Bryson Elementary School
Golden Strip Child Development Center

Greenville County School District

2024-25 through 2028-29

Andreya C. Boggs, Principal

Dr. Burke Royster, Superintendent

Stakeholder Involvement for School Renewal

	Position	**Name**
1.	Principal	Andreya C. Boggs
2.	Teacher	Rebecca Longwell
3.	Parent/Guardian	Beth LeBaube
4.	Community Member	Dave Ur
5.	Paraprofessional	Arifah Howell
6.	School Improvement Council Member	Amy Holcombe
7.	Read to Succeed Reading Coach	Katie Mink
8.	School Read to Succeed Literacy Leadership Team Lead	Jennifer Coley
9.	School Read to Succeed Literacy Leadership Team Member	Jackie McCarthy
10.	School Read to Succeed Literacy Leadership Team Member	Dr. Sherrie Brookie
12.	School Read to Succeed Literacy Leadership Team Member	Cathy Bish

Position	**Name**
Assistant Principal	Abby Wilson
Assistant Principal	Joy Sims
Administrative Assistant	Dr. Tracey Abney
Instructional Coach	Dr. Sherrie Brookie
Kindergarten Teacher Lead	Beverly Neal
First Grade Team Leader	Kinsley Halsell
Second Grade Team Leader	Kelly Curry
Third Grade Team Leader	Ana Sabelhaus
Fourth Grade Team Leader	Stacie Irvin
Fifth Grade Team Leader	Rebecca Longwell
SPED Leader	Kristina Lapointe
Primary Literacy Mentor	Cathy Bish
Intermediate Literacy Mentor	Jennifer Coley
Literacy Specialist	Katie Mink
Media Specialist	Maggie Timmersman

SCHOOL NAME:

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 *(one year)*

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

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

SUPERINTENDENT

Dr. W. Burke Royster	*[signature]*	03/14/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Andreya C. Boggs	*[signature]*	03/14/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*[signature]*	03/14/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jennifer Boukather	Jennifer C. Boukather	03/14/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Katie Mink	*[signature]*	03/14/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 703 Bryson Drive Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-3600

PRINCIPAL EMAIL ADDRESS: aboggs@greenville.k12.sc.us

2025-2026 SC SDE Assurances

<table>
<tr>
<td colspan="2">Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004)</td>
</tr>
<tr>
<td>Yes</td>
<td>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).</td>
</tr>
<tr>
<td>Yes</td>
<td>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).</td>
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<tr>
<td>Yes</td>
<td>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.</td>
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<tr>
<td>Yes</td>
<td>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.</td>
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<tr>
<td>Yes</td>
<td>Technology
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</td>
</tr>
<tr>
<td>Yes</td>
<td>Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</td>
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Yes	**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).
Yes	**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.
Yes	**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.
Yes	**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.
Yes	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.

Yes	**Recruitment** The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

Introduction

The vision of Bryson Elementary School is for our students to become interdependent, innovative, and successful citizens with bright futures, as they optimize their unique capabilities socially, emotionally, and academically. This school portfolio is a working document that shows the progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent and community involvement. It also provides our staff with an ongoing means for communication, self-assessment, accountability, and continuous improvement.

The portfolio reflects who we are as a school and community. The document conveys the vision for our school as well as our goals, plans, and progress toward those goals. We have also included highlights of our achievements over time. Evidence of our work, demographic information, and insights on community involvement, such as partnerships within our school, are outlined in this document.

Members of the Leadership Team are central to the success of our self-study process. The role of this team is to create an organizational plan and provide guidance in the study process. This committee meets monthly and serves as a body from all instructional areas that serve the school in decision-making processes. All stakeholders, including the staff, PTA, and School Improvement Council have roles and responsibilities. Representatives from these groups serve as a valuable resource to provide essential support and input during the self-study process.

Due to broad and consistent stakeholder involvement, this document reflects a culmination of information from a balanced group of individuals with diverse backgrounds, disciplines, interests, and experiences within our school community. Stakeholder input is valued and sought-after; it continues to be incorporated as a major contributing factor to guide this self-study. We hope you will see these contributions reflected within this document. Our continued progress toward increasing the achievement of all students, providing rich cultural experiences, and providing a warm, nurturing school environment that is a wonderful place for students, parents, community, and staff is a priority focus for Bryson Elementary School.

Instructional Leadership Team

Responsibilities include meeting weekly to discuss curriculum, instruction, achievement, and school updates.

Member	Position
Andreya C. Boggs	Principal
Abby Wilson	Assistant Principal
Joy Sims	Assistant Principal
Dr. Tracey Abney	Administrative Assistant
Dr. Sherrie Brookie	Instructional Coach
Katie Mink	Literacy Specialist
Terri Wheeler-Hawkins	Guidance Counselor, On Track Lead 1st, 3rd, 5th
Amy Holcombe	Guidance Counselor, On Track Lead K, 2nd, 4th

Faculty Council Guiding Coalition

Responsibilities include meeting monthly as a whole group and weekly with grade level teams to discuss instructional planning and curriculum, school goals, data, and any school related topics.

Member	Position
Andreya C. Boggs	Principal
Abby Wilson	Assistant Principal
Joy Sims	Assistant Principal
Dr. Tracey Abney	Administrative Assistant
Dr. Sherrie Brookie	Instructional Coach
Katie Mink	Literacy Specialist
Jennifer Coley	Interventionist
Kristina LaPointe	Support Team
Beh Mardre	Preschool
Beverly Neal	Kindergarten
Kinsley Halsell	First Grade
Kelly Curry	Second Grade
Ana Sabelhaus	Third Grade
Stacie Irvin	Fourth Grade
Rebecca Longwell	Fifth Grade
Deborah Pearson	Related Arts
Terri Wheeler-Hawkins	Guidance Counselor
Amy Holcombe	Guidance Counselor

School Improvement Council

Responsibilities include meeting monthly to discuss goals for student achievement and serving as an advisory board for the school.

Member	Position
Andreya C. Boggs	Principal
Dr. Tracey Abney	Administrative Assistant
Jennifer Boukather	SIC Chairperson
Christina Ayers	PTA President
Krystal Chewning	Community Member
Amy Holcombe	Community Member
Dave Ur	Community Member
Beth LeBaube	Parent
Kathleen Martinez	Parent
Dr. Sherrie Brookie	Teacher Representative/Instructional Coach

School Read to Succeed Literacy Leadership Team

Responsibilities include development of the School Reading Plan through collaboration and the analysis of our reading data.

Member	Position
Andreya C. Boggs	Principal
Abby Wilson	Assistant Principal
Joy Sims	Assistant Principal
Dr. Tracey Abney	Administrative Assistant
Dr. Sherrie Brookie	Instructional Coach
Katie Mink	Literacy Specialist/R2S Lead
Kristi Mitros	Primary Literacy Mentor
Stacie Irvin	Intermediate Literacy Mentor
Cathy Bish	Interventionist K-2nd
Jennifer Coley	Interventionist 3rd-5th
Maggie Timmersman	Media Specialist
Kristina Lapointe	Special Education Teacher
Melissa McCourry	ESOL Teacher

<h1 style="text-align:center; color:red">Executive Summary</h1>

Needs Assessment for Teacher and Administrator Quality

An Instructional Leadership Team (ILT) was established to:

- Coordinate the work of various school-wide initiatives.
- Schedule time during Faculty Meetings and Professional Learning Communities (PLC's) for discussion of recommendations, thereby allowing input into recommendations throughout the process.

The following school initiatives are in place to achieve our vision:

ELA	Mathematics	Science	Social Studies
- Development and Integration of District and School-Wide Reading Goal - Read Across America Week - Best Practices in Reading/Writing Instructional Design and Delivery - Learning Labs for Small Group Observations - Peer Coaching/Mentoring in Literacy - Professional Development Days - Teacher Planning Days for UDL Model Design - Reading Horizons Curriculum - HMH Textbook Adoption - Learning Walks - Amira Learning Benchmark and Tutoring System - PLC Data Dives on formative and summative assessments - Goal Setting for Increased Student Performance	- Learning Walks - Guided Math Groups - Common Formative Assessments - Enrichment Strategies - Intervention Groups - Curriculum Alignment - Change in State Standards Task Force - Enrichment/Remediation Services - STRIVE Tutoring Program - PLC Data Dives on formative and summative assessments - Goal Setting for Increased Student Performance - Standards-Based Vocabulary Focus	- Content Vocabulary Integration - Use of Graphic Organizers - Performance Task Planning - Inquiry-Based Lessons - Student Learning Labs - Science Based Field Trips - Cross-Curricular Integration to ELA/Writing/Math - STEAM Challenges - Guest Speakers	- Content Vocabulary Integration - Thinking Map Implementation - Performance Task Planning - Black History Month - Veterans Day - Colonial Day - Leveled Texts Integration for ELA/Writing - Primary Source Analysis - Current Events Analysis - Social Studies and Science Based Read Aloud within Literacy Block

Instructional Leadership Team Purpose

PURPOSE	The purpose of ILT is to ensure the academic integrity of Bryson Elementary School and to promote continuous improvement of its educational programs.
ORGANIZATION	1. A standing committee of the professional teaching staff of Bryson Elementary School. 2. The team meets once each week.
DUTIES OF THE COMMITTEE	• Ensure the academic integrity and educational excellence of Bryson Elementary School. • Collect input on and communicate professional development needs. • Collaborate with team members regarding school, district, and state curriculum mandates. • Ensure school-wide/and district mandates in each subject area are being consistently and efficiently implemented in all grade levels. • Review and share best practices with colleagues. • Analyze school-wide data and use information to promote continuous improvement in all areas.

The second Wednesday of each month is designated for Faculty Meetings. These meetings offer opportunities to share best practices taking place within the classrooms. Information regarding district and community matters are also shared, along with a collective discussion of matters important to the school community. We also use these meetings as a differentiated professional development approach where our teacher leaders offer breakout sessions to share strategies and best practices that are being implemented in their classrooms.

Challenges from the Past Three Years

• Transient community-we have had an increase in our population of students that move in and out of our school more frequently. In particular our ESOL and Special Education student populations have increased.

• Attendance and tardiness- this challenge is being addressed through our GCSource real time data and ongoing communication with parents/guardians to support students attending school every day and on time.

• Changing socioeconomic conditions in society and our local community- our free/reduced lunch percentage is rising each year, so our school will continue to adapt and provide resources and opportunities for parents/guardians and families both at school and within the community.

• Some perceived lack of adequate parental support to foster academic growth at home-we are continuing to provide multiple programs and support for families to assist with homework, literacy and social-emotional growth for students. We are striving to increase parental involvement at our school so that we can increase the number of programs such as the STRIVE Math Morning Tutoring Program and Extra Math at our school. These programs offer engaging strategies to our students, which leads to increased test scores. We have also created parent inventories, so we are aware of the best way to utilize parents for support in the classrooms.

