

# Crestview Elementary

David Langston, Principal



**Greenville County Schools**

*Dr. W. Burke Royster, Superintendent*

Scope of Plan: 2024-25 through 2028-29

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Crestview Elementary

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

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

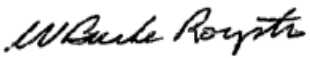
### Required Signature Page

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		5/1/2025
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

David Langston		5/1/2025
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/2025
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Michelle McCoy		5/1/2025
PRINTED NAME	SIGNATURE	DATE

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

Jessica Clements		5/1/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 509 American Legion Rd. Greer, SC 29651

SCHOOL TELEPHONE: (864) 355-2600

PRINCIPAL EMAIL ADDRESS: [dlangsto@greenville.k12.sc.us](mailto:dlangsto@greenville.k12.sc.us)

## Stakeholder Involvement for School Renewal

### Position and Name

1. **Principal:** David Langston
2. **Teacher:** Angelica Blackburn
3. **Parent/Guardian:** Allegra Bentley
4. **Community Member:** Jeanne Brown
5. **Paraprofessional:** Jane Hawking
6. **School Improvement Council Member:** Dr. Michelle McCoy
7. **Read to Succeed Reading Coach:** Jessica Clements
8. **School Read To Succeed Literacy Leadership Team Lead:** Jessica Clements
9. **School Read To Succeed Literacy Leadership Team Member:** Tracy Quinn

### OTHERS:

-Faith Kline, School Counselor

-Lindsey Pittman, Teacher

-Ashley Wright, Parent

-Selena Smith, PTA President

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

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Recruitment</b></p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

## Table of Contents

Introduction.....	8
Executive Summary.....	9
School Profile.....	11
Mission, Vision, and Beliefs.....	20
Data Analysis and Needs Assessment.....	22
Action Plan.....	30

# Introduction

The self-study process at Crestview Elementary is an on-going process that has a dual purpose: to improve the effectiveness of our school and to provide assurance to the public regarding the educational quality of our school. The Crestview Elementary Strategic Plan was developed to document the changes and progress our school has made while working to continuously improve everything we do. This portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement and accountability.

Faculty and staff members, as well as PTA and SIC members, participate in the development of the mission, vision, and goals. Through a collaborative effort we have included all aspects of our school community in determining our strengths and weaknesses. It describes who we are, our vision for the school, goals, plans, progress, and achievements concerning the demographics and needs. Discussions are held regularly to update the stakeholders on progress and adjust goals, if necessary.

Our main goal is meeting the needs of our students. By upholding this as our goal we can address student achievement, social and emotional needs, and community needs of the children at Crestview Elementary. The South Carolina State Standards, Common Core State Standards, and the Greenville County Curriculum Guides are the driving forces behind the decisions we make about instruction.

Because of consistent stakeholder involvement, this document reflects a balance of the diverse backgrounds, disciplines, interests, and experiences of the Crestview Elementary School Community. Input from stakeholders is eminent and continues to be incorporated in our self-study.

This self-study process is significant to the continuing success of our school and stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in an editing process, and taking part in the kinds of discussions that the self-study process is designed to do. We continue to learn how to best add value to the lives of our students and enrich our community.



# Executive Summary

Crestview Elementary is a pre-kindergarten through fifth grade public school situated on twenty-two acres in Greer, South Carolina. The school was built in 1970, renovated in 1998, and a new wing with five classrooms opened in January 2007. At present, a staff of eighty-one highly qualified faculty and support staff serve 679 in-person students, and 1 district virtual student whose school of record is Crestview. Volunteer and community involvement help enhance the overall school environment.

Crestview is one of fifty-three elementary schools in the Greenville County School District. It serves a diverse community that ranges from old mill homes and government subsidized apartments to moderately priced homes. The number of students obtaining free and reduced lunch has not been reported for the current school year because all students receive free breakfasts and lunches due to a federal grant received by the school district. The poverty index for the 2024 school year was 70%.

## **Student Learning Needs and Desired Results**

In response to the self-study process, we will continue to meet the needs of a diverse learning group. Through the process of lesson plan checklists, observations, and weekly collaborative meetings we validated that our students are receiving standards-based instruction. We recognize the need to address the achievement gap for our minority and subsidized lunch populations, as well as our disabled students.

## **Teacher and Administrator Quality and Desired Results**

With the diverse learners and implementation of rigorous College and Career Readiness and 21<sup>st</sup> Century learning standards, it is imperative that all teachers be trained on how to effectively implement structured literacy components to meet students' needs. The administration will schedule training dates throughout the year for all teachers to be trained and proficient in planning and integrating the components of the district's literacy framework. Support from the instructional coach, literacy specialist, and district personnel will be provided for teachers throughout the year. In addition to improving our practices in literacy, we will also be implementing strategies to increase our academic rigor and achievement in all academic areas. To accomplish this task, we will provide targeted professional development in how to implement and utilize learning targets with success.

criteria and improving our Professional Learning Community (PLC) model to effectively collaborate, plan, and instruct using student instructional data.

We also have an ongoing transformational journey to improve the overall climate and culture of our school through the implementation of the Conscious Discipline model. Using brain research in SEL best practices, our faculty and staff will begin year 3 of a multi-year training program to learn how to manage their own emotional state to help regulate the emotional state of their students.

### **Student Climate and Desired Results**

It is necessary to maintain Crestview's high percentage of student attendance, as well as student, parent, and teacher satisfaction with the learning environment and safety that Crestview provides. Feedback from the state report card indicates that Crestview scores higher in overall school climate than the district and the state. The school report card also indicates that Crestview scores in-line with the district and state in overall perceptions of school climate, and higher than the state and district in the area of safety by nearly 10% as measured by teacher surveys.

### **Significant Challenges**

The majority of students who attend Crestview are from low to middle-income families. Our school population has experienced a population shift in the past ten years. There has been an increase of students who are from households with incomes at or below the state poverty level. District-wide school rezoning has been a major catalyst of this change. Crestview's Multilingual (ML) program has grown markedly over the past several years. In 2003-2004 there were seventeen ML students. In 2005-2006 there were sixty-one students, and currently there are one hundred six students identified as ML.

### **Significant Accomplishments**

- These awards, results, or accomplishments from the past 3 years
  - Highest District Growth on SC-Ready 2023 in the area Mathematics
  - Highest District Growth on SC-Ready 2023 in the area of Reading
  - Highest Overall District Growth on SC-Ready for all Elementary Schools in Greenville County.
  - Golden Apple Award from SC-PTA for membership drive

# School Profile

## School Community

### Demographics of the School Community

Crestview Elementary is a pre-kindergarten through fifth grade public school situated on twenty-two acres in Greer, South Carolina. The school was built in 1970, renovated in 1998, and expanded in late 2006-2007. At present, a staff of eighty-four serves 671 students. Crestview is one of fifty-two elementary schools in the Greenville County School District serving a diverse community that ranges from government subsidized apartments to moderately priced homes. The majority of students who attend Crestview are from low- to middle-income families.. Crestview's Multilingual (ML) program has grown markedly over the years. In 2003-2004 there were seventeen ESOL students. In 2005-2006 there were sixty-one students. Currently there are one hundred six students enrolled in the program.

