

# **Buena Vista Elementary School**

## **Strategic Planning**

**2024-25 through 2028-29**

Mr. David E. Burgess, Principal

Dr. W. Burke Royster,  
Superintendent

Greenville County Schools

### SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Buena Vista Elementary

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

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

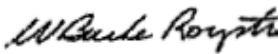
#### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §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.

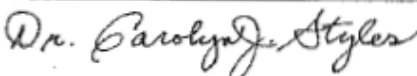
#### SUPERINTENDENT

Dr. W. Burke Royster		4/8/2025
PRINTED NAME	SIGNATURE	DATE

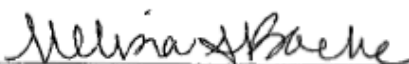
#### PRINCIPAL

DAVE BURGESS		3/24/25
PRINTED NAME	SIGNATURE	DATE

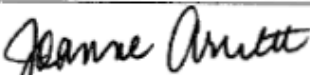
#### CHAIRPERSON, BOARD OF TRUSTEES

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

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Melissa A Bache		3/24/25
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Joanne Arnett		3/24/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 310 Batesville Road Greer, SC 29650

SCHOOL TELEPHONE: (864) 355-2214

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

## **Stakeholder Involvement for School Renewal**

### Position and Name

1. Principal – Dave E. Burgess
2. Teacher – Cassie Anderson
3. Parent/Guardian – Melissa Bache
4. Community Member - Sarah Whitmire
5. Paraprofessional – Deanna Franklin
6. School Improvement Council Member – Melissa Bache
7. Read to Succeed Reading Coach - Joanne Arnett
8. School Read To Succeed Literacy Leadership Team Lead – Lauren Baker
9. School Read To Succeed Literacy Leadership Team Member – Ashley Long

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

**\*\* Must include the School Literacy Leadership Team for Read to Succeed**

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

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

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parenting and Family Literacy</b> 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.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.

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## **INTRODUCTION**

The self-study process for this year's renewal began in February 2018 at Buena Vista. Our first step was to share general information with the staff. In early March, the staff began work to review the Portfolio Action Plan within their grade level teams and their goal-based teams. Buena Vista has five goal teams: ELA, Math, Science, Social Studies, and School Quality. Each goal team is designed to have representation from all grade levels and from our specialists' team. A final step was to gather "next step" suggestions and ideas from each staff member through a brainstorming/Needs Assessment meeting in April. In addition, information was shared and input was gathered from our PTA Board members and our SIC (School Improvement Council) members.

## **EXECUTIVE SUMMARY**

Greenville County Schools (GCS) is widely recognized as a leader in public education. More than half of all teachers (57%) have a Master's Degree or higher in their field. Greenville is known for its cultural diversity and its support of the fine arts. Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The Parent Teacher Association (PTA) in Greenville County is the largest operating PTA unit in the state of South Carolina raising more than \$3 million annually for Greenville County students. Buena Vista is extremely fortunate to have an active and involved parent/teachers' association. The school was built in 1984 and currently houses 850 students and 60 full-time and 2 part-time instructional staff members.. In addition, we have 9 staff members serving students as para-professionals. Buena Vista Elementary is located in Greer, South Carolina

Instructional and organizational priorities at Buena Vista Elementary focus on the needs of developing lifelong learners and creating a school-wide culture of literacy.



Following the tenets of Continuous Improvement and Total Quality Education teachers implement student learning goals and objectives. They also track student data and growth using quality tools such as lotus diagrams, consensograms, and affinity diagrams to assist in maximizing student learning. A balanced literacy program encourages direct reading instruction, student self-selected reading, writing instruction and practice with vocabulary development utilizing our Letrs training and other best practices. Examples of technology integration can be seen in every classroom at every grade level. Student Response Systems, Promethean Boards, iPads, laptops and chrome books are available and are used throughout the building at all grade levels. These all encourage students and teachers alike to use technology as a tool to increase student engagement, to offer opportunities for personalized, differentiated learning and to increase academic success. In addition, a personalized Learning Initiative from the district to learn how to maximize instructional opportunities integrating technology effectively in the classroom. Science instruction is driven by district science kits which are closely aligned to state science standards. We are fortunate to be able to offer our student a staffed STEAM lab to supplement science instruction and to heighten natural curiosity and an International Lab to encourage cultural knowledge.

Assessment is developed according to the South Carolina Career and College Readiness Standards for Kindergarten through fifth grade in all subject areas. Our school is in year 3 of the Leader in Me Program. Student leaders can be found all over our school.

Each year the staff reviews the school's long-range plans to determine areas of strength and needed emphasis in our curriculum. By analyzing students' performance on standardized tests, (Iowa Test of Basic Skills, ACT Aspire, SC Ready, MAP, the SC Ready State Standards Test and Mastery Connect, we are able to identify areas of need and can set grade-level-specific and school-wide academic goals. The administration and instructional coach guide the staff through a review of the long-range plan each spring in

order to plan for the following school year. The entire staff is trained in the Fountas and Pinnell balanced literacy delivery system and in the Lucy Calkins writing model. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability levels to maximize their academic potential. As a result, Buena Vista has received a state absolute report card grade of Excellent in multiple years in recent history. Our school has consistently maintained strong student achievement scores on the state assessments and have been consistently recognized by the state department as a Gold award winner. Buena Vista typically is a leader in the achievement scores for Reading, Math, Science, and Social Studies on SC Ready. The staff and administration, working together, have made a concerted effort to focus on the improvement of our subgroup achievement scores especially with the Disabled, Subsidized, and African-American categories of students.