• Some students demonstrate poor levels of motivation-staff and community members are working together to provide education and support for students in this area in the form of different mentorships.

Awards

· PTA School of Excellence: 2021-2024
· GCS Energy Star Award: 2019-2021
· Palmetto Gold Award: 2012-2015
· Palmetto Silver Award: 2010-2012
· Catch School Award: 2009-2017
· Safe Kids School Award: 2012-2014
· Donors Choose Grant Awards: 2015-2025
· Golden Standard for Cleaning Award: 2011-2012

Individual Awards

•Students selected for District Honors Choir 2004-2025
•District and State PTA Reflections Winners

School Profile

The School Community of Bryson Elementary School

Bryson Elementary, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. Bryson Elementary is located in Simpsonville, South Carolina. The school was built in 1960 and currently houses 891 students in brick and mortar and 5 students in the GCS Virtual Program.

Bryson has 41 regular classroom teachers in Brick and Mortar. There are three full-time related arts teachers and three traveling related arts teachers. We have two full-time self-contained multi-categorical classes, two ID moderate classes and three and a half resource teachers. We have a full-time mental health counselor, and two full-time guidance counselors. We have two full-time interventionists, one part-time ELA interventionists, a full-time literacy specialist/reading interventionist, and two full-time speech therapists. Our building is also home to our principal, one assistant principal, one administrative assistant, one instructional coach, media specialist, two full-time clerks, a full-time media clerk, 1.5 ESOL teachers, a (.8) Gifted and Talented teacher as well as 15 instructional aides.

The Bryson Elementary School staff, PTA, School Improvement Council, parents, and community partners have contributed to our school's success. We have attained many goals and continue to expand programs for our students.Volunteers contribute their time in the classroom and at special events. Our school will continue to identify each individual student's educational needs and work towards enhancing engaging educational opportunities. Through the dedication and high expectations of the administration, faculty, staff, and families, the Bryson Elementary School community can continue to expect academic gains.Our community members and families have an active role in our educational programs and success. Our school team is so grateful for their continuous support.

Golden Strip Child Development Center

The Child Development Center serves at-risk 4K and preschool special education students (half-day for 3s and full-day for 4s). The GSCDC is staffed with 7 full time 4K teachers, 2 full-time special education teachers, 11 instructional aides, and two speech therapists. The GSCDC is the first stop for many children on their way to becoming better graduates with the Greenville County Schools. The early childhood curriculum, aligned to the South Carolina Early Learning Standards, is designed to encourage children to be active and creative explorers who are eager to become independent, develop friendships, and to learn through play. In a safe and nurturing environment, the program works to develop the academic, physical, and social-emotional needs of the children.

Golden Strip Child Development Center was established in 1996 with five 4K classrooms, serving 200 students in half-day sessions as part of the multi-service community center, Golden Strip Human Resource Center. In 2000, the nonprofit agency changed its name to the Golden Strip Family and Child Development Center to reflect the collaboration of early childhood and human services partners. In 2005, a new facility was completed and named Golden Strip Child Development Center where students are now served in a full-day program. In the 2023-2024 school year, GS Child Development Center merged with Bryson Elementary School to create one unified school serving students in K3 through 5th grades.

Children who participate in the programs offered by the Child Development Centers have established risk factors and/or are in need of special education services. Risk factors may include developmental delays, low family income, and parent education.

Local and School Leaders

Andreya C. Boggs, Principal

Mrs. Boggs is originally from Ohio, and graduated from Bowling Green State University with a Bachelor's Degree in Business with a minor in Business Education. She is also certified in Early Childhood and Elementary Education. Mrs. Boggs served as a fourth-grade teacher at Buena Vista Elementary School for two years. She also spent two years at Mitchell Road Elementary School as an Administrative Assistant and one year at Welcome Elementary School as an Assistant Principal. Mrs. Boggs is in her eighth year as the principal of Bryson Elementary School.

Before serving in Greenville County, Mrs. Boggs and her family lived in Georgia for three years, where she taught fourth grade for two years and fifth grade for one year. While in Georgia, she earned a Master's Degree in Educational Leadership and Supervision. Prior to living in Georgia, Mrs. Boggs and her family resided in Florida for six years. Three of those years were spent teaching first graders.

Mrs. Boggs has truly valued the experiences acquired from some outstanding colleagues and leaders, and is thrilled to work, learn, and grow with all stakeholders in the Bryson Elementary School community to positively impact all students.

Abby Wilson, Assistant Principal

Ms. Wilson joined Bryson Elementary School as an Assistant Principal in August of 2021. She began her teaching career at Duncan Chapel Elementary where she taught second and third grades. Ms. Wilson moved to AJ Whittenberg Elementary when it opened, and taught second and third grades there as well. She spent eight years as the Assistant Principal at Golden Strip Child Development Center, and loves seeing so many of her former students from the CDC at Bryson Elementary School. Previously, Ms. Wilson served as the Assistant Principal at Mitchell Road Elementary. Ms. Wilson is thrilled to serve the amazing Bryson Elementary community!

Joy Sims, Assistant Principal

Joy Sims joined the Bryson family in August of 2023 from the great state of Washington. She was born and raised in Chicago, and attended college in Oklahoma. As an educator, she taught second through fifth grades, as well as Kindergarten. Previously, she was a Dean of Students and an Assistant Principal at the elementary level in Tacoma, Washington. Her BA is from Oral Roberts University, Tulsa, Oklahoma. Her teaching certification is K-8 which she obtained from the University of Washington, Bothell. Mrs. Sims also has a Master's in School Administration from Central Washington University. Mrs. Sims' passion is early childhood education and she is thrilled that she can be one part of creating a magical experience for K4 students. When she is not working with young children, she loves to spend time with her family.

Dr. Tracey Abney, Administrative Assistant

Dr. Abney has been dedicated to the field of education for 14 years. She has worked with students ranging in grades Kindergarten through 5th grade, serving in a variety of roles. She initially served as a long-term sub for special education, servicing kindergarten through fifth grades. Then, she found her home as a fourth-grade classroom teacher. In the past, she has been an active member of the school's SIC Committee, as well as Grade

Level Chair. In 2023, she became the Administrative Assistant at Bryson Elementary. Dr. Abney views education as a life-long process and believes students should be the center of all school-related decisions. Dr. Abney is excited to unite her experience, openness to learning, and child-centered approach to support students and families at Bryson Elementary.

Historical Events

Bryson Elementary School, built in 1960, originally served as a segregated school for students in grades one through seven. The school was named in honor of the late Joseph Raleigh Bryson, who served as a United States Representative from January 3, 1939 to March 10, 1953. The school was integrated and reorganized to serve students in kindergarten through fifth grade during the 1970's.

The original facility, built using the Florida plan of separate classroom pods, could accommodate 350 students. By the early 1990's, the student body population had reached 563 requiring portable classrooms to be added in order to accommodate the rapid growth. The facilities at Bryson Elementary included two multipurpose rooms, a gymnasium, library, and a STEAM Lab.

In 1995 a new school was built across the field on the site of the former Bryson Middle School. The new Bryson Elementary School, with a capacity of 750 students, opened in 1995 with a student body of 510. Once again, enrollment rapidly increased and portable classrooms were needed by the 2000 school year.

Facilities

Bryson Elementary School is committed to having a safe and clean environment for learning. All classrooms are equipped with a Promethean Board; The school also has a STEAM Lab and a TV Production Broadcast Room to showcase BETV each morning. There is a special family dining room off of the cafeteria for parents to visit with their child. Bryson also has a courtyard in the middle of the campus, which has a shade structure and picnic tables to enhance an outdoor learning space. Additional features include:

- Leveled, guided reading book room for teacher access
- Full wireless access throughout the building
- Art room with kiln
- Music room
- State-of-the-art sound system
- Collaborative planning room for PLC's
- Itinerant offices and work rooms for speech, social work, mental health counselors, and interventionists
- Full health suite includes waiting area, triage, and cots for patients
- State-of –the art security system for school safety

At the site level, there is an emergency preparedness plan, where regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies and the Greenville County School District Safety Team. Site custodians or utility workers assigned to duties handle specific safety concerns regarding buildings and grounds. As needed, the maintenance department is called if problems cannot be remedied by Bryson Elementary personnel. The professional staff of six custodians performs basic cleaning operations throughout the school each day.

Other aspects of the school/district safety program include:

- District Safety Committee
- Bus Evacuation Drills
- Fire Safety Inspections
- Monthly Safety Drills
- Continued Use of Level 1 and Level 2 background checks for volunteers
- Review of annual district/school crisis plans and security protocols
- The presence of a full-time Resource Officer through the Greenville County Sheriff's Office
- Elopement Plan with designated response teams
- A trained First Responder Safety Team

Parental Involvement

Bryson Elementary values parental involvement in student education, acknowledging its significant impact on academic success. Recognizing the demographic profile of our community, the school aims to actively encourage, guide, and support parental engagement. The goal is to establish a well-defined parent-school partnership where parents feel empowered and effective in their role within the school. Bryson Elementary provides various opportunities for families to actively participate in their child's education. To keep parents informed about school events, ongoing communication channels are provided:

- Principal's Weekly Backpack Message to Families
- Teachers' Weekly Parent Newsletter
- School Website
- Teachers' Individual Websites
- School Marquee
- Student and Parent Handbook
- District Event Updates
- Classroom Phones
- E-mail
- PTA Facebook Page
- Special Event Phone Blast
- Parents are provided with opportunities for education and input throughout the school year, available at different times of the day, through the following channels. Additionally, they can participate in opportunities to volunteer and be involved at the school. See some of these examples below:
    - Meet the Teacher
    - Open House
    - Chorus Programs
    - Bucket Drumming Club
    - Awards Celebrations
    - BES Extended Day Program
    - Grandparents' Day
    - Veterans' Day Social
    - PTA Monthly Meetings
    - PTA Spirit Event
    - PTA Performances
    - SIC Monthly Meetings
    - Volunteer Appreciation Week
    - Parent Conferences
    - Bear Fair Fall Festival
    - Booster Fun Run
    - Fifth Grade Day

Parents are actively engaged in school planning through participation in the School Improvement Council, surveys, and involvement in the Parent-Teacher Association (PTA). They contribute in diverse ways, including fundraising, supporting teachers, collaborating with the media specialist, chaperoning field trips, assisting in administrative tasks, and volunteering during PTA events and Field Day. See our list of business partners below.