### The Community of Greer, SC

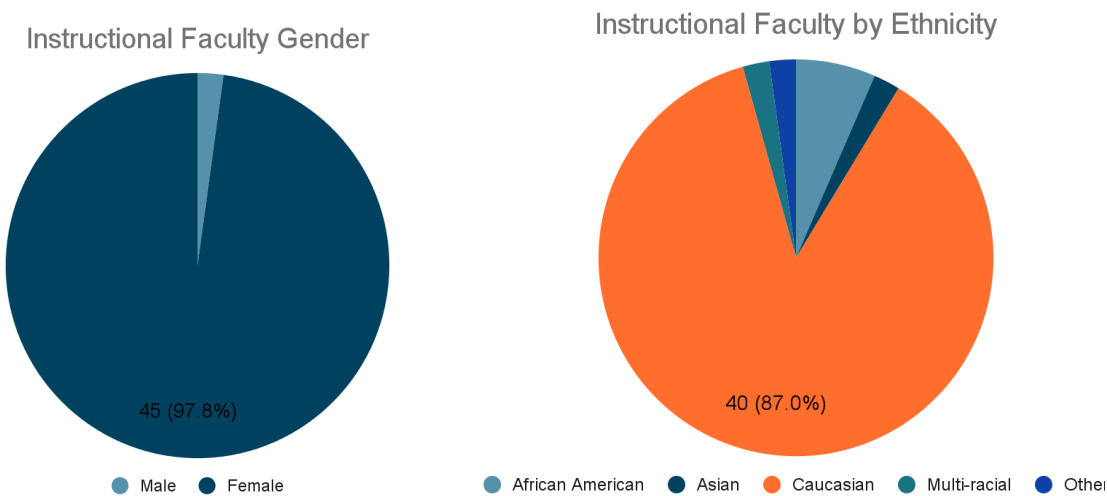
Crestview overlooks the foothills of the Blue Ridge Mountains. Just north of Interstate 85, Greer's borders spread across an area of both Greenville and Spartanburg Counties. With an approximate population of over 42,000, the present city of Greer is very different from the small "train depot" town of its heritage in the late 1800s.

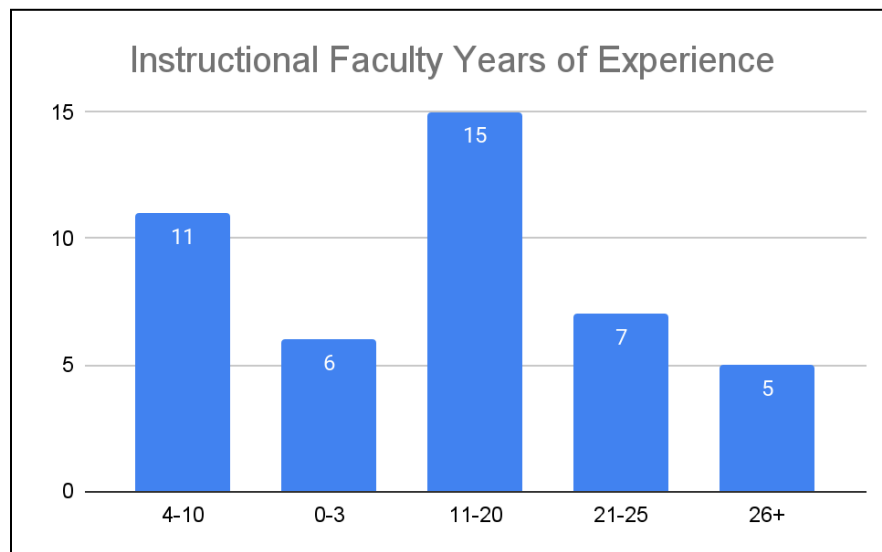
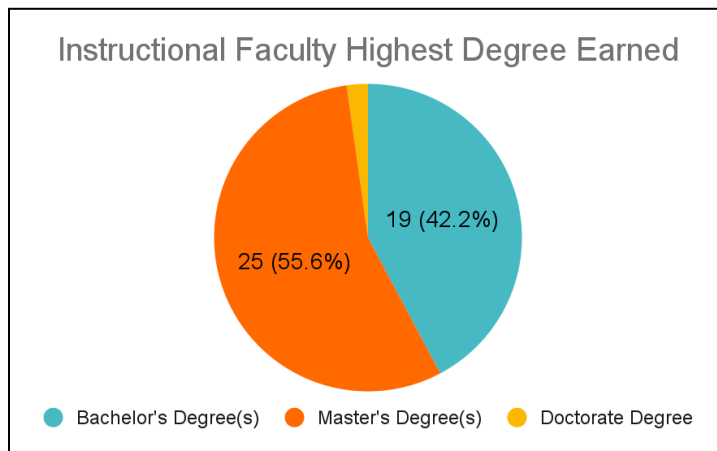
## School Personnel

Teamwork is considered essential at Crestview and is one of the school's strongest points. The Crestview team includes the following team members: two administrators, thirty full-time regular education classroom teachers, one full-time media specialist, one instructional coach, two full-time special education resource teachers, three full-time self-contained special education teachers (one for primary and one for intermediate students classified as Trainable Mentally Disabled and one for students classified as Multi-categorical), one full-time and one part-time speech-language pathologist, three full-time related arts teachers, three 0.2 related arts teachers, one full-time computer lab manager, one part-time STEM lab instructor, one part-time teacher of gifted and

talented students, one full-time and one half-time school counselors, one school-based mental health counselor, one full-time and one 0.75 ML teachers, one literacy specialist, two full-time RTI instructors for reading, one media clerk, and twelve paraprofessionals.