The Buena Vista staff see themselves as professional and passionate educators. Our planned professional development will be directly aligned to student achievement and teacher professional desires. We recognize our staff consistency as a strength in our program and appreciate that our small number of new hires will allow us to enhance our cohesive unit where curriculum development and delivery remain the focus. In July 2017, Buena Vista welcomed a new Principal, Mr. Dave Burgess. He comes to us with years of administrative experience, and he considers collaboration and shared leadership a key to success.

Our school climate continues to improve. All staff consider their safety and the safety of the students as paramount. In this year's state report card survey, one hundred percent of the staff responded that they felt safe at school. We look forward to maintaining this level of secure environment since we are already at or above district expectations.

Areas of concern with the age of the school facility and its condition continue to be an issue as a need for storage in classrooms to assist students with organization

exists. No classrooms in the central building have built-in student cubbies or built in bookshelves for classroom libraries. We have invested in new classroom furniture, but there is still room for improvement regarding classroom storage

Significant honors in recent years have included the state department of education report card status of Excellent for federal accountability, Gold award for achievement, and an Excellent rating for Academic Achievement and for Preparing Students for Success..

Our school has continued to improve technologically. Due to a very successful extended day program, supportive PTA, and an enrichment program, special facility upgrades have been made. Our vision is to maintain a 1:1 status so that every student has equal access to an individual learning tool. Towards this vision, our school participated in a personalized learning pilot program with the district and with Discovery Education. Through this pilot program, we were able to put a ChromeBook in the hands of every student in grades 3-5. Additionally, through innovative use of student activity funds we were able to provide chrome books for every student in grade K – 2. We currently own six 3-D printers, and we are excited to say that most of our students were able to create a file in TinkerCad and were able to print their object with the 3-D Printers this year.

Our building is designed with clusters of classrooms placed in close proximity to each other. Currently, each cluster houses one grade level of classes. This allows grade level teaching teams to plan and teach together. Students move in flexible groups between classrooms, based on their demonstrated needs for enrichment or remediation in specific skills and subjects. The classroom environments are designed to nurture and enhance a child's natural curiosity and desire to learn through small group interaction, research projects, technology integration and the encouragement of student leadership

and responsibility. All work is taught based on the State Standards but allows students to work at their developmental and demonstrated proficiency levels.

## **SCHOOL PROFILE –**

### **The Community of Greer, South Carolina**

The city of Greer, population 30,000+, is situated between the cities of Greenville and Spartanburg. The community from which Buena Vista draws is situated on the outskirts of Greer, a suburb of Greenville, South Carolina. This is a community that has seen tremendous growth and change over the last decade due to growth of business and industry. There has been a surge in neighborhood development as a result.

The community offers many resources and strengths. Greenville County is home to Furman University, Greenville Technical College, North Greenville University, and Bob Jones University. There is also a large university center that offers classes from major state universities. These institutions provide pre-service teacher preparation and ongoing professional development support. The Greenville-Spartanburg International Airport and the Greenville Municipal Jetport service this area.

Greenville is known for its cultural diversity and its support of the fine arts. The South Carolina Governor's School for Fine Arts and Humanities is located in Greenville. The students of Buena Vista benefit from a variety of experiences provided by the Peace Center for Performing Arts, the Greenville County Library System, and The Greenville County History Museum and the Museum of Art.

Buena Vista is extremely fortunate to have an active and involved parent/teacher association. The PTA maintains several programs at our school such as Backpack

Buddies, Scholastic News or other grade-level publications, and Bobcat Brain Builders which is a parent-staffed tutoring program. Buena Vista volunteers work in the office, the health room, and the media center. They raise funds for our school through a variety of ways. Our PTA is an award winning organization. The PTA plays an integral part in Buena Vista's success.

The following shows our current School-Community Plan. This gives us an excellent opportunity to build community support and to cultivate our school identity.

### Our Leaders

In spring 2017, the School Board of Greenville County Schools approved Dave Burgess as the next Principal of Buena Vista Elementary. Mr. Burgess served as one of our Assistant Principal in 2016-2017 and officially became Principal on July 1, 2017. Dave brings to Buena Vista Elementary 25.5 years' experience in administration with 18.5 years' experience as a Principal. His service has spanned from a small rural elementary school to an inner city Kindergarten through 8th grade International Baccalaureate program. All schools under his guidance attained tremendous student achievement success.

Dave builds relationships through collaboration and shared leadership which empowers all involved to lead. He has found that as people lead, their expectations for themselves and those around them increases, and innovation occurs almost naturally. Bringing people together to create positive change is what he does best.

