Murphy			C

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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 89 % in 2022-23 to 95 % in 2028-29.	
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1 % 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)	91%	92%	93%	94%	95%
	89%	90%	Actual (ES)	91.3%				
	64%	63.2%	Actual (District)	61.7%				

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 support 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"/> Mimi Melehes, Stephanie Gamble			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"/> Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek			C
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district	2024 - 2029	<input type="checkbox"/> Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek, all teachers			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
screeners, summative assessments and classroom observations.					
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	<input type="checkbox"/> Stephanie Gamble, Mary Anna Pastorek; all teachers, interventionists			C
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"/> Stephanie Gamble, Mary Anna Pastorek, all teachers			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"/> Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek			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"/> Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek			C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek			C
4. Progress Monitor intervention outcomes to determine the most	2024-2029	<input type="checkbox"/> Stephanie Gamble, Mary Anna Pastorek, all teachers			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
effective strategies for increasing student success.					
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> All teachers			C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek			C
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"/> Stephanie Gamble, Mary Anna Pastorek			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	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>
class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> District ELA team			
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> All ELA teachers			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Stephanie Gamble, Mary Anna Pastorek, Kathy Lupinek			C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> All ELA teachers			C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek, Bailey Edmonds			C
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"/> Margaret Murphy Stephanie Gamble, Mary Anna Pastorek			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"/> Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek			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"/> Stephanie Gamble			C
3. Build capacity for consistent implementation of the GCS ELA Instructional Framework.	2024-2029	<input type="checkbox"/> Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek			C
4. Monitor students' needs in order to determine and use the best	2024-2029	<input type="checkbox"/> All ELA teachers			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
instructional practices to achieve mastery of ELA skills.					
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Stephanie Gamble, Mary Anna Pastorek			C

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>	
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)	100%				
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)	100%				

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"/>			
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"/>			
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<input type="checkbox"/>			

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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)	4.5%	4%	3.5%	3%	2.5%
	5%	4.5%	Actual (School)	8%				

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: Retain HQ Teachers					
1. Foster Connections and use specific appreciation language to reach teachers	2024-2029	<input type="checkbox"/> Mimi Melches, Bailey Edmonds, Stephanie Gamble			C

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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)	35%	33%	30%	28%	25%
		35%	Actual (School)	25%				

**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	2024-2029	<input type="checkbox"/> Mimi Melehes, Bailey Edmonds			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<input type="checkbox"/> Mimi Melehes, Bailey Edmonds			C
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"/> Mimi Melehes, Bailey Edmonds, Caroline Coy			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"/> Mimi Melehes, Bailey Edmonds, Caroline Coy			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"/> Mimi Melehes, Bailey Edmonds, Caroline Coy, Ali Hill			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"/> Mimi Melehes, Bailey Edmonds, Caroline Coy			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"/> Mimi Melehes, Bailey Edmonds, Caroline Coy, all teachers			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"/> Mimi Melehes, Bailey Edmonds, Caroline Coy			C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> All teachers			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"/> Mimi Melehes, Bailey Edmonds			C
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Mimi Melehes			C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Mimi Melehes, Bailey Edmonds, Caroline Coy			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"/> Mimi Melehes, Bailey Edmonds			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"/> Mimi Melehes, Bailey Edmonds			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> All teachers			C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Mimi Melches, Bailey Edmonds, Caroline Coy, all teachers			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"/> Mimi Melches, Bailey Edmonds, Caroline Coy, all teachers			C

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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)	3.93%	3.68%	3.43%	3.18%	2.93%
	4.43%	4%	Actual (School)	2.56%				

*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	<input type="checkbox"/> Mimi Melehes, Bailey Edmonds			C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Mimi Melehes, Bailey Edmonds			C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> Mimi Melehes, Bailey Edmonds			C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> District Leadership <input type="checkbox"/> Mimi Melehes, Bailey Edmonds			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"/> Mimi Melehes, Bailey Edmonds, Caroline Coy			C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> Mimi Melehes, Bailey Edmonds, Caroline Coy			C
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"/> Mimi Melehes, Bailey Edmonds, Ali Hill			C

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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
	TBD	308,285	Actual (District)					
			Projected (School)	5,860	6,035	6,216	6,402	6,594
	TBD	5,690	Actual (School)	4,789	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<input type="checkbox"/> Mimi Melehes, Bailey Edmonds			C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Mimi Melehes, Bailey Edmonds, Caroline Coy, Stephanie Gamble			C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Mimi Melehes, Margaret Murphy			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"/> Mimi Melehes, Bailey Edmonds, Caroline Coy, SIC committee, PTA Executive Board			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"/> Mimi Melehes, Bailey Edmonds, Caroline Coy			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"/> Mimi Melehes, Bailey Edmonds, PTA, SIC			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"/> Mimi Melehes, Bailey Edmonds, Caroline Coy			C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Mimi Melehes, Bailey Edmonds, Stephanie Gamble			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"/> Mimi Melehes, Bailey Edmonds			C