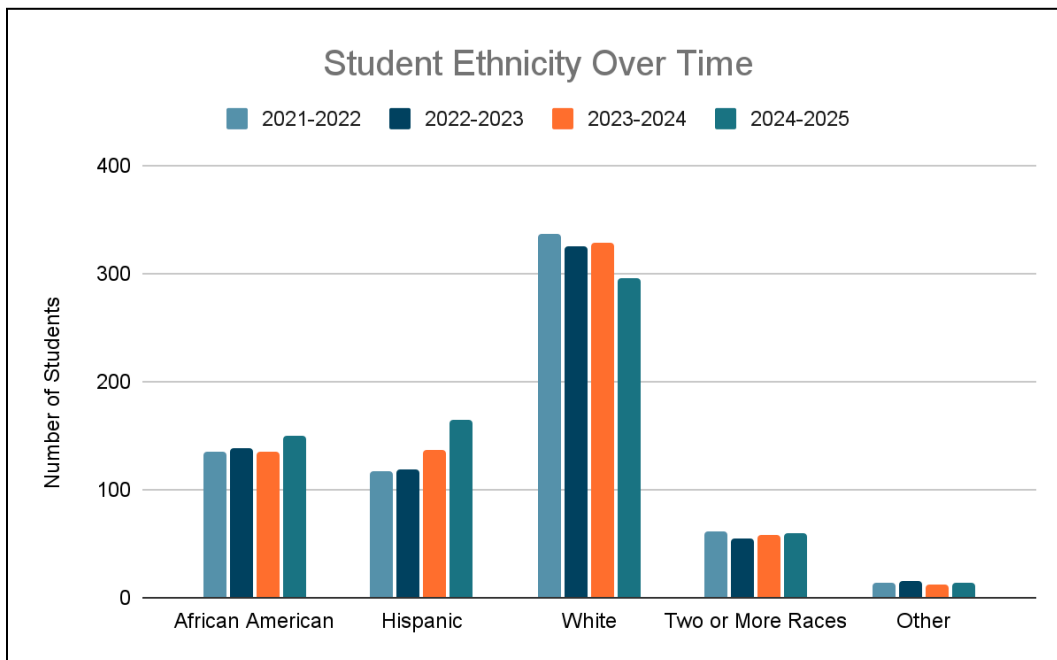
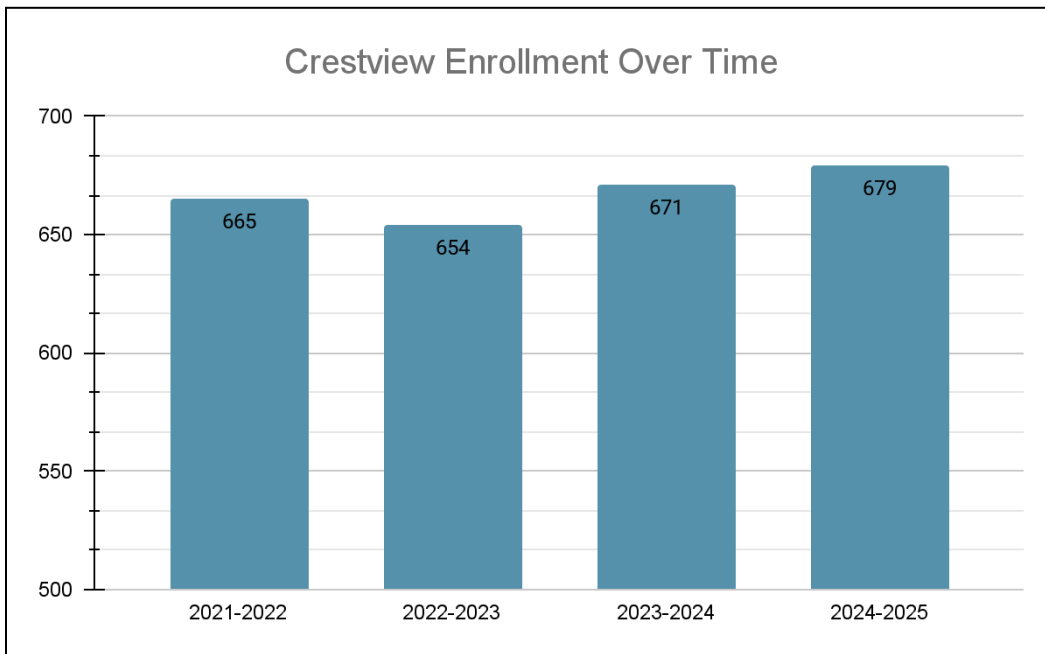
Crestview’s teachers are highly qualified and of varied experience levels. Three teachers are new to Crestview this year, and five of the returning faculty moved to new instructional grade levels from the previous year. The charts/tables/graphs below show Crestview’s current teacher demographics, educational level, and years of experience in the teaching field.





## Student Population

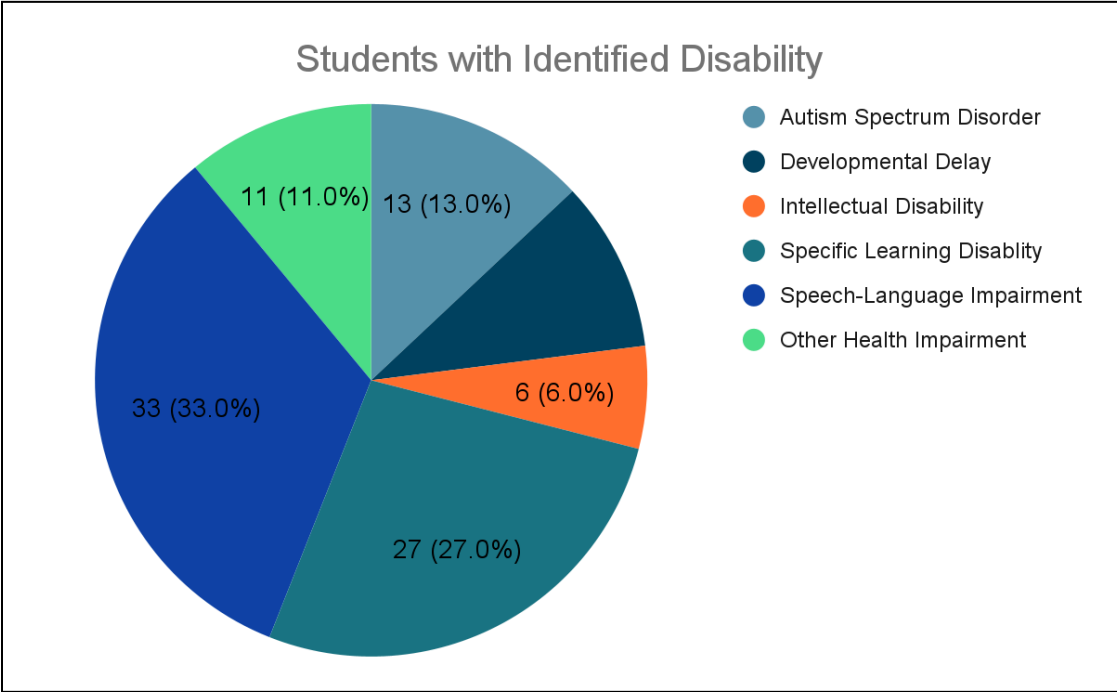
Crestview is currently designed to accommodate 675 students. Current enrollment is 679 students, which includes one student in Greenville County Schools Virtual Program whose school of record is Crestview. The following graphs provide a snapshot of Crestview's total student population and ethnic enrollment trends. This disaggregated data shows African American students make up 22%, Caucasian students comprise 43% of the population, and Hispanic students make up 24% of the population. Other ethnicities represent 11% of our total student body.



The total number of students who speak English as an additional language and/or have limited English proficiency skills is congruent with Crestview’s increasingly diverse population. In the current year, one hundred six have been identified as English speakers of other languages. The languages of record first acquired, spoken in most often, or spoken in the home include Spanish, French, Russian, Ukrainian, Vietnamese, and Tagalog.