Our assistant principal is Kristen McFadden. This is her eighth year serving the Buena Vista community. She holds a Bachelor's degree in Elementary Education and a Master's

degree in Educational Leadership from Clemson University. She has taught several grade levels and served for four years as an Administrative Assistant at Summit Drive Elementary before accepting the position as Assistant Principal of Buena Vista.

The school district has also given us an administrative assistant. We are enthusiastically welcoming Sarah Crozier to our team.

We are very excited to welcome Sarah Crozier to Buena Vista, and we look forward to the experiences she brings to our students, our staff, and our community!

### History of Buena Vista

In southeastern Greenville County, twelve miles from the village originally known as Pleasantburg, was a rich section of land between the Enoree River and its tributary, Rocky Creek. From the earliest times, it had been known as Buena Vista. The origin of the name is unknown. This section was centered on what is today the crossroads of Pelham Road, SC Highway 14, and Batesville Road.

The land changed hands several times between 1810 and 1833. William Bates and Joshua Kilgore formed a partnership for a factory called the Buena Vista Factory. Bates later opened another textile mill at the shoals of Rocky Creek called Batesville and the community was named the same. Five-pound packages of yarn were used as legal tender in an area short on money. Records from the post office show that between 1830 and 1860 around 400 people were in this area. Several structures dating from this period still survive: The William Bates House and one remaining house built for mill workers probably between 1812 and 1830.

In the mid 1840's Mr. Bates became partners with Thomas Cox and Henry P. Hammett to form William Bates and Company. In 1863, the Batesville Mill was sold in confederate currency to a Charleston, S. C. group. With the collapse of the confederacy, the mill returned to Bates' ownership.

William Bates died in 1872 and is buried in what is now the Ebenezer United Methodist Church cemetery. Henry Hammett continued the mill's operation after his death. The Civil War and Reconstruction dealt a blow to the prosperity of Buena Vista. In 1879, the mill was sold to George Putnam, owner of Camperdown Mills on the Reedy River in Greenville. After his death, his daughter, Mary Putnam Gridley, assumed the management of Batesville Mill, becoming the only woman president of a cotton mill in the south. Mrs. Gridley successfully ran the mill until the early 1900's.

The mill changed hands several times until the late 1920's when it closed as a cotton mill. In the early 1970's it became a restaurant, The Old Mill Stream. The Old Batesville Mill then became Fatz Café, which burned in 1998.

In 1830, Mr. Arthur Barnwell, native of South Carolina, had become wealthy in Pelham, New York. Mr. Barnwell bought the factory at Buena Vista and renamed the mill town and mill, "Pelham". In 1880, he completed his home, a beautiful Queen Ann style house, across the river from the mill. The house, now a Bed and Breakfast Inn, still stands today.

The Pelham Manufacturing Co. remained in operation until 1935. After the closure of both the Pelham and Batesville Mills, the activity of the Buena Vista area began to decrease. Many former employees went to work in factories in Greenville, Greer, and

Simpsonville. By the early 1960's Buena Vista was a quiet farming community with few reminders of the industrial past.

In the early 1970's a site on Batesville Road was chosen by the school district for a new elementary school to serve the burgeoning East Side. A district-wide contest was held in 1983 for the district elementary school students to compete to name the new school.

At Pelham Road Elementary, Mrs. Doris Hefners's fifth grade class had just been on a field trip to the Batesville/Pelham/Buena Vista area. Mrs. David Ward, present owner of the William Bates House and local historian, guided them. After learning of the history of the area, Mrs. Hefner's students discussed a number of names but picked "Buena Vista" as their entry for the contest. And in June 1983, the site officially became that of the future Buena Vista Elementary School.

Buena Vista was dedicated on Sunday, November 17, 1985 with Dr. Roy Truby officiating. It was a new beginning but its name added ties to an eventful past of an historic community. Mrs. Judith F. Greene was the first principal of Buena Vista. She passed away in January of 1991. The school opened with 650 students. The school faculty was combined with faculty from Brushy Creek Elementary School.

Mrs. Barbara A. Barlow, 2nd principal, remained in that position from 1992 until January of 2001. Mrs. Brenda Byrd served as the interim principal from January to May of 2001. In May of 2001, Dr. Ann Mohr was appointed as principal of Buena Vista and began her tenure in the school year 2001-2002. Dr. Mohr remained in this position until her retirement in July 2017. The current enrollment is approximately 910 students.



Buena Vista has been through many changes, and it continues to grow and change daily as we strive to educate the leaders of tomorrow.

## Facilities

Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The school was built in 1984 and currently houses approximately 906 students and 62 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

The facilities at Buena Vista consist of 49 classrooms plus a science/STEAM lab, a cafeteria, a multipurpose room, and a library. Construction of a new wing addition was finished in the summer of 2005. The floor plan has a unique configuration; classrooms are clustered together around a common work area and conference room.

## School Personnel Data

The staff at Buena Vista includes: 41 regular education teachers, 15 specialists, 4 special education teachers, 2 guidance counselors, and 1 ESOL teacher. Our Instructional Coach works with all teachers to improve student achievement. One of the most extraordinary strengths of this staff is its ability to deal with change. All teachers strive to create a classroom and school climate that is nurturing and conducive to learning for all students.