- Bobby's BBQ
- Kona Ice
- Greenville Hospital System
- Fountain Inn Fire Department
- Harvest Hope Food Bank
- Greenville County Sheriff's Department
- Mathnasium
- Papa John's Pizza
- Publix
- Spike's After School
- Perfect Climate Heating and Air Conditioning
- Think Sharp Construction
- Davis Orthodontics
- State Farm Insurance
- Cheeky Tees
- Paw and Order Dog Training
- Charlie's Hometown Pharmacy
- Vampire Penguin
- Greenville Library System
- STEAM Coffee and Cream
- Upstate Karate
- Ice Cream Station
- McDonald's
- Bellacino's
- Lowe's
- Home Depot
- The HUB

School Personnel Data

There are six full time self-contained special education teachers for students in grades K-4 through fifth grade. Bryson also has a 3.0 allocation for additional full-time special education resource teachers. Our professional staff includes two school counselors, a literacy specialist, three full-time interventionists, an instructional coach as well as a full-time mental health counselor. We have a full-time media specialist, a full-time media clerk and computer lab position and a technology lab teacher. Our team has two speech/language therapists, one and a half ESOL teachers, and a challenge teacher. We have a full-time staff for related arts, as well as a traveling team who is at Bryson three days a week. Our administrative staff includes a principal and three assistant principals. We have a staff of four in the front office providing bookkeeping, records, attendance, and clerical support. Our custodial staff has a plant engineer, head custodian, and five additional support staff. Our food services staff has a food services manager and six support staff. We also have two full-time nurses between Golden Strip Child Development Center and Bryson Elementary School.

Programs and Initiatives

Our school prioritizes both instructional and organizational strategies that aim to cultivate lifelong learners. Central to our approach is a balanced literacy program that encompasses various components such as direct reading instruction, independent reading, guided reading, writing instruction, and vocabulary development. As part of our commitment to personalized learning, each student from kindergarten to fifth grade is provided with a Chromebook for tailored educational experiences. Furthermore, we offer access to mini iPads and laptops to support classroom activities as needed.

In science education, we adhere closely to district science kits that align with state standards, while our STEAM Lab provides weekly instruction rooted in South Carolina's Science Inquiry Based Standards. Our math curriculum adopts a guided math approach to cater to students of all ability levels, complemented by the use of online platforms such as Dreambox. Additionally, students in various grades benefit from resources such as Amira Reading Tutoring and Reading Horizons Phonics Lessons to enhance reading skills and monitor progress.

To ensure alignment with South Carolina Curriculum Standards, teachers collaborate in Professional Learning Communities (PLCs) to develop common assessments and unit plans across all subject areas. Additionally, our guidance programs emphasize character education, fostering personal responsibility and holistic development in our students.

Each year, our staff conducts a thorough review of our school's long-range plans to identify strengths and areas needing improvement in our curriculum. Utilizing data from MasteryConnect Benchmark Assessments (MVPA), Measuring Academic Performance (MAP), as well as standardized tests (CogAT, Iowa Test of Basic Skills and SC Ready), teachers pinpoint areas requiring attention and establish grade-level-specific and school-wide academic objectives. Our instructional approach centers around four key questions: What do students need to know and be able to do? How will we assess their learning? What interventions will we implement if they struggle? How will we challenge those who excel? Administered annually, the review process led by the administration ensures alignment with our long-term goals, guiding subsequent planning for the upcoming school year. Additionally, data teams consistently convene to assess student progress. Through faculty collaboration, successful strategies are identified and integrated into our system, while ineffective ones are replaced to continually enhance student achievement.

At Bryson Elementary School, we've implemented the Mastery View Predictive Assessments Benchmark as a diagnostic tool, part of Greenville County Schools' district-wide program for grades 2-5. Our Instructional Leadership Team meticulously tracks student progress across fall, winter, and spring assessments, providing teachers with target growth scores for each student to guide instruction effectively.

Aligned with the science of reading framework, our annual goals prioritize comprehensive literacy instruction. Concentration is based on enhancing mini-lessons, strategy groups, and guided reading groups across all grade levels. To support these efforts, we've invested in ongoing professional development, one-on-one coaching sessions, learning walks, learning labs for teachers, professional planning days, and professional development opportunities based in literacy.

Furthermore, we administer Amira Benchmark Assessments in the fall, winter, and spring for all students in kindergarten through fifth grade, facilitated by our Literacy Specialist. These assessments serve as diagnostic tools to monitor progress across the school year and identify students who may benefit from intervention services. Our Intervention Team facilitates the progress monitoring of students receiving intervention services, which is based on a variety of data points. Along with these progress monitoring measures; classroom teachers are expected to closely monitor student learning objectives through common formative assessments. Additionally, Kindergarten Readiness Assessments (KRA) are employed as a diagnostic tool for kindergarten students in the fall.

Our overarching objective is to enhance student performance on the SC Ready ELA. To achieve this, we maintain a steadfast commitment to a science of reading focused design for instruction in ELA. Recognizing the diverse needs of both students and teachers, we structure professional development with a differentiated and targeted approach. During PLC's we focus on various aspects of literacy instruction based on common formative assessments, unit assessment scores, South Carolina State Standards, backwards unit planning, formative, and summative data points. The PLC Teams work together to transition from Text-Dependent Analysis (TDA) style writing to Text Dependent Writing (TDW) based on narrative and persuasive writing genres.

In mathematics, our approach remains tailored to individual needs, with a focus on guided math, number sense, problem-solving, and fractions. To support student mastery, teachers integrated fact fluency programs such as XtraMath, IXL, Flocabulary, and Popping Math into their instruction.

The South Carolina College and Career Ready Standards outline the essential knowledge and skills that students should acquire throughout their K-12 education, preparing them for success in both the workforce and academic college courses upon high school graduation. These standards are characterized by their rigor, encompassing both robust content and the application of knowledge through higher-order thinking skills.

These standards serve as a foundational framework for guiding curriculum development, instructional practices, and assessment strategies, ensuring that students are equipped with the necessary competencies to thrive in the dynamic landscape of modern society.

Literacy
The instructional leadership team meets with each grade level weekly as a Professional Learning Community (PLC) and implements coaching cycles with teachers. As a team, we observe and coach teachers' progress as well as analyze student data during these collaboration sessions. We also have a Literacy Specialist and one Instructional Coach to support teachers in planning and executing quality reading lessons. We are currently implementing the Greenville County School District Literacy Framework and transitioned to a newly adopted state curriculum textbook set, HMH, in the 2025-2026 school year. In June of 2024, teachers supporting students in grades K4 through 3rd will participate in a two-year training program on Lexia's LETRS for Literacy Program.

Technology
Our school continues to participate in Google Suites training. Teachers received instruction on the use of Google Forms, Docs, Slides, Classroom, and Sites. Teachers are strongly encouraged to use each component of Google Suite. Teachers are expected to create a website and update it regularly. We are a Personalized Learning School and all students in K5 through fifth grade have a Chromebook. In addition, our school has collaborated with Kevin Roper, the district's technology specialist, in order to further our staff's understanding of using engaging students through tech tools, such as: Flip Grid, Nearpod, Google slides, Poll Everywhere, Pear Deck, Book Creator, Jamboards, and Quizzes, and most recently Generative A.I.

Inclusion
We have three and a half special education resource teachers and one and a half ESOL teachers who use inclusive practices. In an effort to support our multilingual learners, training for specified teachers took place in collaboration with the GCS ESOL Department using the Co-Teach and Inclusion model in first through fifth grades. One of the special education teachers participated in Stetson Training, along with a grade level representative for grades 3-5. Classroom teachers work closely with special education and ESOL teachers to engage students' learning. Our inclusion teachers are trained and teach small group reading lessons, work with students on specific skills where students have deficiencies, and work to help teachers create behavior plans to provide for optimal learning for all students.PBIS
At Bryson Elementary, PBIS (Positive Behavior Interventions and Support) is a cornerstone of our approach to fostering positive behavior among students. The program emphasizes recognizing and reinforcing positive behavior while providing opportunities for reflection and redirection when necessary. To incentivize and acknowledge appropriate behavior, our PBIS Leadership Team introduced the PBIS School Store where students can purchase items using the Bear Paw Tickets that they have earned for using appropriate behavior throughout the school.

Teachers collaborate with the Administration Team to address inappropriate behaviors through Fix-It Tickets and Student Reflection Forms. This approach has been well-received by both students and teachers, resulting in noticeable improvements in behavior through positive interactions and incentives.

BrainPOP
BrainPOP has engaging learning games, animated movies, and activities that help teach concepts in science, social studies, reading, and math.

IXL
IXL is a personalized learning platform that combines curriculum, continuous diagnostic assessments, individual guidance, and real time analytics to help teachers differentiate learning for each student. STEAM Lab

Our lab enables learning from high quality, highly engaging science lessons. Our teacher utilizes the district's landing page to create lessons that are inquiry based and aligned to SC State Science Standards. In addition, activities presented in the lab reinforce concepts studied in the classroom. Classroom teachers provide learning labs for students using the district provided science kits and digital resources.

1:1 Personalized Learning Plan
The goals of the 1:1 Personalized Learning Plan for Bryson Elementary School was to provide students with a 21st Century learning environment.
Goal 1: Give students opportunities to practice rigorous thinking
Goal 2: Provide individual instruction for all students by remediating students who are behind, by moving students on target to higher levels, by keeping high-achieving students motivated and engaged, and meeting the needs of students who have disabilities or language challenges
Goal 3: Engage learners through project-based learning and on-demand access to information
Goal 4: Develop students who can think critically, create, collaborate, and communicate in order to be successful in school, college and/or career
Goal 5: Use authentic, real-world assessments with students
Goal 6: Extend technology access to all students
Goal 7: Provide support to teachers (training, theory, practice)

Features/Programs:
- Student Chromebooks in Kindergarten – Fifth Grade Classrooms
- Coding Club
- Recorder Club
- Run Hard Club
- Steel Drum Club
- Art Club
- Good News Club
- Chorus Club
- BETV News Program
- Spring Sing Program
- Challenge Program
- Artist-In-Residence Program
- Student Council Program
- Bryson's BEST
- Safety Patrol Program
- After School Reading and Math Tutoring Program
- PBIS Celebrations
- BES Extended Day Program
- Developing Future Leaders Guidance Program
- Mentoring Program
- Terrific Kids Program
- Quarterly Awards Programs
- PTA Reflections Contest
- PTA/SIC Partnerships
- Hillcrest Teacher Cadet and Student Athlete Partnership: Reading with Rams

Mission, Vision, and Beliefs

Our Mission

The mission of Bryson Elementary School is to provide diverse educational experiences and skills that empower students to become productive and confident life-long learners in an ever-changing technological society.

Our Vision

Bryson Elementary School students will become interdependent, innovative, and successful citizens with bright futures, as they optimize their unique capabilities socially, academically, and responsibly.

Beliefs

We believe a student's success is the shared responsibility of the community, parents, students, and staff.

We believe children learn best in a safe, structured, and stimulating environment.

We believe educational experiences should prepare students to be moral, responsible, and productive citizens.

We believe all children can achieve personal success.

