

BEREA ELEMENTARY SCHOOL

Making a difference for every child



Berea Elementary School

Thomas Miller
Principal

Greenville County Schools

Dr. Burke Royster
Superintendent

Scope of Action Plan
2024-25 Through 2028-2029

Stakeholder Involvement for School Renewal

Position and Name

1. Tom Miller
2. Natalie Phillips
3. Del McKey
4. Tacha Romanow
5. Karen Pearson
6. Mami Aiken
7. Towanda Durant
8. Mary Simpson
9. Carly Gant

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**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Berea Elementary

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. §39-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §39-18-1300 *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		4/8/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Thomas Miller		3/10/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		4/8/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tacha Romanow		3-11-25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Towanda Durant		3/10/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Berea Dr Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-1510

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes No 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).
Yes No 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).
Yes No 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.

<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<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>
<p>Yes</p> <p>No</p> <p>N/A</p>	<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>
<p>Yes</p> <p>No</p> <p>N/A</p>	<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>

<p>Yes</p> <p>No</p> <p>N/A</p>	<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>
<p>Yes</p> <p>No</p> <p>N/A</p>	<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>

<p>Yes</p> <p>No</p> <p>N/A</p>	<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>
<p>Yes</p> <p>No</p> <p>N/A</p>	<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>

Introduction

The self-study process involved a representative sample of Berea Elementary administrators, teachers, parents and community members. The data needed for the survey was collected and disaggregated by Mr. Miller, Principal and Mrs. Natalie Phillips, Instructional Coach. After the collection of data, several meetings were held with grade level representatives to review the data and begin formulating the School Renewal Plan. After completion of the school renewal plan, the document was then presented to the School Improvement Council for review and suggestions. Once revisions were conducted, the plan was offered for review to the faculty. After time for faculty review the plan was submitted to the school district.

The following persons served on School Portfolio Committee:

Member	Responsibility
Tom Miller	Principal
Mary Simpson	Administrative Assistant
Natalie Phillips	Instructional Coach
Donna Smith	Title I Facilitator
Kathryn Huntebrinker	K5 Grade Team Leader
Stephanie Oliver Robertson	1 st Grade Team Leader
Lisa Richards	2 nd Grade Team Leader
Rachel Grabski	3 rd Grade Team Leader
Sherri Hester	4 th Grade Team Leader
Allison Roberts	5 th Grade Team Leader
Staci Purvis	Related Arts Team Leader
Leslie Henkel	Resource/ SPED Team Leader\
Tacha Romanow	SIC Chair
Tiffany Herndon	SIC Member
Debra Romonov	PTA President

Executive Summary

School Overview:

- Established in the early 1900s, Berea Elementary serves students from kindergarten through 5th grade.
- Located at 100 Berea Drive, it is one of 53 elementary schools in the Greenville County School District.
- Facilities include 34 classrooms, specialized rooms for art, music, gymnasium, library, science lab, and cafeteria.
- Fully equipped with Promethean Boards and 100% wireless coverage, supporting a personalized device program.
- Proudly designated as a fully-funded Title I school, providing additional support for students and families.

Leadership Team:

- Principal Tom Miller, with 14 years of experience, focuses on creating a collaborative work culture and supporting teachers' professional development.
- Administrative Assistant Mary Simpson, in her 3rd year, brings 24 years of teaching experience.
- Instructional Coach Natalie Phillips, with 11 years of service, assists teachers with curriculum needs and professional development.

School Personnel:

- Over 40 certified staff members, including classroom teachers, special education teachers, guidance counselors, and related arts teachers.
- Majority of teaching staff have an educational level of BA+18 or higher, ensuring high-quality instruction.

Student Population:

- Approximately 480 students of diverse backgrounds and needs, reflecting a significant increase in Hispanic and Latino students.
- Special education students comprise around 25% of the school population.

Student Programming:

- Utilizes programs like Personalized Device Program, Balanced Literacy Model, After-School Tutoring, Response to Intervention, and On-Track for student support and intervention.

Belief, Vision, Mission:

- Beliefs focus on family involvement, standard-driven curriculum, high expectations, positive difference-making, safety, and cultural embrace.

- Mission is to provide students with lifelong learning skills while promoting family support.
- Vision: "Transforming the Future, Today" by fostering inquiry-based learning in a safe and inviting atmosphere.
- Strong emphasis on promoting the Profile of the South Carolina Graduate.

Achievements:

- Significant progress in academic performance based on SC Ready and SC Pass, with over 300 positions improvement in state rankings for ELA and Math.
- Continuous growth attributed to the collective efforts of students, teachers, staff, and parents.