The following graphs show the teachers' overall number of years of experience as well as a comparison of degrees held by our teachers. In addition to this data, we also have six teachers who hold National Board Certificates and several teachers who are teaching as a second career. Thirty-nine teachers have successfully completed

technology proficiency classes for educators, and our newest teachers are not yet required to take Intel as they wait for their professional certificates.

Additional personnel include the school principal, assistant principal, secretary, attendance clerk, .5 office clerk, custodial staff, media specialist and media clerk, literacy specialist, interventionist, STEAM lab instructor and 7 food services workers. Six bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Buena Vista students include five kindergarten paraprofessionals, 2 special education paraprofessionals, the district psychologist, 1 school nurse, 2 speech and language pathologists, a physical therapist, an occupational therapist, and an English as a Second Language (ESOL) teacher. Our student/teacher ratio is 24 to 1 in Kindergarten, 22.1 to 1 in grades first through third, and 27.5 to 1 in grades four and five.

### **Buena Vista Elementary Students**

Currently, the student enrollment at Buena Vista is made up of. 7.4 percent Hispanic, 64.0 percent Caucasian, 14.7 percent African-American, 9.9 percent Asian and 4.3 percent "Other". Our overall population remains Caucasian. The primary home languages, in order of student enrollment, are English, Spanish, and Indian dialects. Slight changes in demographics reveal a slight increase in the percentage of Caucasians Hispanic students with a slight decrease in our African American population. A Strength of our school is our diversity. The changes in the other categories are statistically insignificant. Services are provided by a trained ESOL teacher to our ESOL student

population. Currently, 27.3% of our student population falls below the poverty index. This number is based on the number of students who receive free and reduced priced meals and Medicaid. The level of FARMS (Free and Reduced Meal Students) has increased slightly over time. .

Buena Vista and the school district strive to meet the needs of all children. Buena Vista Elementary has one self-contained, primary special education classroom and two resource Learning Lab classes. We are continuing the Inclusion Model to meet the needs of our students with disabilities. Two part-time speech teachers work with students on a pull out schedule. An itinerant teacher for the hearing impaired, a physical therapist, and an occupational therapist work with identified students. The Challenge program includes identified students at grades 3-5. This district program is taught by a qualified teacher and follows a prescribed curriculum. Students participate in quarterly units of study that are curriculum based.

Communication between the home and the school is important to each child's success. Currently, 96% of the Buena Vista families report having computers in the home with internet access. The school maintains a website. Each teacher has an individual webpage where weekly newsletters and curriculum updates are posted. Each teacher and administrator has an e-mail account which provides easy access for communication.

### **Attendance and Mobility**

Student attendance rates at Buena Vista have remained steady over the past few years. Buena Vista has an average student daily attendance rate of approximately 96.7% . The mobility rate is currently at about 5 percent. This number is based on the number of students moving in or out of our student population during the school year.

### **Major Programming Features and Awards**

- Gold Award, “Excellent” on report card
- RtI Reading Intervention at K and 1(serves approximately 65 students per year)
- Full-time Literacy Specialist to support lowest readers in grades 1, 2 and 3
- In house Professional development by members of the Literacy team and/or the Literacy Specialist to ensure that instructional strategies in reading remain consistent and appropriately rigorous across all grade levels.
- In House professional development by members of the technology team or staff members who attended ISTE in 2019 to share best practices in all areas of technology.
- IXL and First in Math - web-based programs, offer support and enrichment opportunities for all students.
- Triple I (Immediate, Intensive Intervention) Data driven, student-centered intervention and enrichment offered weekly by grade level and by subject.
- Implementation of Fountas & Pinnell Balanced Literacy Model in all classrooms
- Implementation of Lucy Calkins Writing in all classrooms
- Half-time Interventionist for identified students needing additional support in math.*(Student Centered Coaching)*
- STEAM Lab instructor targets SEPs, builds on student curiosity, enhances traditional standards-based classroom instruction
- Bobcat Brainbuilder’s Program (in-house tutoring for students of all ages)

- Extended Day Program Enrichment Clubs in math, science, Health/Wellness/Fitness, technology
- Faculty Initiatives with Collaborative Learning Communities and *7 Habits of Highly Successful People* (both of which directly impact student learning)
- Faculty team formed to research, create and present to our faculty a new school-wide behavior plan designed to establish behavioral expectations, celebrate success and to change inappropriate behaviors
- Guidance program: *The 7 Habits of Highly Successful Students*
- Healthy School Initiative and member of the CATCH program
- SHI grant winner 2014
- Learning Community-our classrooms are organized in clusters of 6 classes around a central open area. This allows teachers to flexibly group students based on demonstrated performance (MAP, unit pre- and post-testing, Mastery Connect, etc.) Students in each cluster participate in PBL units each year; each PBL is designed to include a STEM/STEAM component.
- Related arts enrichment program to enhance opportunities for students in grades 2-5
- Annual Artist in Residence, visiting author, and Battle of the Books to enhance instruction
- Dick and Tunky Riley Award for SIC Excellence, finalist, 2014. Applicant in 2018.
- Participant in Discovery Education's Digital Leaders Pilot Program.