We believe all students have the ability to learn and should remain actively engaged in learning through a curriculum enhanced by technology.
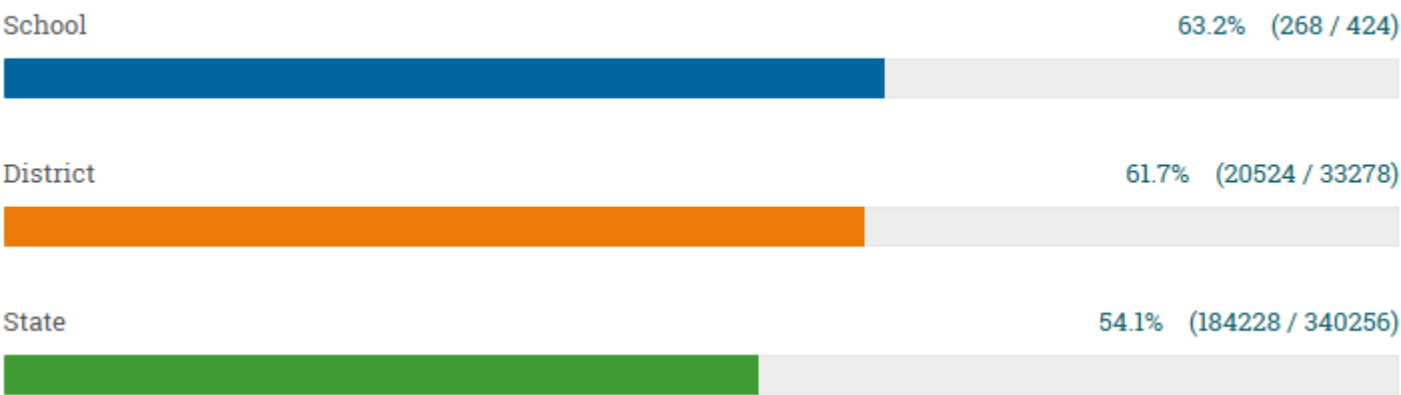
We believe each child can grow socially and emotionally, while developing strong values and self-discipline.
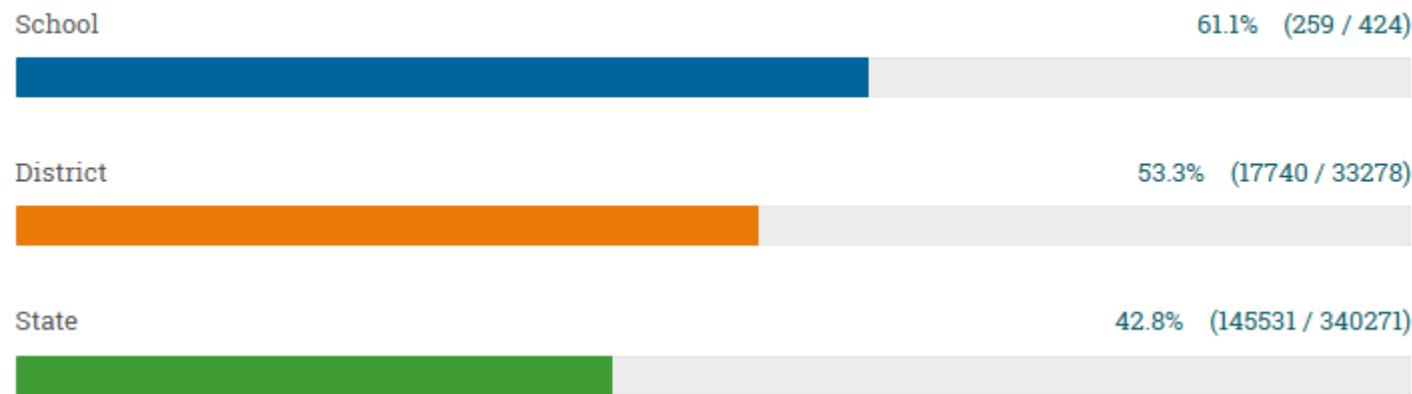
Data Analysis and Needs Assessment

Student Achievement: 2023-2024
SC Ready ELA and Math and SC PASS School-Wide Score Comparison to Greenville County Schools and South Carolina

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

School — 63.2% (268 / 424)

District — 61.7% (20524 / 33278)

State — 54.1% (184228 / 340256)

Mathematics - Percent Met or Exceeding

School — 61.1% (259 / 424)

District — 53.3% (17740 / 33278)

State — 42.8% (145531 / 340271)

Data Trends Over Time

Bryson Elementary ELA Trends Over Time

Bryson Elementary Math Trends Over Time
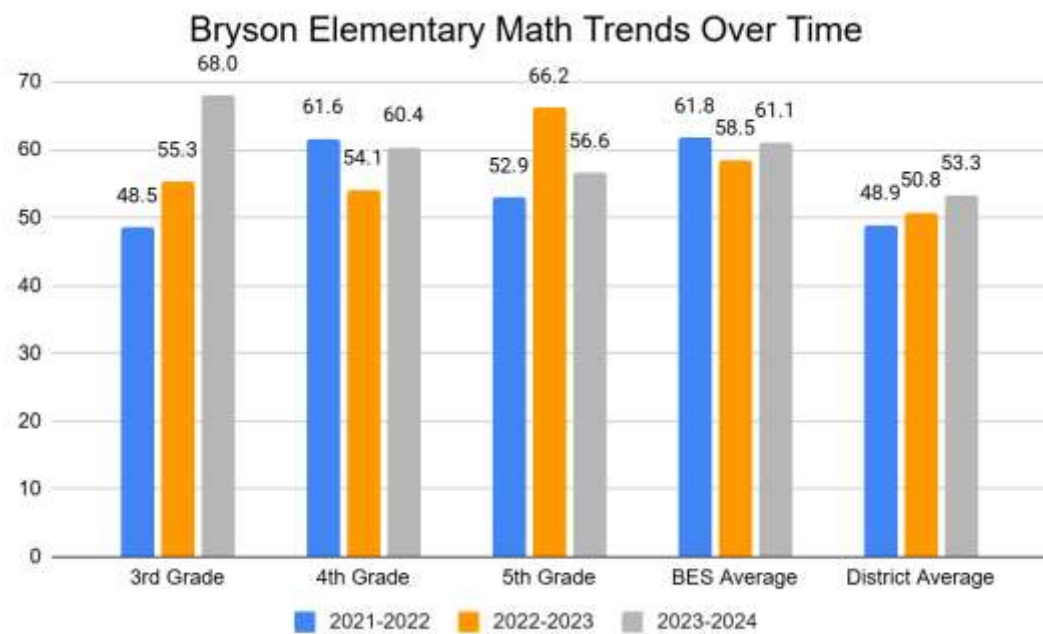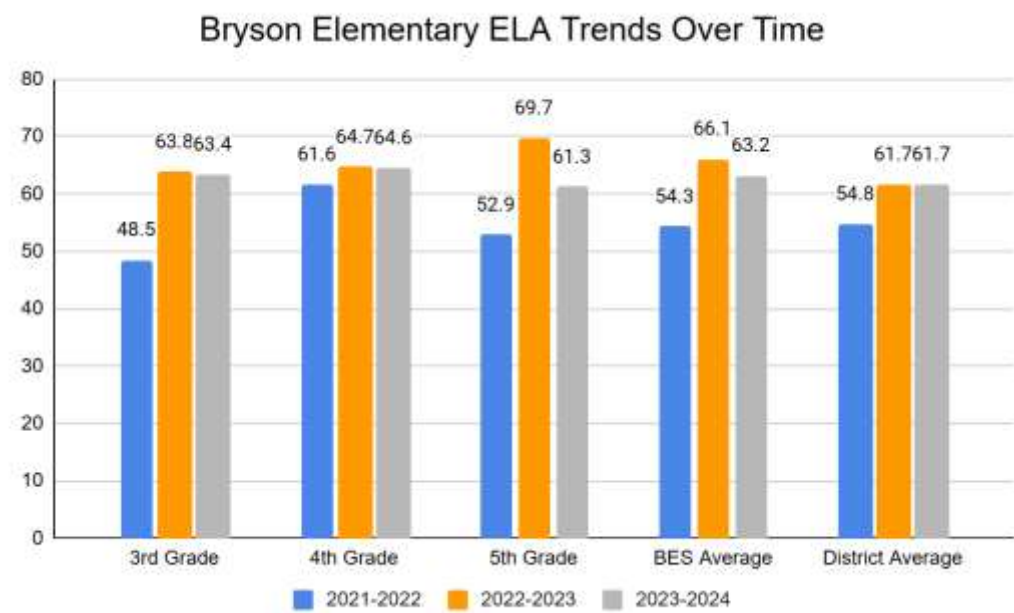
Student Achievement: 2023-2024
ML Subgroup: Met Progress Towards Proficiency Target School-Wide Score Comparison to Greenville County Schools and South Carolina

Students in the ML Subgroup who Met Progress Toward Proficiency Target		Students in the ML Subgroup who Achieved English Language Level Proficiency	
School	76.7% (56 / 73)	School	22.9% (27 / 118)
District	37.7% (3284 / 8704)	District	20.3% (2487 / 12256)
State	38.5% (20166 / 52441)	State	22.3% (17195 / 76960)
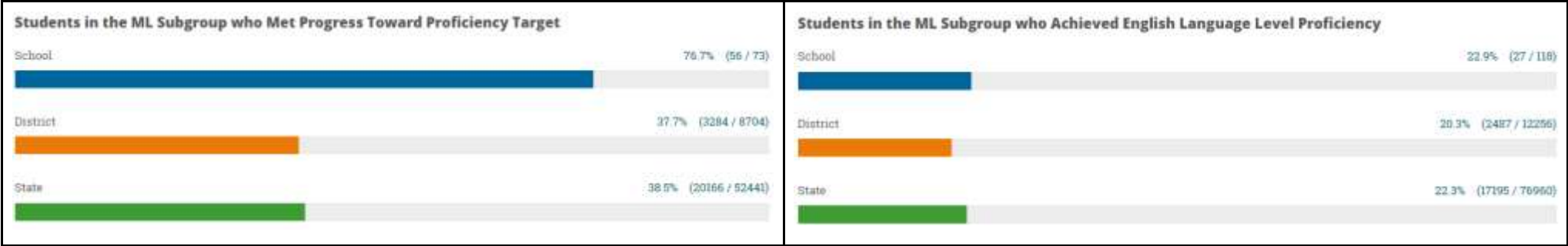
Data Summary