Conclusion: Berea Elementary School stands as a beacon of academic excellence and community support, committed to providing a nurturing environment where every student can thrive and succeed.

School Profile

School Community

Berea Elementary is a 5K through 5th grade public school that has been a part of the community since the early 1900s. It is one of 53 elementary schools in the Greenville County School District. We moved into our current location, 100 Berea Drive, in 1998. We are located northwest of downtown Greenville between White Horse Rd and Furman University. Upon entering school grounds, you will see a pleasant and clean facility complete with student work, murals of the history of Berea Elementary, and flags representing our students' nationalities.

Our facilities consist of 34 instructional classrooms, an art room, music room, gymnasium, library, science lab, a computer lab, and cafeteria. All classrooms are equipped with Promethean Boards. The school has 100% wireless coverage which has allowed us implement a personalized device program. All students have district provided Chromebooks.

Our Title I Plan provides various resources and supplemental activities for staff, students, and families. Included in those funded activities are student after- school programs, parent resource materials and education sessions, staff workshops for development, technology, classroom supplies, and reduced classroom size. The school community here at Berea Elementary is proud to be a fully-funded Title I school, and feels fortunate to receive the additional support and assistance for all of the students and families we serve.

Our Leadership Team

Our principal is Tom Miller. This is Mr. Miller's 15th year as principal of Berea Elementary. Mr. Miller has 26 years of experience in education having served as a classroom teacher, assistant principal, and principal. He holds a Bachelor of Science degree in Elementary Education, a Master of School Administration degree, and an Education Specialist degree in Educational Leadership. Mr. Miller is a member of the South Carolina Association of School Administrators and the Association of Supervision and Curriculum Development.

Mr. Miller believes that the students of Berea Elementary will be able to succeed based on how well he is able to create, sustain, and motivate teachers throughout their career.

This entails:

- providing a collaborative work culture,
- setting standards for continuous improvement,
- developing an environment of collegiality, and community
- supporting teachers through the processes of planning, reflection, and research.

In the next five years, Mr. Miller will continue to strive to meet the needs of the students and teachers by working collaboratively with the representative groups to maintain a positive school climate. In addition, he will encourage teachers to participate in grant writing projects and state-wide achievement awards, such as the Art in Basic Curriculum recognition, and support their own professional and educational goals. Mr. Miller recognizes that parental and community support is critical to the success of our students and school community. Involvement by both parties is a priority -parents and community members are always welcomed at our school.

Mary Simpson is in her 3rd year as our Administrative Assistant. She has taught for 23 years prior to taking the Administrative Assistant position. Mrs. Simpson has a Bachelor of Science degree in Elementary and Early Childhood education from USC-Upstate- as well as a Master's in School Leadership from Converse College.

At Berea Elementary you will also find an instructional coach, Mrs. Natalie Phillips. Mrs. Phillips is in her 11th year as instructional coach at Berea. She has previously taught 3rd and 5th grade. She assists teachers with curriculum needs, plans and leads professional development for the instructional faculty, and encourages and models exemplary teaching. Informal observations are done by the instructional coach to give feedback to the teachers that note positive teaching within their classrooms, as well as gives feedback on things that need improvement.

Berea Elementary also has a Title 1 Facilitator. The role of Mrs. Donna Smith is to provide instructional resources and professional development through Title I funds for teachers. She also provides learning opportunities to parents to bridge the gap between school and home relations.

School Personnel

Berea Elementry currently has over 40 certified staff members divided into the following categories:

- 25 classroom teachers
- 1 instructional coach
- 1.8 speech therapists
- 6.0 special education teachers
- 1.0 guidance counselor
- 0.3 challenge teacher
- 6 ESOL teachers
- 1 media specialist
- 3 related arts teachers
- 1 RTI teacher
- 1 Interventionist
- 1 Literacy Coach
- 11 classroom Assistants

From leadership to staff, the faculty members of Berea Elementary offer a wide range of experiences, both in service and years. The majority of our teaching staff have an educational level of BA+18 and higher, and all are considered highly qualified.