## **Mission, Vision and Beliefs**

Our mission is to build on our tradition of diversity and community to empower students to lead, inspire, and achieve.

The vision of Buena Vista Elementary School is to offer a challenging, progressive, character- building, SC College and Career Ready curriculum that enables students to become self-directed learners. We envision students who have a well-developed self-esteem and are open-minded. Our students will become creative problem solvers and independent thinkers who are prepared for the challenges of the 21<sup>st</sup> Century.

### **Our Beliefs**

1. We believe all members of the Buena Vista community are active learners.
2. We believe social, emotional, and intellectual skills can be learned.
3. We believe a supportive learning environment is characterized by safety, mutual respect, communication, and collaboration among all stakeholders.
4. We believe learning occurs for a variety of reasons, including high expectations, mastery of skills, curiosity, and preparation for the future.
5. We believe learning occurs best through a wide variety of experiences targeting different ability levels and styles of learning, modeling, and technology-rich experiences with hands-on and real-life applications.
6. We believe learning is enhanced by applied technology, the integration of the arts, and a research and project-based curriculum.

7. We believe ongoing assessment and the tracking of long term goals are critical to continuous improvement. We believe assessment results should be shared.

## **DATA ANALYSIS AND NEEDS ASSESSMENT –**

### **SC READY TESTING DATA**

The following graphs show our SC Ready data from the spring 2024 administrations. The first figure shows the percentage of students scoring in each performance level as compared to similar students in the district and in the state. The next figures share ELA and math results by grade level.

# Overall Student Performance

## SC Ready English Language Arts and Mathematics

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

School 83.2% (318 / 382)



District 61.7% (20524 / 33278)



State 54.1% (184228 / 340256)



Mathematics - [Percent Met or Exceeding](#)

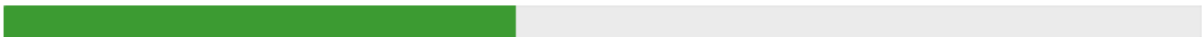
School 80.4% (307 / 382)



District 53.3% (17740 / 33278)



State 42.8% (145531 / 340271)