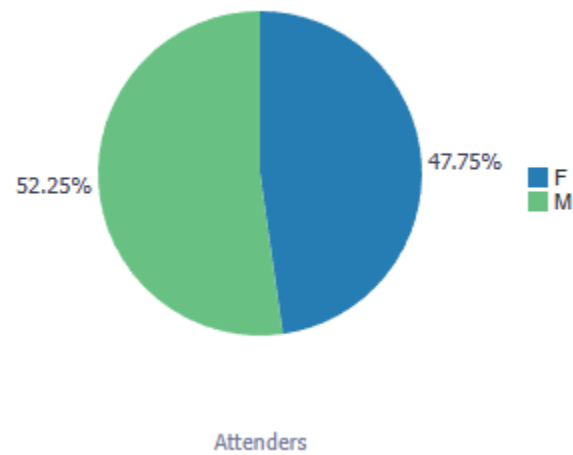|	
Percent of Students in the ML Subgroup who Met Progress Toward Proficiency Target	76.7
Number of Students in the ML Subgroup who Met Progress Toward Proficiency Target	56
Number of Students in the ML Subgroup included in the Met Progress calculation	73
Number of Students in the ML Subgroup	118
Number of Students in the ML Subgroup who Achieved English Language Level Proficiency	27
Percent of Students in the ML Subgroup who Achieved English Language Level Proficiency	22.9
Number of Students taking the English language proficiency test	86

Please click here to view a copy of our BES School Report Card: Bryson Elementary School
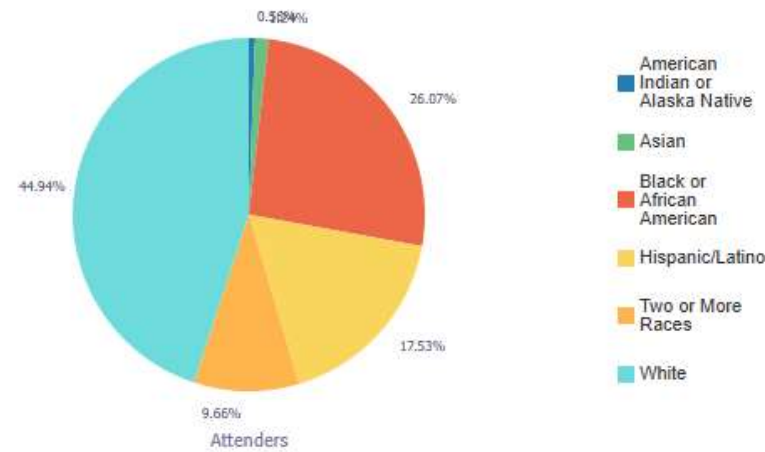
School Demographics
Student Demographics by Grade Level and Gender

Race/Ethnicity	K5		01		02		03		04		05		K5		01		02		03		04		05	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
American Indian or Alaska Native				1				1	1		1	1				1.4%				1.0%	1.5%		1.2%	1.1
Asian		1	1	3		1	1	2			1	1		1.5%	1.7%	4.1%		1.3%	1.7%	1.9%			1.2%	1.1
Black or African American	20	20	13	14	17	19	15	33	20	18	22	21	25.6%	30.8%	22.0%	19.2%	22.4%	25.3%	25.0%	31.7%	29.4%	30.0%	26.2%	23.9
Hispanic/Latino	11	11	14	12	14	12	9	19	13	10	21	10	14.1%	16.9%	23.7%	16.4%	18.4%	16.0%	15.0%	18.3%	19.1%	16.7%	25.0%	11.4
Two or More Races	10	5	6	11	7	9	4	6	6	4	7	11	12.8%	7.7%	10.2%	15.1%	9.2%	12.0%	6.7%	5.8%	8.8%	6.7%	8.3%	12.5
White	37	28	25	32	38	34	31	43	28	28	32	44	47.4%	43.1%	42.4%	43.8%	50.0%	45.3%	51.7%	41.3%	41.2%	46.7%	38.1%	50.0
Grand Total	78	65	59	73	76	75	60	104	68	60	84	88	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0

Students by Gender

52.25%   47.75%   ■ F   ■ M

Attenders

Students by Ethnicity

0.58% 0.84% 26.07% 44.94% 17.53% 9.66%

Legend:
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Two or More Races
- White

Attenders

Student Demographics by Grade Level and Gender

Race/Ethnicity	Admin F		Other F		M		Teacher F		M		Employed	% of
African American			3	0.0%	2	0.0%	4	0.0%			9	0.0%
Asian			1	0.0%	1	0.0%					2	0.0%
Caucasian	2	100.0%	25	0.0%	1	0.0%	60	0.0%	4	100.0%	92	0.0%
Hispanic					1	0.0%	2	0.0%			3	0.0%
Multi - Racial			1	0.0%							1	0.0%
Other			1	0.0%							1	0.0%
Grand Total	2	100.0%	31	100.0%	5	100.0%	66	100.0%	4	100.0%	108	100.0%

Staff by Gender

8.33%

91.67%

F
M

Staff by Ethnicity

2.78% 0.93% 8.33%
1.85%
85.19%

African American
Asian
Caucasian
Hispanic
Multi - Racial
Other
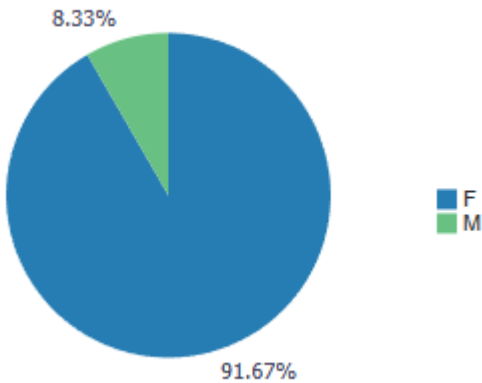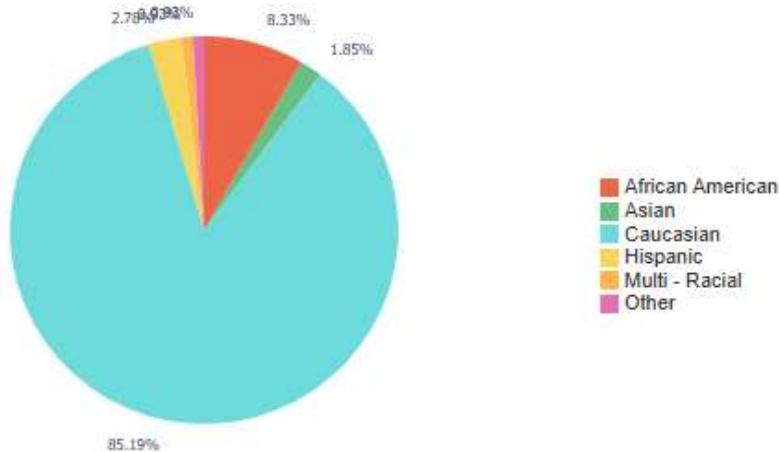
Student Attendance Rates

As a school, we are offering incentives for attendance, and highlight those students who have perfect attendance at quarterly awards ceremonies. Furthermore, our guidance department has created attendance groups and they are coaching students on the benefits of being at school each day.

Year	Attendance Rate	In-Person Student Enrollment
2019-2020	95.90%	907
2020-2021	94.67%	503
2021-2022	93.57%	911
2022-2023	94.11%	915
2023-2024	93.93%	948
2024-2025	94.32%	891

Membership by Grade Level

GradeLevel	Members	% of Total
K5	143	16.1%
01	132	14.8%
02	151	17.0%
03	164	18.4%
04	128	14.4%
05	172	19.3%
Grand Total	890	100.0%

Teacher and Administrator Quality
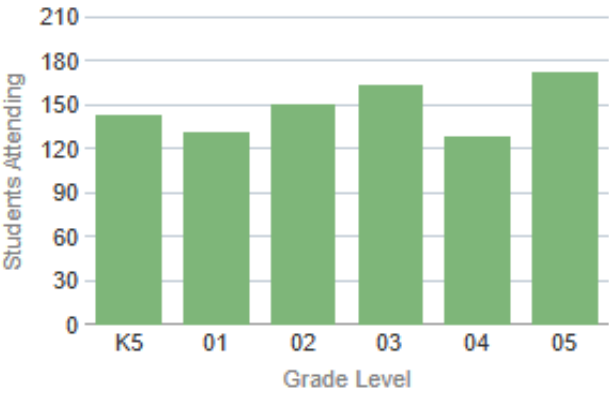
2024-2025
Bryson Elementary School
Professional Development Calendar

Principal: Andreya C. Boggs	Assistant Principal: Abby Wilson	Assistant Principal: Joy Sims	Administrative Assistant: Dr. Tracey Abney
Instructional Coach: Dr. Sherrie Brookie	Literacy Specialist: Katie Mink	Guidance Counselors: Amy Holcombe Terri Wheeler-Hawkins	Interventionist: Jennifer Coley

Professional Development Focus Areas

Cooperative Learning Strategies	Professional Learning Communities
Social/Emotional Learning	Gradual Release Model for Teaching

The professional development plan at Bryson Elementary School is designed with a flexible, differentiated approach so that the needs of the teachers and students can be met as determined by student data. The school's guiding coalition team meets monthly to determine session topics, classroom learning walks, and coaching cycles. Some sessions are dictated by The School District of Greenville County in order to provide consistent initiative implementation across our school district. Sessions are taught by district specialists, school administrators, instructional coaches, literacy specialists, or teacher leaders.

Date	Title	Presenter	Description	Points	
			July		
06/24/24	LETRS Training In-Person	District	Enhance literacy instruction with our professional development course on the new South Carolina Literacy Essentials for Reading Success (LETRS) law. This groundbreaking legislation underscores the critical importance of effective literacy instruction in ensuring the academic success and future opportunities of all students.	0	K-3 ILT ESOL Challenge
07/16/24	Guiding Coalition	BES	Members of the BES Guiding Coalition will work together to influence outcomes on specific issues within the school. Specifically we will work to accomplish academic goals in ELA: LETRS, unpacking new SC state standards, and new GCS ELA reading curriculum. In math we will accomplish school-wide fact goals, review data, and plan common formative assessments. Participants will be expected to contribute their unique skills, experiences, perspectives in order to enable the most innovative ideas to emerge; they will then work as the teacher leader in their grade level to lead the identified goals.	4	Admin ILT Team Leaders
07/31/24	Bryson Bear Cub Club	BES	Teachers in the GATE program, new to Greenville County Schools, or new to the state of South Carolina will participate in monthly learning experiences at Bryson Elementary School in order to learn about best practices in guided reading, guided math, mastery connect, data analysis, formative and summative assessments, and general classroom engagement strategies with the Kagan structures, and the thinking maps. This will be a 2-hour workshop once per month during school.	4	All New/ Mentors
			August		
08/02	LETRS Training In-Person	District	Enhance literacy instruction with our professional development course on the new South Carolina Literacy Essentials for Reading Success (LETRS) law. This groundbreaking legislation underscores the critical importance of effective literacy instruction in ensuring the academic success and future opportunities of all students.	0	K-3 ILT ESOL Challenge
08/14	2425 BES PLC Series for Increasing Student Achievement: ELA Focus	BES	Teachers will work together in PLCs to determine best practices for increasing student achievement in ELA, Math, Writing, and Science. Formative and Summative data including running records, AMIRA data, benchmark data, etc. Teachers will create a plan of action per grade level based on grade level data, standards, student performance, Breakout: MAP, KRA, Powerteacher	1	Admin/ILT
08/21	2425 BES PLC Series for Increasing Student Achievement: ELA Focus	BES	Teachers will work together in PLCs to determine best practices for increasing student achievement in ELA, Math, Writing, and	1	Admin/ILT