Crestview’s team of educators believes that each child has unique talents, capabilities, and needs and the faculty serves students who have a wide spectrum of skills and abilities. The graph below

shows the number of students at Crestview who have been identified as having particular learning challenges and receive special academic assistance. Children receiving support in more than one area are counted in their main area of disability.



Crestview currently has fifty-seven students who meet the academic qualifications for the district’s Gifted and Talented Program. Qualification is determined by a student's performance on Iowa and CogAT assessments administered to all second grade students, the Measures of Academic Progress (MAP) tests, SC Ready ELA or Math, and/or the Star Performance Test. Third grade Gifted and Talented students are served for two hours and five minutes each week. Fourth and Fifth grade students are served for three hours and twenty minutes each week.

Many of Crestview’s students are from households with incomes at or below the poverty level. Crestview’s current poverty index is seventy percent. Due to a federal grant acquired by Greenville County Schools, Crestview all Crestview students currently receive free breakfast and lunch. Many of the students from households with such economic challenges also bring a distinct set of learning and educational support needs. Crestview’s administration encourages that constituency changes be met with constant professional development and reassessing the needs of the student population.

Retention rates vary little from year to year, and students are only retained when there is extensive supporting student data, a teacher-completed Light’s Retention Scale, and documentation of multiple parent/guardian conferences. Final retention decisions reside with the principal. The table below shows the percentage of students who were retained during the past three academic years.

Crestview Retention Rates	
2023-2024	1.0%
2022-2023	1.0%
2021-2022	1.6%

The school’s attendance rates have remained steady post-pandemic, with an average daily attendance of 94%, which is in line with the attendance rate of elementary schools “like ours.”

**Academic Programs**

**Reading/Language Arts**

In 2021, Crestview’s kindergarten and first grade classes implemented Reading Horizons, a systematic, explicit phonics instruction, into their daily instruction. During the 2024 school year, Reading Horizons was fully implemented into second grade, as well. In light of the state’s recent move to a more research-based method of literacy instruction, Crestview began utilizing the structured literacy components of Houghton-Mifflin Harcourt’s (HMH) “Into Reading” curriculum. Teachers present grade-level, standards-based instruction in the whole group setting, while focusing on specific student needs in differentiated small groups. Writing, interactive read-aloud and shared reading continue to be in the daily literacy block.



## **Math**

Teachers at Crestview use a variety of techniques to help students master the South Carolina curriculum standards for math. The GCS Curriculum Landing page provides teachers with pacing guides for each unit, as well as other planning resources. South Carolina College and Career Readiness (SCCCR) standards for math have been implemented in Kindergarten through fifth grade since the 2105-16 school year. Teachers use the Nat Geo Big Ideas textbook, resource books, and trade books during each unit. For the 2024-2025 school year, kindergarten and first grade has implemented the new SC math standards. Grades two through five will begin the new standards implementation in the 2025-2026 school year, when all grades will also adopt a new math curriculum from Houghton-Mifflin Harcourt. Hands-on activities are utilized daily. We are in the beginning stages of Guided Math implementation.

## **Differentiated Instruction**

Differentiated instruction is utilized as a teaching method at Crestview. Teachers document differentiated instruction plans for each subject in the weekly lesson plans. By incorporating differentiation in the classroom, teachers provide diverse means for students to acquire content and develop methods so that each student can learn effectively.

## **Response to Intervention – RTI**

A comprehensive reading RTI framework rigorously combines culturally and linguistically responsive instruction with ongoing assessment and evidence-based intervention. This integrated approach enhances the meaningful identification of learning challenges, elevates instructional quality, and ensures every student has the best opportunity for academic success, including the early detection of learning disabilities and other challenges. Crestview fully implemented this model during the 2013-2014 school year, and currently has two reading interventionists and a reading specialist. Greenville County Schools uses the Amira assessment tool to pinpoint students at risk of reading below grade level, with most of these identified students receiving support from interventionists while some grade levels also benefit from additional classroom teacher interventions.

# Behavioral Programs

## School Wide Discipline

Our school has taken on a transformational journey to implement the Conscious Discipline model to address school behavior and overall school culture. Conscious Discipline is a social-emotional learning program that teaches adults to manage their emotions, understand their feelings, and model behaviors. The program is based on brain research and uses everyday life events to teach self-control, conflict resolution, character development, and social skills. It also helps adults understand how they respond to upset and how to recognize a child's emotional state. Crestview's discipline model follows the district policy. It is communicated through school in-service training and is reinforced by classroom rules appropriate to each grade level and class. Students are encouraged and expected to maintain appropriate behavior at all times. Student handbooks and school and class newsletters inform students and their families about behavior guidelines.

While district policy delineates the behaviors for which a student may receive a referral, Crestview's administration and instructional team ensure that students understand school decorum and expectations of behavior.

In an effort to simplify and clarify classroom discipline and behavior management, Crestview's faculty has developed a school-wide discipline policy. This model includes uniform expectations and consequences that can be applied in classrooms spanning from early childhood to upper elementary classrooms. The following School Wide Rules along with a Discipline Plan have been adopted by consensus of the faculty:

## School Wide Discipline Plan

Teachers should follow these guidelines before making a referral:

- 1) Classroom consequences
- 2) Parent contact
- 3) Referral

Each teacher and grade level team supports each other in helping students develop and maintain a sense of personal responsibility and mutual respect in the learning environment. If, however, a student violates the school or district discipline code, the administration addresses the issue according to district policy through a discipline referral. Discipline referrals that result from inappropriate behavior can often be managed through a conference with the student's parent or guardian, a member of the administration, and the teacher.

Crestview's educational team strives to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. Toward this goal, we offer many opportunities for student participation and recognition. Teachers and administrators collaborate in an effort to monitor appropriate school behavior among grade levels. They provide positive discipline workshops for parents and guardians, school behavioral intervention via individual and small group counseling for students, and provide teachers with classroom management strategies.

# Mission, Vision, and Beliefs

## Mission

The Crestview staff determined, through a needs assessment, a vision that was shared by all stakeholders. The Student Achievement Team created a survey questionnaire that was sent to Crestview's parents/guardians, faculty, staff, and student body. Results were collected and sorted into categories by the Student Achievement Team. The data was presented to and discussed with the faculty. From suggestions offered by those present, the staff selected a final Mission Statement by a consensus vote. That mission statement is as follows: Our mission is to partner with the students, family, and community to ensure that all children succeed in a safe, nurturing, and academically challenging environment. Consistent with this mission, our school motto is: We are Crestview. Community Pride. Academic Excellence.

## Vision

Crestview's vision is to develop a learning community of caring individuals who are lifelong learners; therefore, we provide:

- A safe and caring environment that respects the dignity of all and ensures that no student "falls through the cracks."
- Skills and knowledge that prepare students to become responsible citizens and assist them in the exploration and pursuit of diverse career goals.
- Research-based strategies to help all students meet or exceed student learning standards.
- A staff that is highly qualified, focused, visionary, collaborative, and accountable for student success.
- Celebrations and encouragement of excellence and quality achievement on the parts of teachers and students.