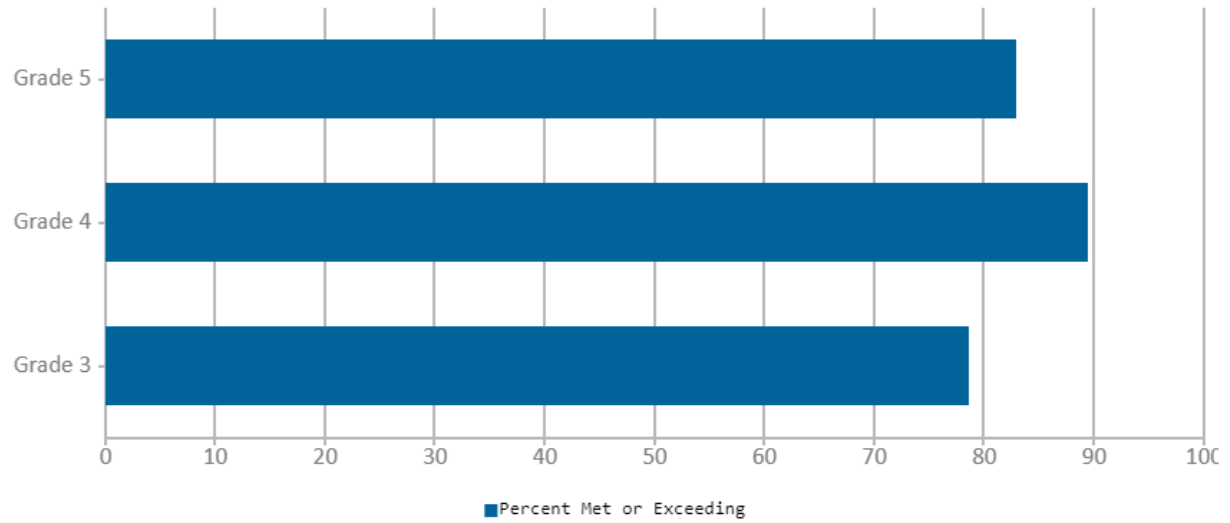




## School Level Details

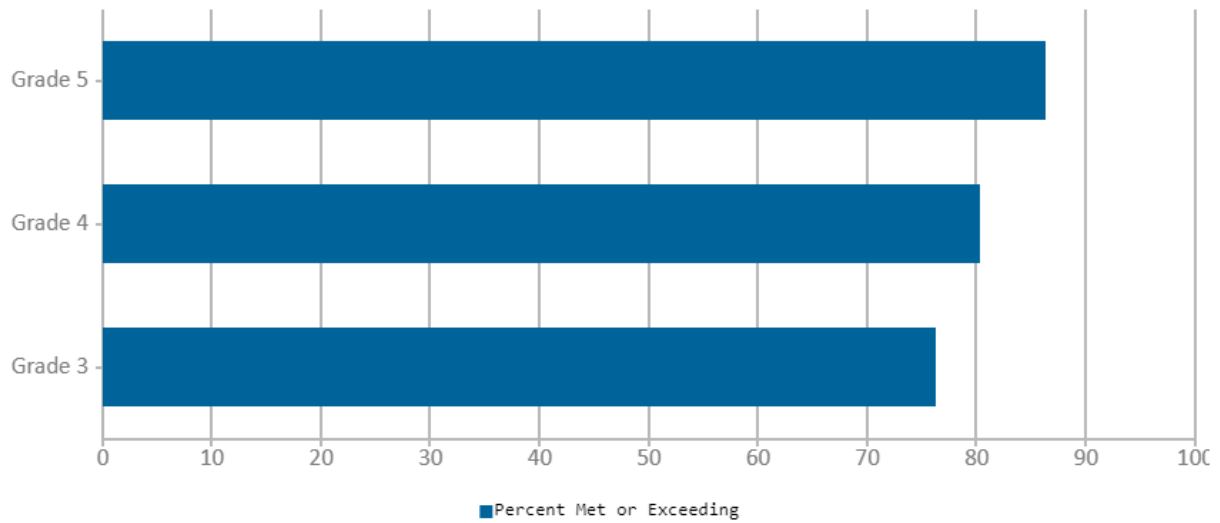
### SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



*Note: Results from alternate assessments were included in the calculations where available.*

## Mathematics



*Note: Results from alternate assessments were included in the calculations where available.*

For the 2023-2024 school year, 4th grade science data was not part of the report card. It will be again for the 2024-2025 school year.

We have additional data on Kindergarten Readiness based on the KRA assessment given at the start of the school year in 2023.

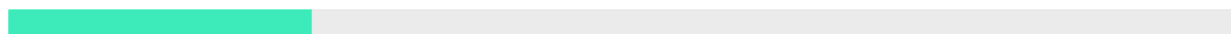
### **Kindergarten Readiness Assessment**

Percentage of Students enrolling in Kindergarten and Demonstrating readiness to learn

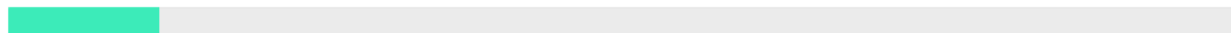
Percentage of students Demonstrating Readiness on the KRA 62.8%



Percentage of students Approaching Readiness on the KRA 24.8%



Percentage of students Emerging Readiness on the KRA 12.4%



	Our School	Our District	Statewide
Overall	62.8%	44.6%	40.8%
By Domains: (The cut score for "Overall" was used across all domains in order to provide comparative information. Does not necessarily reflect domain level readiness.)			
Social Foundation	66.4%	51.5%	51%
Language and Literacy	61.3%	42.4%	37.1%
Mathematics	56.9%	42.1%	37%
Physical Well-Being	71.5%	56.1%	55.4%

More information about our school report card can be found here:

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTA5Mw>

Or at <https://screportcards.com/> and <https://ed.sc.gov/data/test-scores/>

## **Needs Assessment Summary:**

The challenge that we face at Buena Vista is to continue to encourage each student to meet their academic potential. Specifically, addressing the needs of our subgroups and our international learners will continue to be a focus for us, as will meeting the needs of our highest performing students. Changes in staff, instructional models, standards, and student demographics are all to be expected. We must continue to find ways to face those changes while maintaining our focus on the achievement of all of our students. We are hopeful that our intervention procedures, staff professional development and certification in GT instruction, our data analysis routines, our technology integration, and our flexible instructional groups will help support all students as they strive to improve achievement.

Our School Improvement Council (SIC), working in partnership with our teachers and our administrative team, have directed attention to our school-wide literacy focus. To this end, working with the kindergarten teachers and community members, we have reached out to families of Kindergarten students enrolled for the next school year with books, parenting strategies to be implemented at home, scissors for practicing fine motor skills and more. The hope is that by supporting early literacy skills, more of our students will begin their academic careers at Buena Vista with a stronger foundation. Similarly, we have made substantial efforts to reach out to our parents and the larger community to develop family literacy connections. We have offered a Family Literacy Night in which reading strategies were shared with parents to be used at home. One of our fourth grade teachers sponsored an on-line book club with approximately 100 families participating, and another staff member introduced a “#For the Love of Reading” campaign that has spread through social media and has our entire community reading for fun.

In the area of teacher and administrator quality, we will continue to hold high expectations in order to maintain our high level of success. We follow the district guidelines for professional development and for teacher mentoring and evaluation. One idea that came out of the self-evaluation process was to improve our in-house peer coaching strategies. Currently, peer coaching is only used regularly for our newest staff members. However, the faculty feels that expanding this to include our entire staff would bring strong results. In previous years, we focused on peer observations in the area of literacy instruction in first grade. The staff members involved reported significant success and positive impact, and we are now expanding into other grade levels and other subjects. Also under consideration is something similar in the area of technology integration, to meet the expectations of the Digital Leadership Pilot in which we are participating. We are hopeful that tapping into our in-house talents and successes will impact all students in their levels of academic success. Progress in this area is clearly evident with the number of staff members who have led professional development for our own teachers in-house, for teachers in our district across our state, and/or nationally. Also, in an effort to meet the needs of our highest performing students, the majority of our teachers are participating in graduate level classes in Gifted and Talented instruction. Many of us are now able to add the GT Endorsement to our teaching certificates.