			Science. Formative and Summative data including running records, AMIRA data, benchmark data, etc. Teachers will create a plan of action per grade level based on grade level data, standards, student performance, Breakout: MAP, KRA, Powerteacher		
September					
09/11	Guiding Coalition	BES	Members of the BES Guiding Coalition will work together to influence outcomes on specific issues within the school. Specifically we will work to accomplish academic goals in ELA: LETRS, unpacking new SC state standards, and new GCS ELA reading curriculum. In math we will accomplish school-wide fact goals, review data, and plan common formative assessments. Participants will be expected to contribute their unique skills, experiences, perspectives in order to enable the most innovative ideas to emerge; they will then work as the teacher leader in their grade level to lead the identified goals.	1	Admin ILT Team Leaders
09/25/25	Positive Behavior, Positive Results	BES	This professional development series will provide an in-depth look at the Positive Behavioral Interventions and Supports (PBIS) model and how it fosters a positive school culture while improving student behavior. Committee members will explore the key components of PBIS, including setting clear expectations, reinforcing positive behavior, and using data to inform decision-making. Participants will engage in collaborative discussions, analyze case studies, and develop actionable strategies to implement PBIS effectively in their classrooms. By the end of the session, teachers will leave with practical tools to enhance student engagement, minimize disruptions, and create a supportive learning environment.	1	Admin Committee
09/04	LETRS	BES	Optional: Enhance literacy instruction with our professional development course on the new South Carolina Literacy Essentials for Reading Success (LETRS) law. This groundbreaking legislation underscores the critical importance of effective literacy instruction in ensuring the academic success and future opportunities of all students. We will work in Cohort groups to complete the work of unit 2.	1	K5-3
09/05	LETRS	BES	Optional: Enhance literacy instruction with our professional development course on the new South Carolina Literacy Essentials for Reading Success (LETRS) law. This groundbreaking legislation underscores the critical importance of effective literacy instruction in ensuring the academic success and future opportunities of all students. We will work in Cohort groups to complete the work of unit 2.	1	K5-3

09/18	2425 BES PLC Series for Increasing Student Achievement: ELA Focus	BES	BES The Science of Reading: Support by grade level for Amira, LETRS, HMH, and New State Standards	1	Admin/ILT
09/25	2425 BES PLC Series for Increasing Student Achievement: Math Focus	BES	BES The Science of Math: Support by grade level through Best Practices, Data Disaggregation, and the Gradual Release Model	1	Admin/ILT
October					
10/14	LETRS Training In-Person	District	Enhance literacy instruction with our professional development course on the new South Carolina Literacy Essentials for Reading Success (LETRS) law. This groundbreaking legislation underscores the critical importance of effective literacy instruction in ensuring the academic success and future opportunities of all students.		Outside Presenter
November					
11/22	Guiding Coalition	BES	Members of the BES Guiding Coalition will work together to influence outcomes on specific issues within the school. Specifically we will work to accomplish academic goals in ELA: LETRS, unpacking new SC state standards, and new GCS ELA reading curriculum. In math we will accomplish school-wide fact goals, review data, and plan common formative assessments. Participants will be expected to contribute their unique skills, experiences, perspectives in order to enable the most innovative ideas to emerge; they will then work as the teacher leader in their grade level to lead the identified goals.	1	Admin ILT Team Leaders
11/13	2425 BES PLC Series for Increasing Student Achievement: ELA and MATH Focus	BES	BES The Science of Reading: Support by grade level in the R.A.I.S.E. math strategy problem solving approach.	1	Admin/ILT
11/13/2025	Positive Behavior, Positive Results	BES	This professional development series will provide an in-depth look at the Positive Behavioral Interventions and Supports (PBIS) model and how it fosters a positive school culture while improving student behavior. Committee members will explore the key components of PBIS, including setting clear expectations, reinforcing positive behavior, and using data to inform decision-making. Participants will engage in collaborative discussions, analyze case studies, and develop actionable strategies to implement PBIS effectively in their classrooms. By the end of the session, teachers will leave with practical tools to enhance student engagement, minimize disruptions, and create a supportive learning environment.	1	Admin Committee
December					
12/11	Magic AI for Teachers	BES	AI Magic School Training for Teachers is an innovative program designed to equip school employees with cutting-edge AI tools and techniques to enhance student support and engagement.	1	Kevin Roper

			This training provides counselors with the knowledge and skills necessary to effectively integrate artificial intelligence into their daily practices, empowering them to address students' diverse needs with greater precision and insight.		
January					
01/06	LETRS Training In-Person	District	Enhance literacy instruction with our professional development course on the new South Carolina Literacy Essentials for Reading Success (LETRS) law. This groundbreaking legislation underscores the critical importance of effective literacy instruction in ensuring the academic success and future opportunities of all students.	0	Outside Presenter
01/17/25	Guiding Coalition	BES	Members of the BES Guiding Coalition will work together to influence outcomes on specific issues within the school. Specifically we will work to accomplish academic goals in ELA: LETRS, unpacking new SC state standards, and new GCS ELA reading curriculum. In math we will accomplish school-wide fact goals, review data, and plan common formative assessments. Participants will be expected to contribute their unique skills, experiences, perspectives in order to enable the most innovative ideas to emerge; they will then work as the teacher leader in their grade level to lead the identified goals.	1	Admin ILT Team Leaders
February					
02/11/2025	Collaborative Data-Driven Goal Setting for Special Education Teachers	BES	This professional development course is designed for elementary special education teachers to collaborate, analyze student progress, and refine instructional goals. Participants will engage in meaningful discussions about student performance, review benchmark assessment data, and set or adjust individualized goals based on student needs. A key focus will be on utilizing the **Goalbook** platform to create, modify, and align goals with best practices in special education. Through this collaborative approach, teachers will gain valuable insights, share strategies, and ensure that instructional decisions are data-driven and student-centered. By the end of the course, participants will leave with actionable strategies and updated student goals that support academic growth and success.	2	Admin IC SpEd
02/11/25	Positive Behavior, Positive Results	BES	This professional development series will provide an in-depth look at the Positive Behavioral Interventions and Supports (PBIS) model and how it fosters a positive school culture while improving student behavior. Committee members will explore the key components of PBIS, including setting clear expectations, reinforcing positive behavior, and using data to inform decision-making. Participants will engage in	1	Admin Committee

			collaborative discussions, analyze case studies, and develop actionable strategies to implement PBIS effectively in their classrooms. By the end of the session, teachers will leave with practical tools to enhance student engagement, minimize disruptions, and create a supportive learning environment.		
02/12/25	Guiding Coalition	BES	Members of the BES Guiding Coalition will work together to influence outcomes on specific issues within the school. Specifically we will work to accomplish academic goals in ELA: LETRS, unpacking new SC state standards, and new GCS ELA reading curriculum. In math we will accomplish school-wide fact goals, review data, and plan common formative assessments. Participants will be expected to contribute their unique skills, experiences, perspectives in order to enable the most innovative ideas to emerge; they will then work as the teacher leader in their grade level to lead the identified goals.	1	Admin ILT Team Leaders
02/12	2425 BES PLC Series for Increasing Student Achievement: ELA Focus	BES	BES The Science of Reading: Support by grade level for Amira, LETRS, HMH, and New State Standards	1	Admin/ILT
March					
03/04	KYTE Learning	BES	Teachers will select a professional development module on an instructional strategy to apply in their classroom. Teachers will view the training, implement the strategy, and self-evaluate the instructional effectiveness of that strategy on their classroom environment with their PLC. Teachers may choose from the following topics: AI integration, Transforming teaching with Canva, Elevating Student Interaction, Interactive Classrooms Unlocked, or a Google Suite feature such as Google Keep.	5	K-5
03/12	Guiding Coalition	BES	Members of the BES Guiding Coalition will work together to influence outcomes on specific issues within the school. Specifically we will work to accomplish academic goals in ELA: LETRS, unpacking new SC state standards, and new GCS ELA reading curriculum. In math we will accomplish school-wide fact goals, review data, and plan common formative assessments. Participants will be expected to contribute their unique skills, experiences, perspectives in order to enable the most innovative ideas to emerge; they will then work as the teacher leader in their grade level to lead the identified goals.	1	Admin ILT Team Leaders
03/12	2425 BES PLC Series for Increasing Student Achievement: ELA and MATH Focus	BES	BES The Science of Reading: Support by grade level for Amira, LETRS, HMH, and New State Standards	1	Admin/ILT
03/31	LETRS FULL Course Completion	BES	Enhance literacy instruction with our professional development course on the new South Carolina Literacy Essentials for Reading Success (LETRS) law. This groundbreaking legislation underscores the critical importance of effective literacy	120	Admin K-3 Special Area

			instruction in ensuring the academic success and future opportunities of all students.		
			April		
04/02	Guiding Coalition	BES	Members of the BES Guiding Coalition will work together to influence outcomes on specific issues within the school. Specifically we will work to accomplish academic goals in ELA: LETRS, unpacking new SC state standards, and new GCS ELA reading curriculum. In math we will accomplish school-wide fact goals, review data, and plan common formative assessments. Participants will be expected to contribute their unique skills, experiences, perspectives in order to enable the most innovative ideas to emerge; they will then work as the teacher leader in their grade level to lead the identified goals.	1	Admin ILT Team Leaders
04/23	2425 BES PLC Series for Increasing Student Achievement: ELA Focus	BES	BES The Science of Reading: Support by grade level for Amira, LETRS, HMH, and New State Standards	1	Admin/ILT
			May		
05/07	Guiding Coalition	BES	Members of the BES Guiding Coalition will work together to influence outcomes on specific issues within the school. Specifically we will work to accomplish academic goals in ELA: LETRS, unpacking new SC state standards, and new GCS ELA reading curriculum. In math we will accomplish school-wide fact goals, review data, and plan common formative assessments. Participants will be expected to contribute their unique skills, experiences, perspectives in order to enable the most innovative ideas to emerge; they will then work as the teacher leader in their grade level to lead the identified goals.	1	Admin ILT Team Leaders
05/21	2425 BES PLC Series for Increasing Student Achievement: ELA and MATH Focus	BES	BES The Science of Reading: Support by grade level for Amira, LETRS, HMH, and New State Standards	1	Admin/ILT
			June		
06/30	LETRS Training	District	Enhance literacy instruction with our professional development course on the new South Carolina Literacy Essentials for Reading Success (LETRS) law. This groundbreaking legislation underscores the critical importance of effective literacy instruction in ensuring the academic success and future opportunities of all students.	7	