## Beliefs

We believe all students are capable of learning, and our goal is to help each one reach his/her potential. We believe each student must be nurtured in the learning environment. We believe each student is unique and must be respected and valued as an individual. Additionally, the following beliefs regarding the nature of teaching, learning, and children support effective teaching and meaningful learning for Crestview students:

## **We believe**

- Learning is developmental.
- Learning is fun.
- Every child can succeed.
- Learning should be engaging.
- Learning occurs most readily in a safe, accepting environment.
- Learning involves varied experiences.
- Learning never stops.
- When given the proper tools, all students can learn.
- Relationships must form before learning can flourish.
- Learning happens when expectations are high.
- Teaching is learning.
- Teaching is reaching out and helping.
- Teaching goes beyond academics.
- Teaching is a calling.
- Teaching is challenging.
- Teaching is a group effort.
- Teaching comes from the heart.
- Teachers make a difference in children's lives.
- Teaching is difficult, exciting, and rewarding.
- Teachers must honor what children bring to the learning process.
- Teachers need to be flexible in their instructional methods and interactions with students.
- Teaching builds a bridge between the learner and the lesson.
- Teachers love what they do and are life-long learners who advocate for children.
- Children learn in different ways and have different levels of basic skills.
- All children have strengths and something unique to offer.
- All children have a curiosity for learning.
- Children are valuable and worthy of respect.
- Children have enthusiasm for learning.

# Data Analysis and Needs Assessment

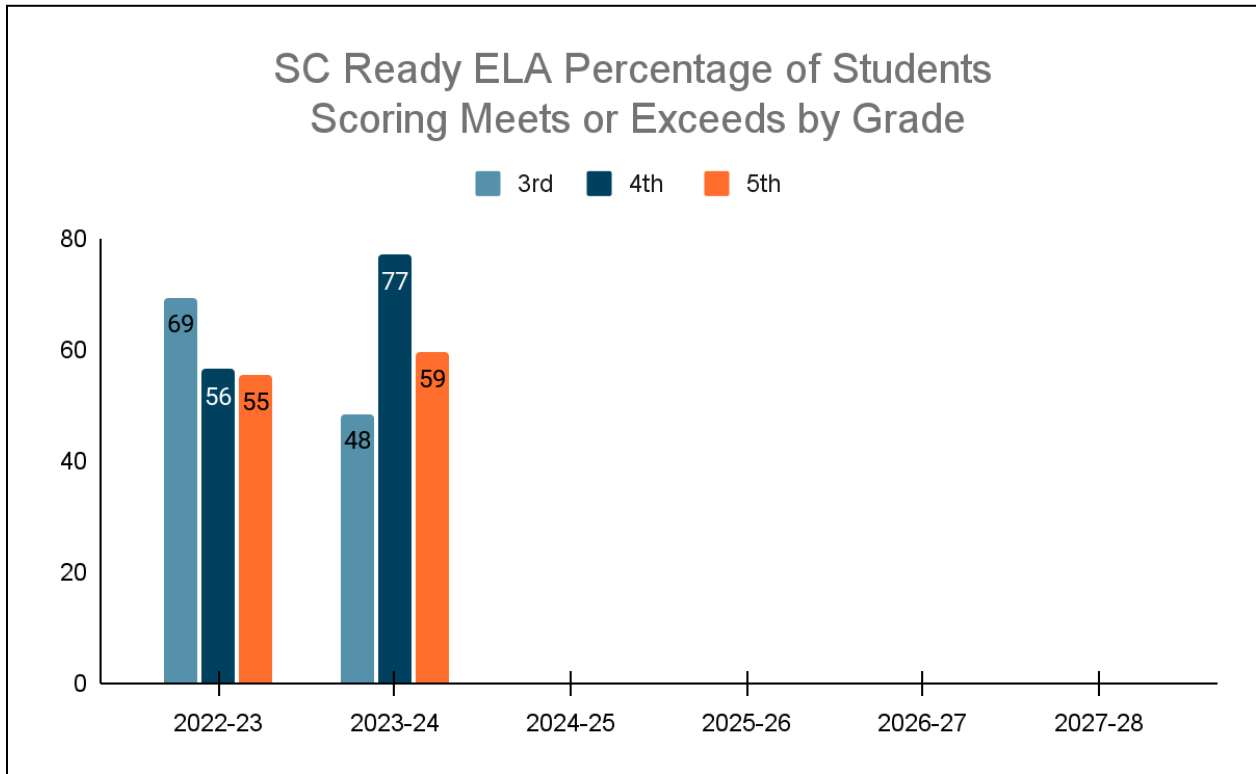
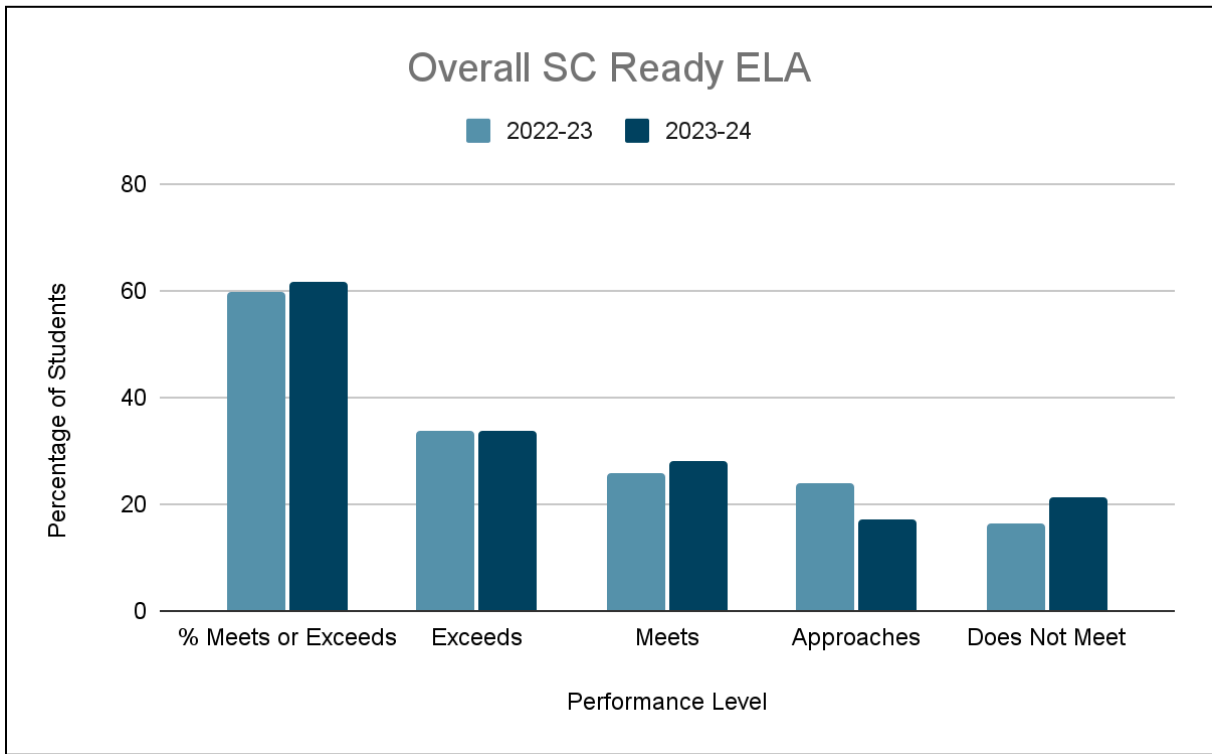
## Analysis of Student Achievement Outcomes