Last, we considered our school climate. According to the indicators that we used, our parents, students, and staff are well-pleased with the school climate. However, one frustration that we feel could easily be addressed is in the area of technology support from the district. Our administrators, staff, and our PTA have made significant effort to keep Buena Vista on the front of the technology wave. We have a considerable number of devices to enhance learning, but if there is not enough tech support to assist with maintenance and repairs in a timely manner, then instruction is impacted.

# Buena Vista Elementary School Professional Development Schedule 2024-2025



Date	Topic and Purpose	Staff Present
Tuesday	Grade Level Meetings	All Grade Level Teams
Thursday	PLCs	All Grade Levels Teams
<b>August</b>		
July 31	New Bobcat Staff Training	New Bobcat Staff
August 1	Welcome Back: Review of Procedures	Whole Staff
August 2	LETRS Unit 2	Staff Working with K-3 Students
August 2	Book Club PD	4th and 5th Grade Teachers
August 5	LIM One-Stop-Shop	All Staff
August 14	Gradebook Set Up	2nd-5th Grade Teachers
August 15	MAP Training	1st Grade Teachers
August 15	Data Dive	3rd-5th Grade Teachers
August 21	Action Team Meeting	All Staff
August 21	Leader in Me Session	Grade Levels
August 28	Third Grade Planning and Exit Ticket Session	Third Grade
August 28	Exit Ticket PD with 4th	All Staff
August 29	Staff Lighthouse Meeting	Lighthouse Team
<b>September</b>		
September 4	3rd Grade PD Day	Third Grade Teachers
September 11	Student Led Conferences PD	Whole Staff
September 12	Lighthouse Meeting	Lighthouse Team
September 18	Action Team Meeting	Whole Staff

September 26	CogAT/Iowa Training	2nd Grade Teachers
<b>October</b>		
October 4	Mastery Connect Training	Whole Staff
October 14	LETRS Session 3	Staff Working with K-3 Students
October 16	Fractions Alignment and SLO	Whole Staff
<b>November</b>		
November 3	Differentiation By Tiers	Whole Staff
November 6	Abii Robots	3rd, 4th, and 5th Grade Teachers
November 8	WIGs and Action Teams	Whole School Invited
November 22	MAP Training	Second Grade
November 25	LIM Coaching Day	Whole Staff
<b>December</b>		
December 4	Learning Environment	Whole Staff
December 4	Abii Robots Session 2	3rd, 4th, and 5th Grade Teachers
December 11	ELA Vertical Alignment	Whole Staff
<b>January</b>		
January 6	LETRS	Second Grade
January 8	Intervention/Triple I	Whole Staff
January 27	Leader in Me Core 3 Session 1	Whole Staff
January 29	Vertical Alignment and Student Achievement Using Learning Targets and Exit Tickets	Whole Staff
January 30	Empowering Educators: Strategies for eLearning	Open to Whole Staff
<b>February</b>		
February 6	Data Dive	By Grade Level
February 19	Core 3 Pt. 2 & 3 Training	Whole Staff
February 26	WeVideo	Whole Staff Invited
<b>March</b>		
March 5	LIM Coaching Day	Whole Staff
March 12	SEL PD	Whole Staff
March 26	The Leader in Me Symposium	Lighthouse Team

March 27	Differentiated PD Session 2	Whole Staff
<b>April</b>		
April 3	The Leader in Me Coaching Day	Grade Levels
April 3	SC Ready Training	Staff Testing and Monitoring
April 16	Power Standards	Whole Staff
April 23	The Leader in Me- Action Teams	Whole Staff
<b>May</b>		
May 7	Staff PD	Whole Staff
May 14	Staff PD	Whole Staff

\*Along after school PD, every grade level will have Coaching Cycles with the Instructional Coach. Teachers also are provided Learning Labs where they can go into other teachers' classrooms to learn about topics of their choice.

Please use the following link to access our 2023-2024 School Report Card:

More information about our school report card can be found here:

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTA5Mw>

Or at <https://screportcards.com/> and <https://ed.sc.gov/data/test-scores/>

## **School Climate Needs Assessment**

- School Climate Needs Assessment
  - Student behavior data
  - Attendance, absenteeism, and truancy
  - Parent/teacher conferences
  - Volunteer hours
  - Backpack accounts/log ins

## 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 79.2% in 2022-2023 to 89% in 2028-29.

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	81%	83%	85%	87%	89%
	79.2%	80.4%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<input type="checkbox"/> Admin/Leadership Team	0	0	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Admin <input type="checkbox"/> Teachers <input type="checkbox"/> Specialist <input type="checkbox"/> IC	0	0	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing	2024-2029	<input type="checkbox"/> Admin <input type="checkbox"/> Teachers <input type="checkbox"/> Specialist	0	0	C



