

Grove Elementary School

Stephanie Reese, Principal



The School District of Greenville County

Dr. W. Burke Royster, Superintendent

School Renewal Plan for 2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Grove 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		3/1/2025
PRINTED NAME	SIGNATURE	DATE


PRINCIPAL

Stephanie Reese		3/1/2025
PRINTED NAME	SIGNATURE	DATE

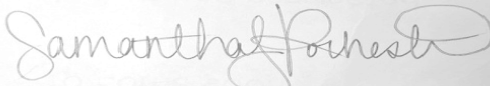
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		3/1/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Valisha Clark		3/1/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Samantha Rochester		3/1/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1220 Old Grove Road, Piedmont, SC 29673

SCHOOL TELEPHONE: (864) 355-5900

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

Stakeholder Involvement for School Renewal

Position and Name

1. **Principal:** Stephanie Reese
2. **Teacher:** Mary Grace Mack
3. **Parent/Guardian:** Erika Simmons
4. **Community Member:** Alexandria Byrd
5. **Paraprofessional:** Donna Rich
6. **School Improvement Council Member:** Chris Bates
7. **Read to Succeed Reading Coach:** Samantha Rochester
8. **School Read To Succeed Literacy Leadership Team Lead:** Samantha Rochester
9. **School Read To Succeed Literacy Leadership Team Member:** Erin Wilson
10. **Title I Instructional Facilitator:** Dr. Valisha Clark

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**

Literacy Leadership Team for Read to Succeed	
Position	Team Member
Principal	Stephanie Reese
Assistant Principal	April Camp
Administrative Assistant	Dr. Timyra Hudson
Title I Instructional Facilitator	Dr. Valisha Clark
Instructional Coach	Erin Wilson
Instructional Coach	Dylan Brooks
Literacy Specialist	Samantha Rochester
Reading Interventionist	Nancy Bramlette
Classroom Teacher	Katherine Wilson

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

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

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

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

<p>Yes No N/A</p>	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<p>Yes No N/A</p>	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<p>Yes No N/A</p>	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

TABLE OF CONTENTS

Title Page	1
SC SDE Cover Page	2
SC SDE Stakeholder Involvement Page	3
SC SDE Assurances	4
Table of Contents	7
Introduction	8
Executive Summary	9
School Profile	11
Mission, Vision, and Beliefs	15
Data Analysis and Needs Assessment	16
Action Plan	24

Introduction

The Grove Elementary School Portfolio was developed to document the updates and progress the school has made as we attain short term goals and work toward our long-term goals. This plan is constantly evolving and documents our actions and adjustments we have made to support student achievement. We believe the School Portfolio provides staff a means to further develop capacity, self-reflect, communicate and work strategically while remaining accountable during the process. The School Portfolio was developed through collaboration with all stakeholders. The faculty and staff, along with parent and community members of SIC and Title I planning committee, assisted in the self-reflection process in order to better build our plan for the purpose of the growth and development of the students. In order to maintain high standards and expectations, a great deal of discussion centered on changes over the past three to five years, such as school community relations, vision, student needs, instructional practices and programs, professional development, paradigm shifts and progress in each area. As each section of the portfolio was reviewed and updated, feedback was considered essential and provided the Leadership Team with the opportunity to develop a document representative of Grove Elementary School.

The committees utilized in this school portfolio are-

Faculty Council- Stephanie Reese, April Camp, Timyra Hudson, Erin Wilson, Dylan Brooks, Valisha Clark, Nancy Bramlette, Ashleigh Stoyanov, Angela Godfrey, Amari Fortson, Kyle Steading, Courtney Powley, Paige Harris, Channon Reid, Caitlin Jones, Madison Reis, Brandisha Briggs, Deborah Jones, Marinda Smith, Ralph Dixon

School Improvement Council- Stephanie Reese, Dr. Anna Brink, Kendra Wright, Valisha Clark, Samantha Rochester, Angela Epps, Alfred Johnson, Caitlin Jones, Alexandra Bryd, Chris Bates

Title I Parent Involvement Committee- Stephanie Reese, Valisha Clark, Diana Kerley, Alexandria Byrd, Karen Simmons, Samantha Rochester, Dylan Brooks, Caitlin Jones, Whitney Hodges, Katherine Wilson, Juli Ezell

The Grove Elementary School Strategic Plan is a living document that describes Grove and includes evidence of our work. It describes who we are, our mission and vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The strategic plan also describes how we build and utilize our overall plan for the purpose of increasing student learning for the next five years.

Executive Summary

Needs Assessment and Findings for Student Achievement

- Based on SC Ready ELA assessment results from 2024, 43.1% of students scored in the met or exceeding categories at Grove Elementary.
- Based on SC Ready Math assessment results from 2024, 37.6% of students scored in the met or exceeding categories at Grove Elementary.
- SC Ready Science was not operational in 2023-24 and thus no statistics are reported for 2024.
- Based on SCPASS Science assessment results from 2023, 32.3% of students scored in the met or exceeding categories at Grove Elementary.