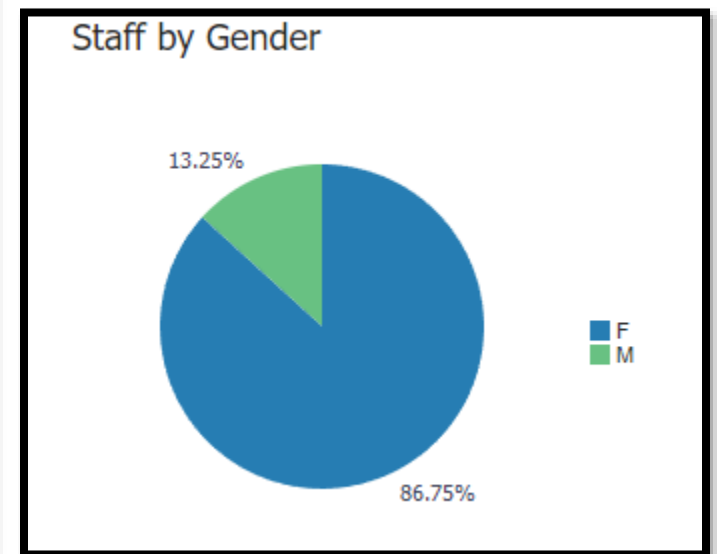
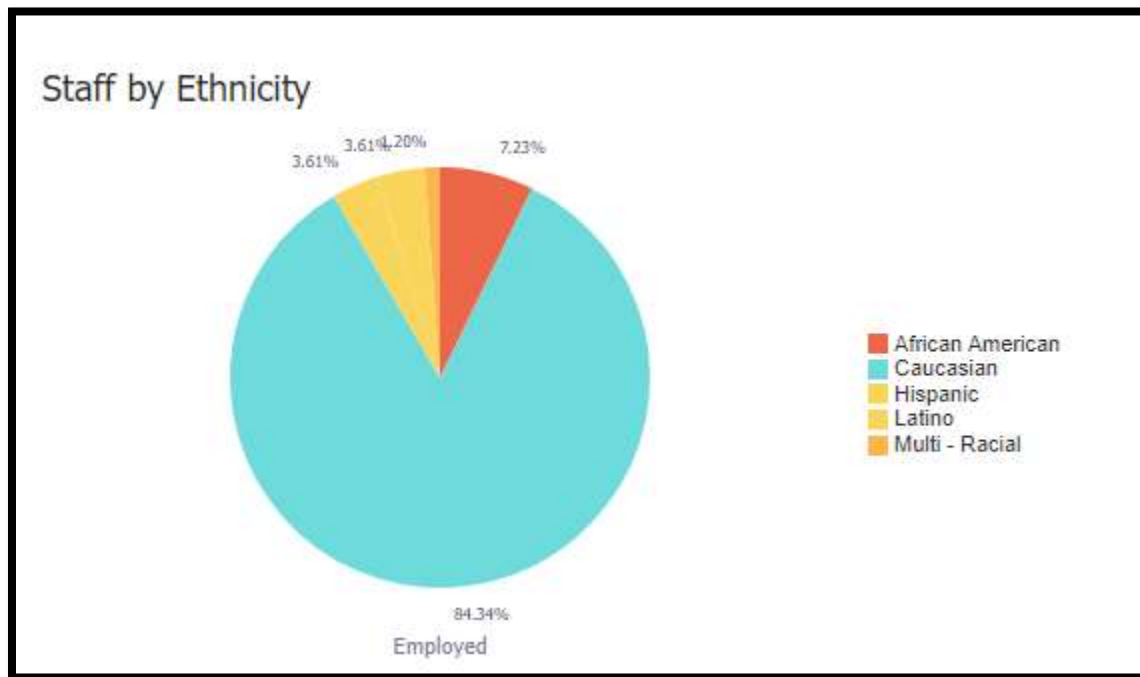
Additional personnel include the school secretary, clerk, paraprofessionals, custodians, school nurse, and food services. Other support personnel available to assist in meeting the needs of Berea Elementary students include a district psychologist, a Title I Nurse and Social Worker, instructional technology technicians, maintenance personnel, and bus drivers.

Years of Experience for Teachers

Grade Level	0	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K			2		1				1
1		1		2			1		1
2	2				2				1
3	1		1				1		1
4				1			1		1