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).		<input type="checkbox"/> IC			
<b>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.</b>					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Admin <input type="checkbox"/> Teachers <input type="checkbox"/> Specialist <input type="checkbox"/> IC	0	0	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> IC <input type="checkbox"/> Specialist	0	0	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> IC <input type="checkbox"/> Specialist	0	0	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
grade-level instruction and standards.					
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC	0	0	C
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC	0	0	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC	0	0	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Admin <input type="checkbox"/> Teachers <input type="checkbox"/> Specialist <input type="checkbox"/> IC	0	0	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Admin <input type="checkbox"/> Teachers <input type="checkbox"/> Specialist <input type="checkbox"/> IC <input type="checkbox"/> Teachers <input type="checkbox"/> Specialist	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC <input type="checkbox"/> Teachers	0	0	C

## GOAL AREA 1 – Performance Goal 2

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

**Performance Goal 2:** By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 81% in 2022-23 to 91% in 2028-29.

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	83%	85%	87%	89%	91%
	81.0%	83.2%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Ensure all students have the skills and support necessary to be reading on grade level by the end of 3rd grade.</b>					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC	0	0	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Specialist <input type="checkbox"/> IC <input type="checkbox"/> Teachers	0	0	C
3. Reduce the number of students requiring Tier II and Tier III	2024 - 2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Specialist	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
reading intervention as evidenced by district screeners, summative assessments and classroom observations.		<input type="checkbox"/> IC <input type="checkbox"/> Teachers			
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC <input type="checkbox"/> Specialist	0	0	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC <input type="checkbox"/> Specialist <input type="checkbox"/> Teachers	0	0	C
<b>Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC <input type="checkbox"/> Specialist	0	0	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Leadership Team	0	0	C
3. Provide support for implementing data driven	2024-2029	Admin team Leadership Team	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
reflective conversations to improve teaching practice (district, school, and individual data).					
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC <input type="checkbox"/> Leadership Team	0	0	C
a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> IC	0	0	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC <input type="checkbox"/> Teachers	0	0	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC <input type="checkbox"/> Teachers	0	0	C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.	2024-2025	<input type="checkbox"/> Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. 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 SUN 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care</p>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
<b>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.</b>					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> Admin/Leadership Teams <input type="checkbox"/> IC	0	0	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Literacy Specialist <input type="checkbox"/> IC <input type="checkbox"/> Teachers	0	0	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Specialist <input type="checkbox"/> IC	0	0	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Specialist <input type="checkbox"/> IC	0	0	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Admin Team	0	0	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Specialist	0	0	C



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC	0	0	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Leadership Team	0	0	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> N/A	0	0	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Specialist	0	0	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Leadership Team <input type="checkbox"/> IC <input type="checkbox"/> Teachers	0	0	C



## GOAL AREA 2 – Performance Goal 1

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<input type="checkbox"/> Admin/Leadership Team <input type="checkbox"/> Teachers	0	0	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town,	2024-2029	<input type="checkbox"/> Admin/Leadership Team <input type="checkbox"/> Teachers	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Student Teacher placements and other opportunities for a path to education.					
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Counselors <input type="checkbox"/> Teachers	0	0	C

## GOAL AREA 2 – Performance Goal 2

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	6.5%	6.0%	5.5%	5.0%	4.5%
	5.0%	7.0%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1:</b>					
1. Utilize Upbeat Survey to identify areas of concern. 2. Collaborate with the Staff to identify strategies to improve areas of concern	2024-2029	<input type="checkbox"/> Administration	0	0	C

## GOAL AREA 3 – Performance Goal 1

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS Incidents -			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	35.5%	33.5%	31.5%	29.5%	27.5%
	37.5%	35.5%	Actual (School)					

*\*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Parents	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers	0	0	C
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers	0	0	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> IC <input type="checkbox"/> Counselors	0	0	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report,	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Counselors	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and resolve 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	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Parents	0	0	C
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers	0	0	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers	0	0	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Guidance	0	0	C
<b>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.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers	0	0	C



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
transportation, scholarships for fees/trips, etc.					
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers	0	0	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers	0	0	C
<b>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.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<input type="checkbox"/> Admin team <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Students	0	0	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<input type="checkbox"/> Admin Team	0	0	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order	2024-2029	<input type="checkbox"/> Teachers	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and productivity of the learning environment.					
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers	0	0	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C

## GOAL AREA 3 – Performance Goal 2

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

**Performance Goal 2:** By 2029, reduce the percentage of students who are chronically absent\* by 10 points.

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)					
			Projected (School)	9.09%	7.09%	5.09%	3.09%	1.09%
	10.34%	11.09%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Parents	0	0	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Attendance Clerk	0	0	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> District Support	0	0	C
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> PTA Leadership <input type="checkbox"/> SIC Leadership	0	0	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Attendance Clerk <input type="checkbox"/> PTA <input type="checkbox"/> SIC <input type="checkbox"/> Teachers	0	0	C

## GOAL AREA 3 – Performance Goal 3

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	6,338	6,528	6,723	6,924	7,131
		6,154	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C
<b>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.</b>					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
language, transportation, and event or conference timing).					
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> Admin Team <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors	0	0	C