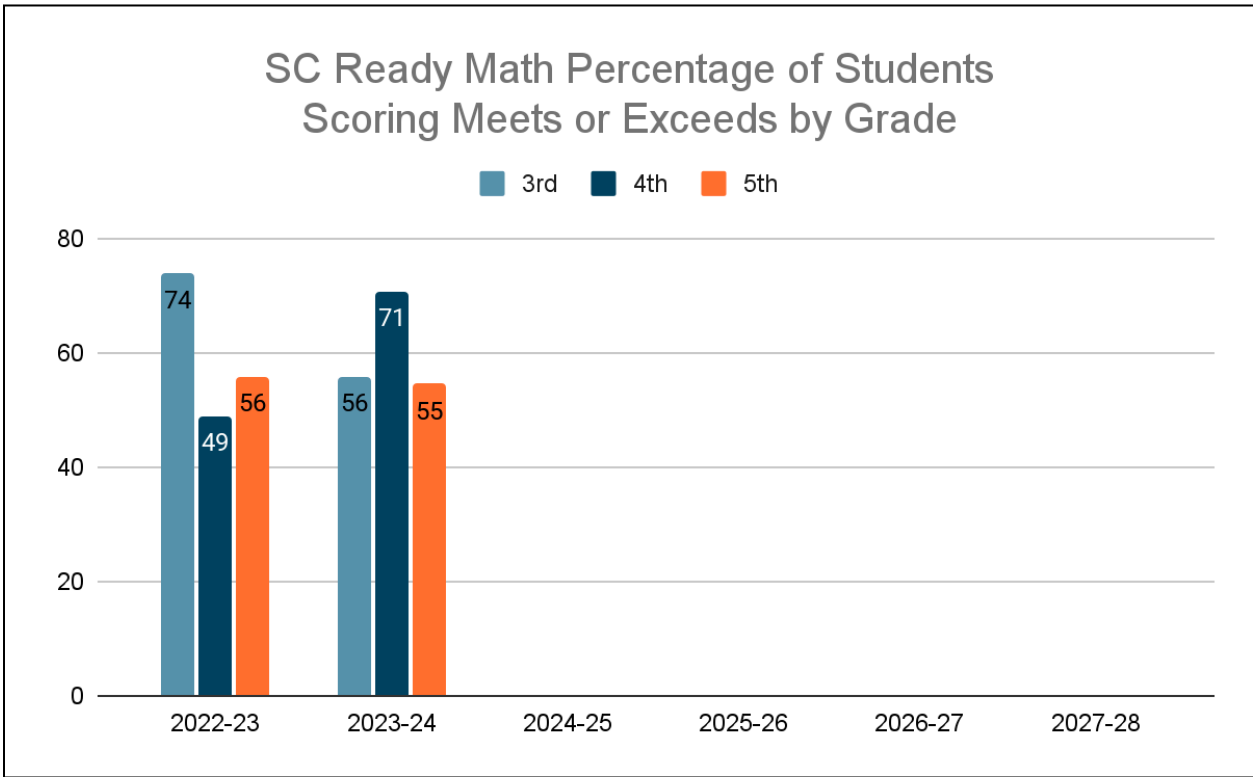
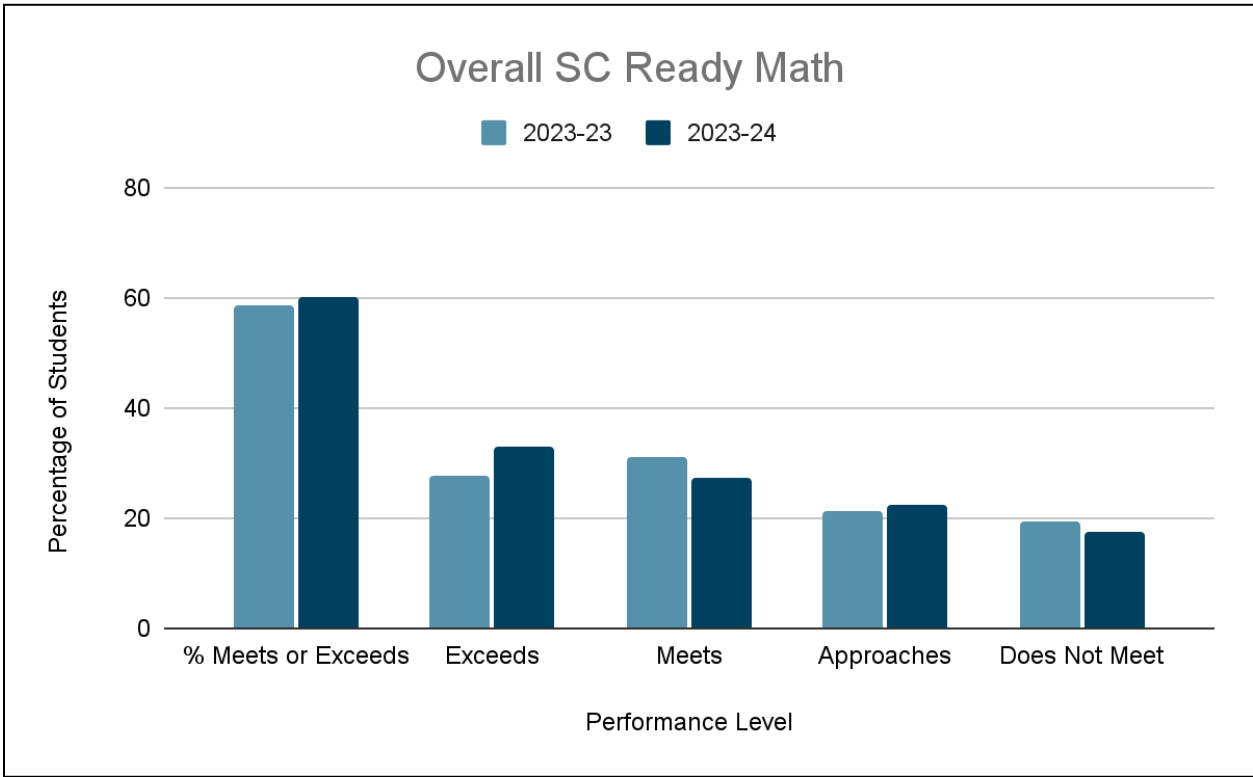
Crestview's administration believes teachers must have reliable data about students' academic strengths and weaknesses in order to develop an adequate academic program. Data from the SC Ready assessment assists educators in the understanding of student achievement as well as in the planning of instructional units and methods.