Action Plan

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☑Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from **56%** in 2022-23 to **74** % in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **4** % annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	60%	64%	68%	72%	74%
	56%	61.1%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Academic Specialists · Administrators · Instructional Coach · Faculty	$0	NA	Foster collaboration and communication among stakeholders by establishing regular meetings, feedback channels, and collaborative platforms. Encourage open dialogue and sharing of best practices to enhance collective problem-solving and goal achievement.
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Faculty	$0	NA	Ensure that school, teacher, and student goals are tailored to the specific needs, strengths, and contexts of each individual or group. This customization allows for targeted interventions and support strategies that maximize growth and achievement.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Academic Specialists · Administrators · Instructional Coach · Faculty · STEAM Lab Teacher	$1,000	PD Plan Budget	Conduct collaborative workshops where teachers from different subjects come together to identify and plan interdisciplinary connections. Provide templates and resources to guide the integration process and encourage teachers to brainstorm and share ideas for incorporating math into their lessons. Design integrated performance tasks that require students to apply mathematical concepts in authentic contexts across multiple subjects. Develop rubrics to assess students' ability to demonstrate understanding of both the mathematical content and the subject-specific concepts being addressed.
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	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	These sessions would provide teachers with guidance on identifying power standards, adjusting rigor, and pacing instruction effectively. Practical strategies and resources for aligning curriculum maps with district expectations and ensuring consistency across classrooms would be offered.
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	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Establish a task force to review and enhance existing curriculum maps. Task force members can collaborate to infuse real-world, rigorous, project-based strategies into the curriculum maps and identify opportunities for differentiation. Develop clear guidelines and criteria for integrating these elements and ensure alignment with district standards and objectives.
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	The team will regularly analyze formative assessment data to identify students' strengths, weaknesses, and learning preferences. Based on this analysis, they design instructional plans that include differentiated activities, materials, and

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
					strategies tailored to meet the diverse needs of all learners. Teachers adjust their plans dynamically based on ongoing assessment data to ensure continuous improvement and responsiveness to student needs.
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	· Academic Specialists · Administrators · Instructional Coach · Teacher Leaders	$0	NA	Develop standardized feedback protocols and observation tools that focus on key indicators of effective instructional delivery and student engagement aligned with grade-level instruction and standards. These protocols should provide clear criteria and descriptors for assessing instructional practices and student experiences, facilitating consistent feedback across observers.
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Administrators · Instructional Coach	$0	NA	Implement a centralized data dashboard that aggregates trend data on teacher observations from Mosaic. This tool will be used to identify patterns, trends, and areas for growth with instructional delivery. Reviewing customizable reports and analytics will inform strategic decision-making, professional learning planning, and individualized coaching efforts.
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	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$3,000	PD Plan Budget	Utilize school data to tailor professional development and coaching to support teachers in mastering math content and skills, ensuring high expectations for all students. Provide subs for teachers to have planning days semi-annually for PLC Data Dives.
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Develop a professional development calendar that adjusts throughout the year based on teacher input, trend data, and observational feedback.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Implement a system for regular fidelity checks to ensure ongoing, continuous improvement of student achievement through the Professional Learning Community (PLC) Process. These checks involve monitoring the adherence to PLC protocols, processes, and best practices established by the district. Use checklists, rubrics, or observation protocols to assess the extent to which PLC teams are effectively implementing collaborative planning, data analysis, goal setting, and reflection practices.
4. Foster a collaborative relationship between schools and parents.	2024-2029	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Establish regular communication channels between schools and parents to foster a collaborative relationship. This can include newsletters, emails, parent-teacher conferences, and digital platforms for sharing updates on student progress, school events, and opportunities for parental involvement.
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· Administrators · Instructional Coach · Faculty · Guiding Coalition · SIC/PTA	$500	PD Plan and PTA Support	Offer resources and semi-annual parental math workshops specifically designed to help parents support their children's mathematical development at home. These workshops may cover topics such as understanding math concepts, implementing math activities at home, and strategies for fostering a positive attitude towards math. Additionally, provide resources such as math games, worksheets, and online tools that parents can use to reinforce learning outside of school.

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 63.0% in 2022-23 to ___80___% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by __3___% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	68%	71%	74%	77%	80%
	63.0%	63.2%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialist · Faculty · Guiding Coalition	$0	NA	Foster collaboration and communication among stakeholders by establishing regular meetings, feedback channels, and collaborative platforms. Encourage open dialogue and sharing of best practices to enhance collective problem-solving and goal achievement.
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialist · Interventionists · Faculty · Guiding Coalition	$0	NA	Implement early literacy support programs that provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade. These programs may include targeted interventions, small group instruction, literacy assessments, and differentiated instruction based on students' needs. Additionally, provide

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
					professional development opportunities for teachers to enhance their knowledge and skills in early literacy instruction strategies.
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialist · Interventionists · Faculty · Guiding Coalition	$0	NA	Analyze a reduction in the number of students requiring Tier II and Tier III reading intervention, as indicated by district 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	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialists · Interventionists · Faculty · Guiding Coalition	$500	PD Plan Budget	Develop and implement differentiated support plans that offer varying levels of support through scaffolding, intervention, and remediation for struggling students. Track the effectiveness of these plans by monitoring students' progress in mastering critical literacy skills through formative assessments, summative assessments, intervention data, and teacher observations.
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	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialists · Challenge Teacher · Faculty · Guiding Coalition	$500	PD Plan Budget	Create an Enrichment Program Expansion. These programs may include advanced coursework, honors classes, enrichment clubs, competitions, research projects, and mentorship opportunities. These opportunities would be accessible to all eligible students and promote participation through targeted outreach and communication. Develop personalized learning plans for students who are meeting or exceeding grade level standards to outline their academic goals, interests, and areas for growth. Collaborate with teachers, counselors, and parents to identify appropriate enrichment opportunities and resources that align with students' strengths and aspirations. Regularly review and update these plans to ensure

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
					that students are continuously challenged and supported in their academic journey.
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	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialists · Interventionists · Faculty · Guiding Coalition	$0	NA	Observe collaborative discussions and alignment of power standards during PLC meetings, ensuring consistent implementation across all classrooms.
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	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialists · Interventionists · Faculty · Guiding Coalition	$0	NA	Annually review summative assessment data to identify areas of strengths and areas for growth. Use this analysis to inform adjustments to curriculum maps and resources, ensuring they fully support student success. Monitor the alignment of curriculum maps and resources with identified areas of strengths and growth from summative assessments. Ensure that instructional materials and strategies are targeted towards addressing areas of need while leveraging students' strengths.
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialists · Interventionists · Faculty · Guiding Coalition	$0	NA	Observe an increase in the frequency and quality of data-driven reflective conversations during PLC meetings. This includes discussions that involve analyzing district-wide trends, school-specific data, and individual teacher performance data to inform teaching practice and drive continuous improvement.
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialists · Interventionists · Faculty	$0	NA	Regularly monitor intervention outcomes to determine their effectiveness in increasing student success during On Track Meetings and PLCs. This involves analyzing data on student progress, such as academic performance, attendance,

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		· Guiding Coalition			and behavior, to assess the impact of interventions on student outcomes.
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialists · Interventionists · Faculty · Guiding Coalition	$0	NA	Observe the implementation of a range of assessment methods that measure student understanding. This includes formative assessments, summative assessments, performance tasks, project-based assessments, portfolios, and peer evaluations to be reviewed during grade level meetings and PLCs.
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialists · Interventionists · Faculty · Guiding Coalition	$0	NA	Success will be measured by monitoring consistent vertical articulation of grade-level content and practices across different grade levels. This includes regular reviews of curriculum documents, assessments, and instructional materials to verify alignment with standards and learning expectations during PLCs and monthly PD Breakout Sessions.
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialists · Interventionists · Faculty · Guiding Coalition	$0	NA	Measure success by observing evidence of intentional unit and lesson planning that reflects responsive teaching practices, such as conferencing and small group instruction, to meet student needs. This includes reviewing lesson plans and unit outlines to ensure alignment with student learning objectives, differentiation strategies, and opportunities for personalized instruction.
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	2024-2025	· Director of Early Intervention and Student Support	$0	NA	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early 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,	2024-2029	· Academic Specialists · Administrators	$0	NA	Regularly review student performance data, curriculum alignment assessments,

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
content, resources and strategies, etc.).		· Instructional Coach · Faculty · Guiding Coalition			and teacher feedback surveys to ensure that pacing, content, resources, and instructional strategies are effectively supporting student learning and meeting academic standards.
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Measure success by observing the integration of disciplinary literacy, particularly targeting informational texts, tasks, and talk, across all subject areas. This includes reviewing curriculum materials, lesson plans, and classroom activities to ensure that informational texts are utilized effectively to support learning objectives in various subjects. Additionally, assess the extent to which students engage in meaningful discussions and tasks related to informational texts across different disciplines.
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Track the utilization and effectiveness of diverse instructional materials, specialized programs, and individualized learning plans to ensure equitable access and progress for all students, while monitoring the provision of targeted support and acceleration opportunities based on ongoing assessment data.
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Regularly analyze formative assessment data and predictive indicators to inform the design and adaptation of unit and lesson plans, ensuring instructional delivery is responsive to students' ongoing learning needs, strengths, and areas requiring additional support.
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Conduct regular learning walks, instructional rounds, and classroom observations to provide specific, timely, and actionable feedback to educators on their instructional delivery techniques and student engagement strategies, fostering continuous improvement in teaching practices and enhancing the overall student learning experience.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Monitor the incorporation and effectiveness of diverse multimedia materials, such as audio recordings, visual aids, and interactive texts, in language arts instruction, ensuring alignment with students' varied learning styles and engagement levels, as well as tracking student performance outcomes related to their usage.
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	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Monitor the effectiveness of professional learning and coaching initiatives by assessing teachers' acquisition and application of knowledge and skills related to supporting students in building necessary reading skills, as evidenced by changes in instructional practices, student performance data, and feedback from diverse student populations.
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Measure the participation and impact of peer support groups, mentorship programs, and networks by evaluating the frequency and depth of interactions among teachers, as well as the extent to which they exchange experiences, share resources, and implement successful strategies in their practice, fostering collaboration and professional growth
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Literacy Specialist · Faculty · Guiding Coalition	$0	NA	Track and assess the fidelity and proficiency of educators in consistently implementing the GCS Secondary ELA Instructional Framework through targeted professional development sessions, coaching, peer collaboration, and reflective practices, ensuring alignment with established best practices and standards
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Academic Specialists · Administrators · Instructional Coach	$0	NA	Regularly monitoring students' needs to determine and employ the most effective instructional practices for achieving mastery of ELA skills. This includes

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		· Literacy Specialist · Faculty · Guiding Coalition			ongoing formative assessments, data analysis, and observation of student progress to identify areas of strength and areas for growth. Adjust instructional strategies and interventions based on these assessments to ensure targeted support and maximize student learning outcomes.
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· District Special Education Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Measure success by tracking participation in professional learning opportunities focused on instructional strategies for diverse learners using the Universal Design for Learning (UDL) Framework. Invite the GCS district Special Education Team in to collaborate with teachers.