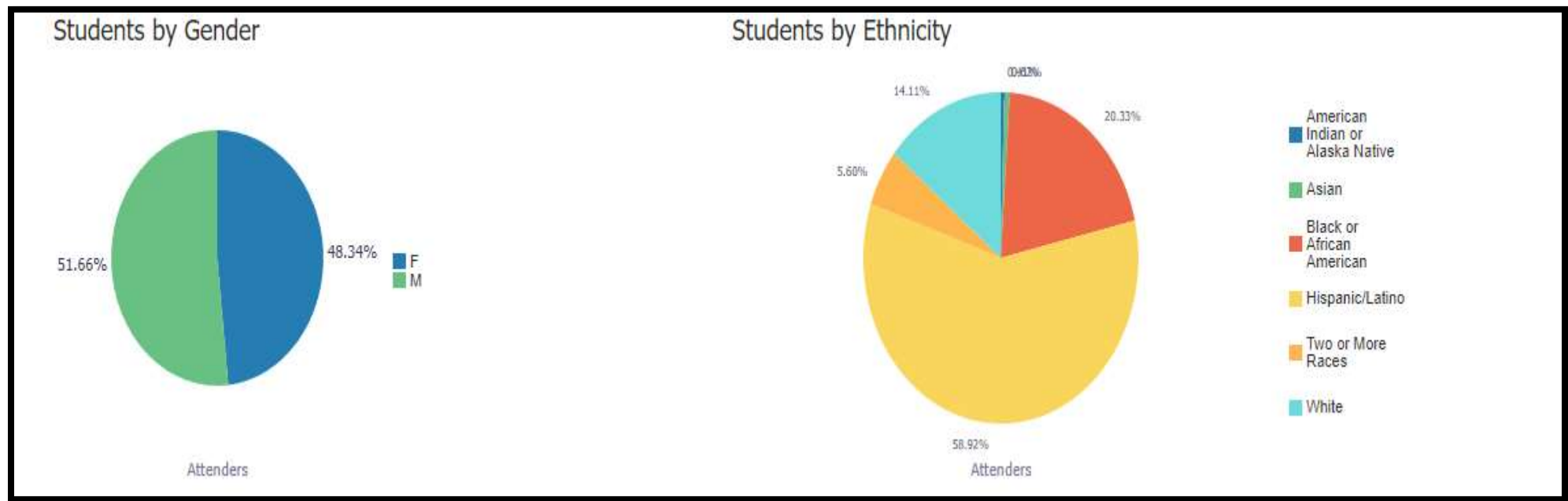
5	1						1	2	
Special Education			1				1	1	1
Related Arts					1	1	1		
Other Pull-Outs				1		2	2	1	
Instructional Coaches							1		
Title 1 Facilitator									1
Principal								1	
Administrative Assistant								1	

Teacher Diversity



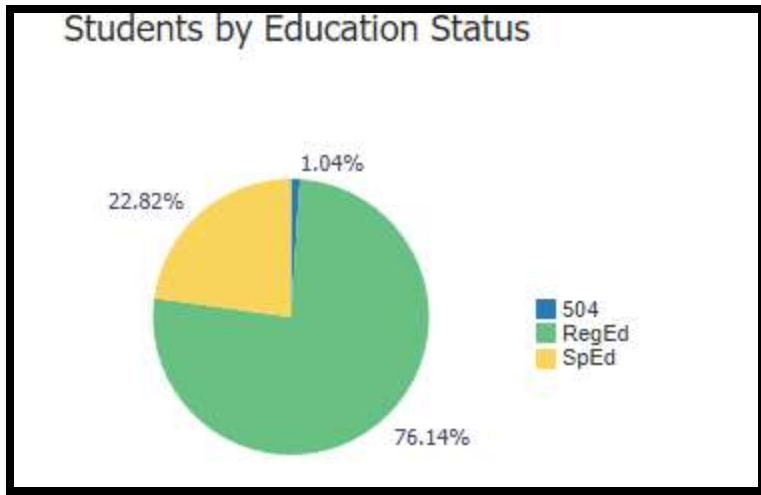
Student Population

The student population is composed of approximately 520 students of various backgrounds, needs, and ability levels. Over the past decade, Berea Elementary School’s student population has changed dramatically by family structure and culture. We have become very diverse culturally over that time with a dramatic increase in the number of Hispanic and Latino students.



Special Education

As well as our ethnic diversities, the academic needs of our students greatly vary. Our school currently houses 2 ID Moderate Classrooms and 2 Multi Categorical classrooms. We also have two teachers who serve in both a resource and inclusion setting as well as one full time speech teacher speech. Our special education students make up approximately 23% of our school population.



Gifted and Talented

Grade Level	Current Enrollment
3 rd Grade	2
4 th Grade	6
5 th Grade	6
All Grade Levels	14

Free and Reduced Lunch

Beginning with 2015-2016 school year, all students at Berea Elementary qualify for free lunch through a community assistance grant.

Student Programming

In order to assure the academic, social, and emotion health of our students, the following programs are utilized at Berea Elementary:

- Personalized Device Program-All students have access to either a personal iPad (k5-2) or Chromebook (3-5)
- Response to Intervention-Students who need more intensive instruction in reading receive individualized and small group instruction.
- On-Track-Provides the ability to identify students who need extra intervention.