Needs Assessment and Findings for Teacher and Administrator Quality

- Our principal has over 23 years of experience as a school administrator.
- Our assistant principal has been an administrator at our school for four consecutive years.
- 100% of our teachers are highly qualified.
- Teacher retention rate was 81% in 2023-2024.
- Teacher attendance rate was 94.6% in 2023-2024.
- In 2024, 45.2% of our teachers had advanced degrees.

Needs Assessment and Findings for School Climate

In evaluating our school climate, we studied the results of our 2023-2024 school survey report on our School Report Card. The survey questions asked about satisfaction concerning the learning environment, social and physical environment, and school-home relations. Overall, students were satisfied with each category at a rate of at least 87% or above. Parents were satisfied with each category at 100%, and teachers at a rate of 86.5% or above.

Significant Challenges (past 3 years)

- Teacher retention and consistency of staff members with a retention rate of 80%
- Progress monitoring and adjusting instruction of the needs of our students with a student stability rate of 87.3%
- Increase in Multilingual Language Learner population

Significant Awards, Results, and Accomplishments

- Professional development aligned with goal areas
- Updated texts and resources in grade level book rooms for reading instruction
- Provided diverse materials and texts for classroom libraries
- Strong partnership with School Improvement Council and Title I Parent Involvement Committee for school-wide events and programs

- Greenville County Honors Choir
- Growth in school climate based on district UpBeat survey
- Run Hard Student Character Award Winners

School Profile

Grove School Community & Facilities

Grove Elementary School is located in the southwest area of Greenville County. The original building was constructed in 1969 on thirty-two acres in rural Piedmont. The school year began in August of 1969 before the building was completed. Classes were held at West Gantt Baptist Church and West Gantt School until construction was finished. The building was of “modern” design for the time. The wing for the fourth and fifth grade classes opened into a central area, which facilitated changing classes and provided a place for small group work. The primary wing was a long hall with four classrooms on each side. Each classroom had its own restroom and outside door.

Grove Elementary opened with an enrollment of 350 students and a staff of fourteen teachers, a principal, a media specialist, a secretary, two cafeteria workers, and one custodian. The area served by the school was a stable community of two-parent families of average income who owned their homes. Community members frequently volunteered and attended school events. The first student body was 60% white and 40% African-American.

An increase in enrollment resulted from the closure of West Gantt Elementary School and the building was renovated and enlarged in 1979 to accommodate the change. The facility now includes thirty-seven classrooms, a computer lab, health room, an accelerated learning classroom/guidance office, classrooms for the reading teacher and the speech teachers, a media center, a resource classroom, and administrative offices. The campus also includes three playground areas used for physical education classes and recess.

Greenville County made the decision to demolish the building and to build a new school on the present site. Grove students were moved to a temporary location until the new school was completed in 2004.

Parental Involvement

Parent involvement is integral to students' success at Grove Elementary. To enhance parent/guardian involvement our school Grove’s social worker, Title I Instructional Facilitator, Parent Involvement Coordinator, and Communities in Schools representative all work to build a collaborative school community.

In order to keep parents/guardians informed of ongoing events at our school, the school provides:

- Parent Backpack
- Weekly calendar and newsletter
- School website
- School Facebook page
- School phone messenger

- Teacher websites
- Student/Parent handbook
- Telephones in classrooms
- E-mail

Parent education/input is offered throughout the school year at various times of the day in the following ways:

- Title I/SIC informational meetings held 3-5 times per school year
- Beginning and mid-year parent surveys
- Latino Literacy Parenting Project held by the PIC
- Math and ELA curriculum nights held twice per year
- Parenting Workshops held six times per year
 - Attendance, phonics/literacy, math strategies, middle school transitions, and Early Childhood Intervention services
- Mobile community events
- Community Fair and STEAM night
- Family related arts night

SIC & Partnerships

Grove Elementary prides itself on active community involvement. Our School Improvement Council is made up of administrators, teachers, parents/guardians, and community stakeholders. This committee meets to discuss student data, areas of needs and strengths within the school, and Title I instructional funding. Stakeholders provide input to continuously improve student learning and growth within our school.