For the purposes of this portfolio, analysis of SC Ready from 2024-2025 to present facilitates quality planning and the development of next steps.

## SC Ready Data

The SC Ready tests for English Language Arts and Math are administered to students in third through fifth grades during the last twenty days each school year. Test scores for each section are classified as Exceeds Expectations, Meets Expectations, Approaches Expectations, or Does Not Meet Expectations. The graphs below show the percentage of total Crestview students scoring each proficiency level as well as the percentage of students at each grade level scoring Meets or Exceeds. When analyzing our school data further, it was determined our deficiency areas were our special education and African American subgroups and the writing portion of the ELA assessment.







## Needs Assessment

There continues to be a need to move more of Crestview's subsidized lunch students, African American students, and disabled students to the *Meets/Exceeds* objectives for ELA and Math on SC Ready. Science is an area for improvement across all student groups. Toward this end, Crestview will continue to use research-based strategies to move students in a positive direction.

Research-based measures for closing the ELA achievement gap include a school-wide emphasis on literacy, use of assessment data to plan instruction, teacher collaboration, high expectations for all students, and intensive interventions for struggling readers (Symonds 2004).

Research-based measures for closing the Math achievement gap include increasing the number of teachers trained in the research-based math instructional program, teaching mathematics with problem-solving as the primary focus, examining research-based materials on how children learn mathematics during collaborative meetings, and continuing implementation of staff development on differentiated instruction.

It is only reasonable that factors contributing to achievement gaps at Crestview would be among those cited nationally. The table below, from *Parsing the Achievement Gap* (Barton 2003), lists causes that research has identified as being rooted inside and outside ("before and beyond") the school.

### Correlates to Achievement

(Barton 2003, p. 7)

<b>School:</b> Rigor of Curriculum Teacher Preparation Teacher Experience and Attendance Class Size Technology-Assisted Instruction School Safety
<b>Before and Beyond School:</b> Parent Participation Student Mobility Birthweight Lead Poisoning Hunger and Nutrition Reading to Young Children Television Watching Parent Availability

The correlates Barton (2003) identifies as occurring outside the school are commonly associated with both poverty and limited parental education. As a high-poverty school, Crestview has a student body that is no doubt impacted by these factors. Based on overall achievement, it appears that the in-school correlates to achievement work in the favor of Crestview's students; however, there are achievement gaps, and the school is dedicated to closing them.

In a study of high- and low-performing schools (Kannapel, Clements, Taylor, & Hibpshman 2005), researchers found that high-performing schools are characterized by the following attributes, which Crestview embraces:

- The belief that all students can succeed with a caring faculty and staff.
- Uniform high expectations.
- Collaborative decision-making.
- Acceptance of the teacher's role in the student's progress.
- Consistent teacher-parent communication.
- Commitment to diversity and equity.

As a high-performing, high-poverty school, Crestview can attest to the efficacy of the above-mentioned qualities. Additionally, consistent with research-based recommendations, Crestview's leadership focuses the school's culture "on all students learning by demonstrating high expectations regardless of economic status, disability, home language, or any other characterization" (Taylor 2010, p. 15).

As the school continues to work towards closing achievement gaps, it will show commitment to the task by:

- Believing in, nurturing, and expecting each child's success.
- Assuring that teachers are hired on the basis of their excellence as well as their fit with the needs of our students.
- Providing consistent staff development.
- Maintaining open and frequent communications with parents.
- Assessing individual students' needs and providing appropriate challenges and programs.

## Teacher and Administrator Quality Outcomes and Needs Assessment

With the diverse learners and implementation of rigorous College and Career Readiness and 21<sup>st</sup> Century learning standards, it is imperative that all teachers be trained on how to effectively implement literacy components to meet students' needs. The administration will schedule training dates throughout the year for all teachers to be trained and proficient in planning and integrating the components of the district's instructional frameworks for literacy and mathematics. Support from the instructional coach, literacy specialist, and district personnel will be provided for teachers throughout the year. In addition, we will also be implementing strategies to increase our academic rigor and achievement. To accomplish this task, we will provide targeted professional development in strengthening our professional learning community (PLC) through standards-based, data-driven planning and analysis, including how to most effectively implement and utilize learning targets with success criteria.

We also have an ongoing transformational journey to improve the overall climate and culture of our school through the implementation of the Conscious Discipline model. Using brain research in SEL best practices, our faculty and staff will begin year three of a multi-year training program to learn how to manage their own emotional state to help regulate the emotional state of their students.

### Professional Development Plan 2024-2025

Title	Presenter	Description	Date	Projected Number Attending	Targeted Group
Conscious Discipline, Year 2	Ellen Hampshire, Joy Venebles, CDAT	Begin implementing the CD strategies learned in year 1 into the framework of the school culture.	Monthly throughout the 24-25 year	65	Faculty and staff
LETRS	SC DOE	Teachers will be trained using the science of reading (LETRS) to improve academic rigor and performance in the area of reading and comprehension	Ongoing (2 year program)	25	K-2 teachers, ML teachers, SPED teachers, RTI teachers,

					Administration
From PLC lite to PLC right	ILT	Implementing the strategies to strengthen the PLC transformation at Crestview.	Weekly during collaborative team meetings	50	faculty

## Professional Development Plan 2025-2026

Title	Presenter	Description	Date	Projected Number Attending	Targeted Group
Conscious Discipline year 3	Ellen Hampshire, Joy Venebles, CDAT	Begin implementing the CD strategies learned in year 1 into the framework of the school culture.	Ongoing throughout the 25-26 year	65	Faculty and staff
Success Criteria	Dr. Michelle McCoy	Learning how to implement success criteria in conjunction with learning targets to help students assess their own mastery toward learning goals and objectives.	Monthly during collaborative team meetings	32	faculty
LETRS, Year 2	SC DOE	Teachers will be trained using the science of reading (LETRS) to improve academic rigor and performance in the area of reading and comprehension	Ongoing throughout the 25-26 year	25	K-2 teachers, ML teachers, SPED teachers, RTI teachers, Administration

## School Climate Outcomes and Needs Assessment

It is necessary to maintain Crestview's high percentage of student attendance, as well as student, parent, and teacher satisfaction with the learning environment and safety that Crestview provides. Feedback from the state report card indicates that Crestview scores higher in overall school climate than the district and the state. The school report card also indicates that Crestview scores in-line

with the district and state in overall perceptions of school climate, and higher than the state and district in the area of safety by nearly 10% as measured by teacher surveys.

The faculty, PTA, and SIC will collaborate to inform parents and students of policies regarding attendance, safety, and other school procedures.