Belief, Vision, Mission

In the year 2002, Berea Elementary began our process for developing our shared beliefs, vision, and mission that would represent our school and shape our goals for the future. At that time, we used an external facilitator to guide our faculty in the consensus-building process. The following year, through planning for the Title I Targeted Assistance Plan, Berea Elementary held meetings with the staff and community to discuss strategic planning to increase student learning. Representing the community were parents, teachers, administrators, other school staff, a Resource Officer, a local university professor, district representatives, and business leaders. To this date, we still meet regularly to make decisions that concern the future of our school and students.

In the past, we have been pleased with the increased involvement of our school community concerning the discussions and goals for the future. However, as we continually reviewed and updated the Strategic Plan, we realized that our beliefs and mission were no longer representative of our daily routines. Consequently, we reached consensus of what our true beliefs are that support our school mission and vision.

At Berea Elementary *we believe*:

- Children learn best when family is involved.
- Curriculum instruction is standard-driven to meet the academic needs of all students.
- Students should be expected to achieve to the best of their ability.
- We can make a positive difference for every child
- We can provide a positive and safe environment for students and teachers.
- We should embrace all cultures.

The *mission* of Berea Elementary School is to provide all students with the skills necessary to continue life-long learning, while promoting family support.

Both our beliefs and mission support the school *vision*, which is, “Transforming the Future, Today”.

Berea Elementary School is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, inviting, and welcoming atmosphere which fosters student inquiry and engages them in their learning. Our motto, "Transforming the Future Today", is demonstrated on a daily basis by a caring, supportive, and knowledgeable faculty and staff. Teachers utilize daily essential questions, plan and teach rigorous lessons, and encourage students to exhibit positive character traits.

As part of our Positive Behavior Intervention and Support program, teachers and students create expectations for classroom behavior together. These expectations are taught and successfully modeled daily. Positive student behaviors are supported through the use of incentives. This results in a greater ability to focus on academic achievement and few discipline issues.

Our staff participates in professional development in the areas of Math, English/Language Arts, Writing, and Technology. District personnel provide practical, hands-on opportunities for teachers to grow and develop professionally. Instructional coaches offer support to each classroom teacher and ensure that best practices are followed. Technology training assists the teachers in providing multiple opportunities for students to be actively involved in classroom lessons through the use of Chromebooks, iPads, Promethean Boards, and other software and web-based programs.

Our Title I Parental involvement program provides our parents with multiple levels of support. Topics such as homework help, reading as a family, hands-on math activities, and healthy homes have been presented during monthly parent engagement events as well as at PTA meetings. The purpose of these events is to empower parents in helping their children succeed academically. The Title 1 programs also provide students with remediation and enrichment programs after school twice a week so that students can continue to grow academically.

Over the last several years, we have seen tremendous progress in terms of our academic performance based on SC Ready and SC Pass. Our state ranking in ELA and Math has increased by over 300 positions and we continue to make positive strides in social studies and science. Berea Elementary is well positioned as we move forward due to the hard work of our students, teachers, staff, and parents

Data Analysis and Needs Assessment

SC Ready ELA Performance Levels – Berea Elementary School					
School Year	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Grand Total Met/ Exceeds
	%	%	%	%	%
2023	26.6%	27.6%	21.5%	22.1%	43.6%
2022	34.7%	27.4%	20%	17.9%	37.9%
2021	34.7%	26.1%	25.9%	11.2%	37.1%

SC Ready Math Performance Levels –					
School Year	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Total Met/Exceeds
	%	%	%	%	%
2023	24.6%	27%	28.6%	17.8%	46.4%
2022	32.4%	21.9%	27.8%	10.7%	43.7%
2021	30.7%	26.2%	23.2%	17.6%	42.8%

SC Ready Math Performance Levels by Grade

2023 Grade	Does Not Meet	Approaches	Meets	Exceeds	Total Meets/ Exceeds
3	24.8	21.1	33.8	18.3	52.1
4	34.2	24.1	28.3	14.8	41.8
5	18.8	28.7	34.4	18.8	45.3
Grand Total	24.6%	27%	28.6%	17.8%	46.4%

2023 Grade	Does Not Meet	Approaches	Meets	Exceeds	Total Meets/ Exceeds
3	40	13.8	30	14.3	44.3
4	28.4	27.1	21.4	22.7	44.3
5	28.4	25	32.1	14.3	46.4
Grand Total	32.4%	21.7%	27.8%	18.7%	46.7%