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☑Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
	100%	100%	Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Monitor and analyze the dissemination and comprehension of information on pathways and alternative education options among students and community members through surveys, attendance at informational sessions, and feedback mechanisms, ensuring equitable access to resources and opportunities for informed decision-making
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	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Track the frequency and outcomes of collaborative initiatives with Clemson University, including hosting events like the Call Me Mister showcase, Express Way to Tiger Town, facilitating student teacher placements, and other opportunities, to gauge the depth of engagement, effectiveness of

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
					partnerships, and impact on fostering pathways to education for participants.
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· Academic Specialists · Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Assess the inclusivity and effectiveness of elementary school career programs by evaluating the extent to which teaching as a career choice is represented and promoted alongside other professions, tracking student participation in related activities, surveys of student interest in teaching, and post-program feedback from students and educators.

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☑Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	13.5%	13%	12.5%	12.0	11.5%
	14%	13%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Develop a comprehensive retention strategy that includes ongoing professional development, supportive work environments, opportunities for growth, public acknowledgement and praise, transparent communication, and continuous improvement practices.					
1. Provide professional development opportunities that are tailored to teacher needs and interests. 2. Foster a supportive work environment by encouraging open communication, collaboration among staff, providing resources, and addressing concerns and challenges. 3. Provide opportunities for leadership and growth by empowering teachers to mentor, demonstrate, share, and support the pursuit of ongoing education or certification courses.	2024-2029	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Tailored Professional Development: Track attendance and feedback to ensure alignment with teacher needs. Supportive Environment: Monitor staff retention and collaborative engagement. Leadership Opportunities: Track teacher involvement in leadership roles and ongoing education. Recognition of Achievements: Document staff accomplishments and participation in recognition programs. Communication Channels: Monitor feedback mechanisms and staff engagement in decision-making.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Acknowledge and celebrate the accomplishment of achievements of staff members to boost morale and enhance job satisfaction. 5. Establish clear communication channels for staff to voice concerns, provide feedback, and participate in the decision making processes. 6. Conduct exit interviews to identify areas for improvement and implement necessary changes.					Exit Interviews and Feedback: Conduct exit interviews to identify improvement areas.

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	48%	46%	44%	42%	40%
	TBD	50%	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 *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Regular meetings and progress reports from the multi-disciplinary steering team demonstrate the implementation and continuous improvement of the student-centered behavioral and disciplinary expectations aligned with district policy across all schools.
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Observation data and feedback from staff and students indicate consistent teaching and reinforcement of expectations, while school-based

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
custom, school-based programming to meet this goal.					programming reflects individual school needs and priorities.
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Surveys and feedback from students, staff, and families show an increased sense of safety, stability, and belonging attributed to the implementation of trauma-informed practices and expanded family engagement opportunities.
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Assessment data and teacher feedback demonstrate the effectiveness of training and support programs on classroom management and relationship building, particularly for new teachers and those with a higher proportion of behavior incidents.
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Regular reports on the utilization and outcomes of the Early Warning Response System demonstrate its effectiveness in monitoring, reporting, and resolving behavioral health needs.
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Review of curriculum materials and feedback from families and students indicate that interpersonal skills, including self-direction, integrity, responsible decision-making, and well-being, are effectively taught with input from families and students regarding content and structure.
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Increase in frequency of home-school communication events, such as parent-teacher conferences, newsletters, or phone calls. Improvement in parent satisfaction survey scores regarding the level of connection and communication with the school.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Analyze completion rates of diversity and communication training sessions among school employees. Look at the feedback from families indicating they feel understood, appreciated, and effectively communicated with by school staff.
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Continue the incorporation of social, emotional, and behavioral development topics into a specified percentage of parent/teacher/student conferences. Discuss the observations of positive changes in student behavior or emotional well-being following discussions held during conferences.
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Monitor participation rates and transportation/scholarship utilization. Survey students/families on accessibility satisfaction.
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Track available leadership roles and student participation. Gather feedback on leadership opportunities.
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Monitor partnership diversity and participation rates. Assess impact through student/family/community surveys.
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Ensure students and adults share a clear understanding of disrespect, disruption, disobedience/defiance, and inappropriate behavior through consistent communication and

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
					clarification of behavioral expectations, fostering alignment in interpretations.
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Identify and address the root causes behind incidents of disrespect, disruption, disobedience/defiance, and inappropriate behavior, while holding individuals accountable for their actions, fostering a supportive and empathetic approach to addressing behavioral issues.
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Establish consistent and dependable classroom practices and consequences that are developmentally appropriate, reducing the occurrence of behavioral offenses and minimizing their impact on the learning environment's structure and productivity.
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Teach students productive behaviors, emotional regulation, and interpersonal skills, such as active listening and understanding diverse perspectives, promoting positive interactions and conflict resolution abilities.
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	· Administrators · Instructional Coach · Faculty · Guiding Coalition	$0	NA	Offer interventions and resources tailored to students repeating detrimental behaviors, while enhancing in-class and on-site responses to cultivate healthy regulation and decision-making skills, fostering personalized support and proactive strategies to address behavioral challenges.

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	16.93%	15.20%	13.47%	11.73%	10.00%
	18.67%	19.36%	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 *C=Continue, M=Modify, F=Finish*
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	· Administrators · Guidance · Attendance Supervisor · Faculty	$0	NA	Analyze the implementation of updated parent note requirements by measuring compliance rates and parent feedback, while concurrently evaluating the correlation between disciplinary consequences and chronic absenteeism rates through longitudinal data analysis, enabling informed adjustments to disciplinary policies and interventions.
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Administrators · Guidance · Attendance Supervisor	$0	NA	Monitor the implementation of the model framework by assessing the adoption and fidelity of key strategies and practices outlined within the framework, tracking progress through

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		· Faculty			regular checkpoints, data analysis, and stakeholder feedback to ensure alignment with intended goals and objectives.
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	· Administrators · Guidance · Attendance Supervisor · Faculty	$0	NA	Assess the effectiveness of implementing Backpack and School Messenger by monitoring the utilization of these tools to track, flag, and follow-up on individual Attendance Intervention Plans, measuring improvements in attendance rates, and evaluating the timeliness and efficacy of interventions implemented as a result of the tracking and follow-up process.
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· Administrators · Guidance · Attendance Supervisor · Faculty	$0	NA	Track the frequency and content of ongoing training sessions provided to Attendance Clerks or Interventionists, assessing participation rates and measuring the acquisition and application of knowledge and skills related to attendance tracking, intervention strategies, and data management, to ensure proficiency in supporting efforts to improve student attendance.
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	· Administrators · Guidance · Attendance Supervisor · Faculty	$0	NA	Measure the effectiveness of communication efforts by evaluating the reach and comprehension of messages regarding the impact of chronic absenteeism, truancy, and missed days on achievement among students, parents, and caregivers through surveys, attendance at informational sessions, and Backpack messages, ensuring awareness and

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
					understanding of the importance of regular school attendance.
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Administrators · Guidance · Attendance Supervisor · Faculty	$0	NA	Assess the depth and breadth of community partnerships engaged in sharing the message and addressing barriers for families by tracking the number and diversity of partners involved, measuring the utilization of services and support by families, and evaluating the effectiveness of collaborative efforts in mitigating barriers to student attendance and success.
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	· Administrators · Guidance · Attendance Supervisor · Faculty	$0	NA	Measure the frequency and reach of material distribution throughout the year to reinforce policies and guidelines for student attendance, including specific criteria for when students should and should not be sent to school (e.g., fever, lice), assessing the comprehension and adherence to these guidelines among students, parents, and caregivers through surveys and feedback mechanisms.

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
	TBD	308,285	Actual (District)					
			Projected (School)	6,260	6,447	6,640	6,839	7,044
	TBD	6,078	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	· Administrators · Guidance · Faculty · PTA · SIC	$0	NA	Increase parent and guardian utilization of Backpack by tracking the frequency and volume of logins and interactions with the platform, demonstrating heightened engagement and utilization levels over time.
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Administrators · Guidance · Faculty · PTA · SIC	$0	NA	Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students through the distribution of informational materials, hosting informational sessions, and tracking

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
					participation rates and feedback from targeted outreach efforts.
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Administrators · Guidance · Front Office Clerks · Faculty · District Internet Safety Department	$0	NA	Provide ongoing access to technology and support to parents and guardians at school locations by monitoring the availability and utilization of technology resources, as well as tracking attendance and satisfaction levels in technology training sessions and support programs. Offer semi-annual Internet Safety Training.
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	· Administrators · Guidance · Guiding Coalition · PTA · SIC · Faculty	$0	NA	Measure the number of community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) identified and engaged in promoting parent and community involvement in schools, tracking the establishment of collaborative relationships with each partner.
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Administrators · Guidance · Guiding Coalition · PTA · SIC · Faculty	$0	NA	Monitor the formation and progress of collaborative partnerships aimed at addressing barriers to student and family engagement, understanding of school expectations, and student opportunities, assessing the number of partnerships established, the scope of collaboration, and the effectiveness of strategies implemented.
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Administrators · Guidance · Guiding Coalition · PTA · SIC · Faculty	$0	NA	Evaluate the creation of a wide variety of opportunities to engage parents in the school setting through internal and external partnerships by tracking the diversity and frequency of engagement activities offered, participation rates among parents, and feedback collected regarding the

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
					perceived value and impact of these opportunities on parent involvement and school-community relationships.
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	· Administrators · Guidance · Guiding Coalition · PTA · SIC · Faculty	$0	NA	Increase participation in school events and activities by parents and guardians previously affected by barriers, as evidenced by attendance records and event feedback. Elicit feedback from parents and guardians indicating improved satisfaction with accessibility and inclusivity of school engagement opportunities.
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Administrators · Guidance · Guiding Coalition · PTA · SIC · Faculty	$0	NA	Monitor attendance rates at school events following the implementation of best practice guidelines and strategies, compared to previous events. Encourage feedback from parents and guardians indicating increased awareness and motivation to attend school events due to the effectiveness of implemented strategies.
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	· Administrators · Guidance · Guiding Coalition · PTA · SIC · Faculty	$0	NA	Elect representatives and encourage an active participation and representation of diverse voices and perspectives within School Improvement Council meetings and decision-making processes, as observed through meeting attendance and contributions.