## References

Barton, P. E. (2003). *Parsing the achievement gap*. Princeton, NJ: Educational Testing Service. Retrieved September 25, 2008, from [ets.org/research/pic](http://ets.org/research/pic)

Frye, R. (2007, June). *How far behind in math and reading are English-language learners?* Washington, DC: Pew Hispanic Center. Retrieved September 27, 2008, from [www.pewhispanic.org](http://www.pewhispanic.org).

Kannapel, P. J., & Clements, S. K., with Taylor, D., & Hibpshman, T. (2005). Inside the black box of high-performing high-poverty schools. Lexington, KY: Prichard Committee for Academic Excellence. Retrieved February 17, 2005, from <http://www.prichardcommittee.org/Ford%20Study/FordReportJE.pdf>.

Symonds, K. W. (2004, August). *After the test: Closing the achievement gaps with data*. Naperville, IL: Learning Point Associates. Retrieved February 21, 2006, from <http://www.ncrel.org/gap/studies/basrc.htm>

Taylor, R. T. (2010.). Leadership to improve student achievement: focus the culture on learning. *AASA Journal of Scholarship and Practice*, 7, 10-19.

# Action Plan

## Supportive Strategies

Our school's action plan was revised in 2024 and includes our goals, objectives, strategies, and products of action steps. In order to support our goals, it is necessary to develop effective strategies and action steps with input from all stakeholders. Our action steps are based on best practices and current research.

## Aligning Our Action Plan

In order to establish, implement, and evaluate Crestview's Five Year Action Plan, our team aligned Crestview's profile, beliefs, mission, and instructional needs with the district's vision and Five Year Performance Goals. The process involves looking at student achievement data in order to meet federal, state, and district education requirements. The administration, instructional coach, and teachers annually evaluate progress toward attaining our goals and continually align our plan to the district's performance goals. The following pages include our Five Year 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 58.6% in 2022-23 to 75% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3.4% 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)	61.4%	64.8%	68.2%	71.6%	75%
	59.6%	60.3%	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"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors			<i>Continue</i>
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors			<i>Continue</i>
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Counselors			<i>Continue</i>
<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>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Academic Specialists			<i>Continue</i>
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"/> Academic Specialists			<i>Continue</i>
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Teachers			<i>Continue</i>
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>
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"/> Administrators <input type="checkbox"/> Instructional Coach			<i>Continue</i>
<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"/> Administrators			<i>Continue</i>
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Instructional Coach			<i>Continue</i>



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Academic Specialists			<i>Continue</i>
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> All school faculty/staff			<i>Continue</i>
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach			<i>Continue</i>

## 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 59.6% in 2022-23 to 75% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3.4% 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)	61.4%	64.2%	68.2%	71.6%	75%
	59.6%	61.6%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	<input type="checkbox"/> Administrators	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 supports 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"/> Administrators <input type="checkbox"/> Instructional Coach			<i>Continue</i>
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"/> Administrators <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teachers			<i>Continue</i>
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	<input type="checkbox"/> Reading Interventionist			<i>Continue</i>
4. Offer varying levels of support through scaffolding, intervention,	2024-2029	<input type="checkbox"/> Teachers			<i>Continue</i>

Activity	Timeline	<input type="checkbox"/> Administrators	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.					
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"/> Teachers			<i>Continue</i>
<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"/> Teachers			<i>Continue</i>
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"/> Teachers			<i>Continue</i>
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Teachers			<i>Continue</i>
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Teachers			<i>Continue</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Teachers			<i>Continue</i>
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Teachers			<i>Continue</i>

Activity	Timeline	<input type="checkbox"/> Administrators	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"/> Teachers			<i>Continue</i>
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one	2024-2025	<input type="checkbox"/> Director of Early Intervention and Student Support			Waiver

Activity	Timeline	<input type="checkbox"/> Administrators	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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.					
<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"/> Teachers			<i>Continue</i>
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Teachers			<i>Continue</i>
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Teachers			<i>Continue</i>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Teachers			<i>Continue</i>
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Instructional Coach			<i>Continue</i>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and	2024-2029	<input type="checkbox"/> Teachers			<i>Continue</i>

Activity	Timeline	<input type="checkbox"/> Administrators	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
interactive texts to accommodate various learning styles.					
<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"/> Instructional Coach			<i>Continue</i>
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/>			<i>Continue</i>
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/>			<i>Continue</i>
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"/> Teachers			<i>Continue</i>
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Instructional Coach			<i>Continue</i>

## 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%
	97.2%	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"/> School Counselors			<i>Continue</i>
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<input type="checkbox"/> School Counselors			<i>Continue</i>
<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"/> School Counselors			<i>Continue</i>

## 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)	12.5%	12%	11.5%	11%	10.5%
	13%	16%	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: Crestview will decrease the teacher turnover rate from 13% in SY23 to 10.5% in SY 28-29.</b>					
1. Administration will develop methods to solicit teacher feedback, improve professional development available to staff and faculty, involve teachers in the decision making process and continue to provide a positive culture/atmosphere and supports for all staff members	2024-2029	<input type="checkbox"/> Administration	0		<i>Continue</i>



## 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)	36.3%	34.3%	32.3%	30.3%	28.3%
	38.3%	48.4%	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 multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>
2. Establish consistency in teaching and reinforcing expectations and building	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
positive relationships, while allowing custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>
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"/> Administrators			<i>Continue</i>
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>
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"/> Administrators			<i>Continue</i>
<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"/> Administrators			<i>Continue</i>
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>
<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 transportation, scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>
<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"/> Administrators			<i>Continue</i>
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"/> Administrators			<i>Continue</i>
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers			<i>Continue</i>
4. Teach productive behaviors, emotional control, and interpersonal skills including	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
listening to and understanding diverse perspectives.					
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"/> Administrators			<i>Continue</i>

## GOAL AREA 3 – Performance Goal 2

<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.)* (* required)
<b>Performance Goal 2:</b> By 2029, reduce the percentage of students who are chronically absent* by 10 points.
<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 Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District					
			Projected (School)	19.4%	17.4%	15.4%	13.4%	11.4%
	21.4%	25.2%	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"/> Administrators			<i>Continue</i>
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</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"/> Administrators			<i>Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> Administrators			<i>Continue</i>
<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"/> Administrators			<i>Continue</i>
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"/> Administrators			<i>Continue</i>
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"/> Administrators			<i>Continue</i>

## 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 connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage 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 Education Technology Support (ETS)			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	2,394	2,465	2,536	2,612	2,690
		2,325	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"/> Administrators			<i>Continue</i>
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Administrators			<i>Continue</i>
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>

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: 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"/> Administrators			<i>Continue</i>
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"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors			<i>Continue</i>
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Administrators			<i>Continue</i>
<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 language, transportation, and event or conference timing).	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors			<i>Continue</i>
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors			<i>Continue</i>
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"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors			<i>Continue</i>