Report Card Data

2022-2023	School	District	State
ELA	50.8	61.7	53.9
Math	52.3	50.8	40.9

2021-2022	School	District	State
ELA	40.6	54.8	46.6
Math	48	48.9	38.9

2020-2021	School	District	State
ELA	39.7	50	42.6
Math	46	44.1	37.3

Professional Development Plan

Audience	PD Title	Date	Time
1st	Planning Day	7-15	8-3
5K	Planning Day	7-18	8-3
4th	Planning Day	7-24	8-3
5th	Planning Day	7-25	8-3
2nd	Planning Day	7-30	8-3
3rd	Planning Day	7-30	8-3
New Teachers	New to Berea Meeting	7-31	10-12
K-3, SPED, ML	LETRS Session 2	8-2	8-3
K-3, SPED, ML	LETRS work	8-7	3-4
4th	PLC	8-13	1:15-2:00
3rd	PLC	8-14	9:45-10:30
K-2	PLC	8-14	3-4
5th	PLC	8-15	7:55-8:40
1st	PLC	8-27	10:40-11:25
5K	PLC	8-28	12:20-1:05
3-5	PLC	8-28	3-4
2nd	PLC	8-29	8:50-9:35
New co-teachers 1-5, ML	Co-teaching refresher	8-4	Planning and 3-4
K-3, SPED, ML	LETRS work	8-4	3-4
4-5 Math	Vertical Data Math Dive	8-4	3-4
Guiding Coalition	Guiding Coalition PLC	9-5	3-4
SPED	SPED Meeting	9-9	3-4

4th	PLC	9-10	1:15-2:00
3rd	PLC	9-11	9:45-10:30
K-2	PLC	9-11	3-4
5th	PLC	9-12	7:55-8:40
Arts Steering Committee	Arts Steering Committee	9-17	3-4:30
1st	PLC	9-24	10:40-11:25
5K	PLC	9-25	12:20-1:05
3-5	PLC	9-25	3-4
2nd	PLC	9-26	8:50-9:35
SIC	SIC Meeting	9-26	3-4
K-3, SPED, ML	LETRS work	10-2	3-4
Guiding Coalition	Guiding Coalition PLC	10-3	3-4
4th	PLC	10-8	1:15-2:00
3rd	PLC	10-9	9:45-10:30
K-2	PLC	10-9	3-4
5th	PLC	10-10	7:55-8:40
K-3, SPED, ML	LETRS Session 3	10-14	8-3
K-1, SPED	Reading Horizons Coaching	10-17	8-12
1st	PLC	10-22	10:40-11:25
5K	PLC	10-23	12:20-1:05
4-5	PLC	10-23	3-4
3rd	PLC	10-23	3-4
2nd	PLC	10-24	8:50-9:35
SIC	SIC Meeting	10-24	3-4
ALL	State of the District	10-30	3-4
K-2, SPED, ML	LETRS work	11-6	3-4

3rd	PLC	11-6	3-4
4th	PLC	11-12	1:15-2:00
3rd	PLC	11-13	9:45-10:30
K-5	PLC	11-13	3-4
5th	PLC	11-14	7:55-8:40
SPED	SPED Meeting	11-18	3-4
1st	PLC	11-19	10:40-11:25
5K	PLC	11-20	12:20-1:05
K-5, Support	Magic Schools Training	11-20	3-4
2nd	PLC	11-21	8:50-9:35
K-3, SPED, ML	LETRS work	12-4	3-4
3rd	PLC	12-4	9:45-10:30
4th	PLC	12-10	1:15-2:00
3rd	PLC	12-11	9:45-10:30
K-5	PLC	12-11	3-4
5th	PLC	12-12	7:55-8:40
1st	PLC	12-17	10:40-11:25
5K	PLC	12-18	12:20-1:05
3rd	PLC	12-18	9:45-10:30
2nd	PLC	12-19	8:50-9:35
K-3, SPED, ML	LETRS Session 4	1-6	8-3
3rd	PLC	1-15	3-4
All Staff	Arts Now Theater	1-22	3-4
4th	PLC	1-7	1:15-2:00
3rd	PLC	1-8	9:45-10:30
K-2	PLC	1-8	3-4

5th	PLC	1-9	7:55-8:40
All	Book Study	1-15	3-4
Arts Now participants	Arts Now Theater	1-22	3-4
1st	PLC	1-28	10:40-11:25
K5	PLC	1-29	12:20-1:05
3-5	PLC	1-29	3-4
2nd	PLC	1-30	8:50-9:35
All	Book Study	2-5	3-4
3rd	Math Unit Planning	2-6	9:45-10:30
4th	PLC	2-11	1:15-2:00
3rd	PLC	2-12	9:45-10:30
K-2	PLC	2-12	3-4
5th	PLC	2-13	7:55-8:40
Arts Now participants	Arts Now Music	2-19	3-4
1st	PLC	2-25	10:40-11:25
K5	PLC	2-26	12:20-1:05
3-5	PLC	2-26	3-4
2nd	PLC	2-27	8:50-9:35
All	Book Study	3-5	3-4
4th	PLC	3-11	1:15-2:00
3rd	PLC	3-12	9:45-10:30
K-2	PLC	3-12	3-4
5th	PLC	3-13	7:55-8:40
1st	PLC	3-25	10:40-11:25
K5	PLC	3-26	3-4
Arts Now participants	Arts Now Arts	3-26	3-4

2nd	PLC	3-27	8:50-9:35
K-3, SPED, ML	LETRS work	4-2	3-4
SPED Data	PLC	4-7	3-4
4th	PLC	4-8	1:15-2:00
3rd	PLC	4-9	9:45-10:30
K-2	PLC	4-9	3-4
5th	PLC	4-10	7:55-8:40
Arts Now participants	Arts Now Dance	4-16	3-4
1st	PLC	4-22	10:40-11:25
K5	PLC	4-23	3-4
3-5	Testing Training	4-23	3-4
2nd	PLC	4-24	8:50-9:35

<https://screportcards.com/overview/?q=eT0yMDI0InQ9RSZzaWQ9MjMwMTAzNg>

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 50.8% in 2022-23 to 64% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	67%	68%	69%	70%	71%
	50.8%	40.5 %	Actual (ES)	56%	58%	60%	62%	64%
	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	<ul style="list-style-type: none"> Principal Instructional Coach 	\$0.00	NA	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> Principal Instructional Coach Classroom Teacher 	\$0.00	NA	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	<ul style="list-style-type: none"> District Academic Team Instructional Coach Grade Level PLC's 	\$0.00	NA	C
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> • Grade Level Academic Contacts • District Academics Team 	\$0.00	NA	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	<ul style="list-style-type: none"> • District Curriculum Teams • Instructional Coach • Grade Level PLC's 	\$0.00	NA	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> • Principal • Instructional Coach • Grade Level Teachers 	\$0.00	NA	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	<ul style="list-style-type: none"> • Principal • Assistant Principal • Literacy Specialist • Instructional Coach 	\$0.00	NA	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> • Principal • Assistant Principal • Instructional Coach 	\$0.00	NA	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	<ul style="list-style-type: none"> • Principal • Assistant Principal • Instructional Coach 	\$0.00	NA	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	<ul style="list-style-type: none"> • Principal • Assistant Superintendent • Instructional Coach • District Academics Team 	\$0.00	NA	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> • Principal • Assistant Principal • Instructional Coach 	\$0.00	NA	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> • Principal • Assistant Principal • Instructional Coach 	\$0.00	NA	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> • Guidance Counselors • Principal 	\$0.00	NA	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 52.3% in 2022-23 to 64% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA			Projected (ES)	73%	74%	75%	76%	77%
SCDE School Report Card	52.3%	48.0%	Actual (ES)	56%	58%	60%	62%	64%
	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	<ul style="list-style-type: none"> •Principal •Assistant Principal •Instructional Coach •Literacy Specialist 	\$0.00	NA	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<ul style="list-style-type: none"> •Principal •Instructional Coach •Response to Intervention Team •Literacy Specialist 	\$0.00	NA	C
3. Reduce number of students requiring Tier II and Tier III reading intervention as evidenced	2024 - 2029	<ul style="list-style-type: none"> •Literacy Specialist •Response to Intervention Team 	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
by district screeners, summative assessments and classroom observations.		•Classroom Teachers			
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	•Principal •Literacy Specialist •Response to Intervention Team •Classroom Teachers	\$0.00	NA	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	•Gifted/Talented Teacher •Classroom Teacher	\$0.00	NA	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	•Grade Level Academic Contacts •Instructional Coach	\$0.00	NA	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	•Principal •Assistant Principal •Instructional Coach •Grade Level PLC's	\$0.0	NA	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	•Principal •Assistant Principal •Instructional Coach •Literacy Specialist	\$0.00	NA	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	•Principal •Literacy Specialist •Interventionist •Classroom Teacher	\$0.00	NA	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	•Instructional Coach •Grade Level PLC's •Grade Level Teacher	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> •Principal •Assistant Principal •Instructional Coach •Grade Level PLC's 	\$0.00	NA	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> •District Academics Team •Principal •Instructional Coach •Grade Level PLC's 	\$0.00	NA	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	2024-2025	<ul style="list-style-type: none"> • Director of Early Intervention and Student Support 			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> •Principal •Assistant Principal •Instructional Coach •Grade Level PLC's 	\$0.00	NA	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> •District Academics Team •Grade Level PLC's 	\$0.00	NA	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> •Grade Level PLC's •Classroom Teachers 	\$0.00	NA	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> •Grade Level PLC's •Classroom Teachers 	\$0.00	NA	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> •Principal •Assistant Principal •Instructional Coach •Literacy Specialist 	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> District Academics Team Textbook Caravan Committee Members 	\$0.00	NA	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	<ul style="list-style-type: none"> Principal Instructional Coach 	\$0.00	NA	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> District Academics Assistant Superintendents Principal Instructional Coach 	\$0.00	NA	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> NA 			
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> Classroom Teacher Special Education Staff Literacy Specialist 	\$0.00	NA	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> Instructional Coach Principal 	\$0.0	NA	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
HR			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	• Guidance Counselors	\$0.00	NA	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	• Principal • Instructional Coach	\$0.00	NA	C
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	• Guidance Counselor	\$0.00	NA	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
HR			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	14.5%	14%	13.5%	13%	12.5%
	15%	17%	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: Incorporate staff into the decision-making process related to key initiatives tied to work related responsibilities and student achievement.					
1. Share with staff district initiatives and discuss in committees impact on school operations and strategies to meet newly defined needs	2024-2029	<ul style="list-style-type: none"> Principal Assistant Principal Faculty Council School Committee Teams 	\$0.00	NA	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			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)	30.76%	28.76%	26.76%	24.76%	22.76%
	32.76%	42.47%	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	2024-2029	<ul style="list-style-type: none"> Principal Assistant Principal Faculty Council 	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Level Teachers • SPED Dept. • Related Arts Dept. 	\$0.00	NA	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	<ul style="list-style-type: none"> • Principal • Assistant Principal • Guidance Counselor 	\$0.00	NA	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	<ul style="list-style-type: none"> • Principal • Assistant Principal 	\$0.00	NA	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	<ul style="list-style-type: none"> • Principal • Assistant Principal • Guidance Counselor • School Mental Health Counselor 	\$0.00	NA	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	<ul style="list-style-type: none"> • Guidance Counselor • Classroom Teachers 	\$0.00	NA	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	<ul style="list-style-type: none"> • Principal • Guidance Counselor • Grade Level Teachers 	\$0.00	NA	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	<ul style="list-style-type: none"> Principal Assistant Principal 	\$0.00	NA	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> Classroom Teachers Guidance Counselors 	\$0.00	NA	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	<ul style="list-style-type: none"> Principal Club Chairs 	\$0.00	NA	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> Principal Guidance Counselor Club Chairs 	\$0.00	NA	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> Principal Guidance Counselor 	\$0.00	NA	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	<ul style="list-style-type: none"> Principal Assistant Principal Guidance Counselor 	\$0.00	NA	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while	2024-2029	<ul style="list-style-type: none"> Assistant Principal 	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
maintaining accountability for these actions.					
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<ul style="list-style-type: none"> • Discipline Committee 	\$0.00	NA	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> • Guidance Counselor • School Mental Health Counselor 	\$0.00	NA	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	<ul style="list-style-type: none"> • Guidance Counselor • Assistant Principal 	\$0.00	NA	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
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	23.9%	Actual (District)					
			Projected (School)	19%	17%	15%	13%	11%
	21%	22.4%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> Dept. of Student Services School Attendance Clerk Assistant Principal Principal 	\$0.00	NA	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> Dept. of Student Services School Attendance Clerk Assistant Principal Principal 	\$0.00	NA	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> ETS Assistant Principal Attendance Clerk 	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> • ETS • Department of Student Services 	\$0.00	NA	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	<ul style="list-style-type: none"> • Principal • Assistant Principal 	\$0.00	NA	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> • Principal • Assistant Principal 	\$0.00	NA	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	<ul style="list-style-type: none"> • Attendance Clerk • Guidance Counselor 	\$0.00	NA	C

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher / Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* <i>required</i>)
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)	2,072	2,134	2,198	2,263	2,330
		2,012	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	<ul style="list-style-type: none"> Attendance Clerk Principal 	\$0.00	NA	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> Principal Office Clerk District Communications Dept. 	\$0.00	NA	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> Instructional Technology Specialist Guidance Counselor 	\$0.00	NA	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<ul style="list-style-type: none"> •PTA •SIC •Principal •Assistant Principal •Instructional Coach 	\$0.00	NA	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> •Guidance Counselors 	\$0.00	NA	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> •Principal •Guidance Counselor •PTA •SIC 	\$0.00	NA	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	<ul style="list-style-type: none"> •Principal •PTA •SIC •Guidance Counselor •District Social Worker 	\$0.00	NA	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> •Principal •PTA 	\$0.00	NA	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g.	2024-2029	<ul style="list-style-type: none"> •Principal •SIC Chair 	\$0.00	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
socioeconomic, ethnic, and academic) present in the school community.					