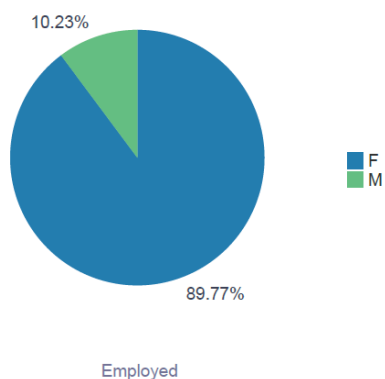
The school partners with agencies such as Michelin North America, West Gantt Church, Mentor Upstate, GE Aviation, MAGNA, Communities in Schools, Piedmont Mental Health, Chic-fil-a, Good News Club, Krispy Kreme, Valley Brook Community Church, Harvest Hope Food Bank, Partners in Public Education, Bob Jones University, Clemson University, Furman University, Greenville Drive, Greenville Swamp Rabbits, WellCare of South Carolina, Shriners' Hospital, Molina Health Care, Greenville Hospital Systems, Greenville County Sheriff's Department, Girl Scouts, Gantt Fire Department, Family Dental Health, Boy Scouts, BlueChoice Healthy Connections, American Cancer Society, AHAM, Horace Mann Company, Gravitopia, Greenville Zoo, Greenville Parks and Rec, The Children's Museum of the Upstate, MindfulSchools, United Way, United Ministries, and Upstate Circle of Friends.

School Personnel Data

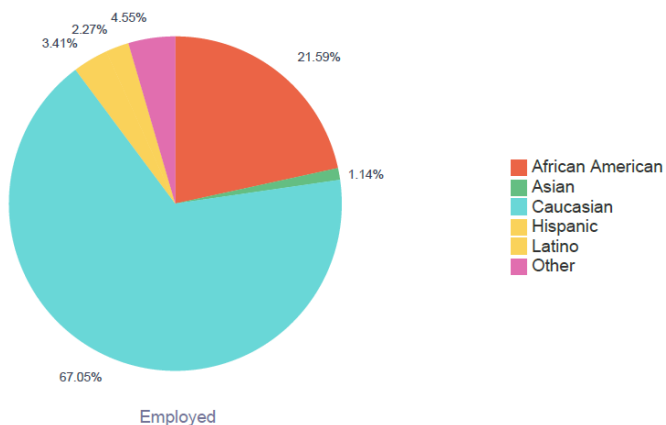
Grove Elementary Personnel Includes:

- 51 Teachers
- 3 Administrators
- 2 Instructional Coaches
- 1 Title I Instructional Facilitator
- 1 Literacy Specialist
- 1 School Counselor
- 1 Community in Schools Director
- 1 Mental Health Counselor
- 2 Speech Language Pathologists
- 2 Lab Managers
- 9 Paraprofessionals
- 3 Clerks
- 1 Parent Involvement Coordinator
- 1 Social Worker
- 1 Bookkeeper
- 1 Permanent Substitutes
- 14 Support Staff

Staff by Gender



Staff by Ethnicity

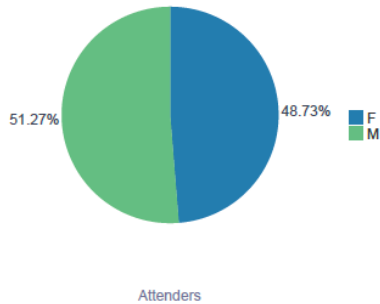


Student Population Data

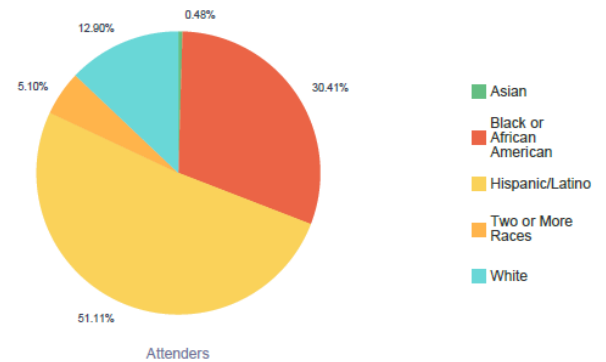
2024-2025 enrollment – Kindergarten through 5th grade: 631 total enrollment with 627 students in-person and 4 students in the Virtual Program

We have a student stability rate of 87.3%.

Students by Gender



Students by Ethnicity



Major Academic and Behavioral Programs and Initiatives

- Personal Learning Device Initiative
- Academic Competitions
- ESOL Instruction
- Early Reading Intervention (ERI) and Response to Intervention (RTI)
- Gifted/Talented Challenge Program
- Title I - Reduced Class Size
- Classroom Materials
- Professional Development
- Bilingual Translation (Spanish) and Parent Involvement Coordinator
- Family-Fun Field Day
- Grove Network News (GNN) Morning Show
- Universal Breakfast and Lunch Program
- Fresh Fruits and Vegetables Grant
- Literacy and Math Nights
- Anti Bullying Curriculum and Character Education Program
- Principal's Honor Roll and A/B Honor Roll
- Prompt and Present Attendance Awards
- STEAM Program
- Honors Chorus
- Extended Day Achievement Institute (Fee-based Program)
- Parent Partner Education Classes
- Leading Ladies
- Grove Patrol
- Communities in Schools Day Program

Mission, Vision, and Beliefs

Grove Elementary School will develop and promote an environment that ensures all students will attain the highest level of academic success as determined by state and national standards. The entire school population: faculty and staff, parents, students, and community members will function as a system of support to provide an atmosphere where mutual respect, promoting a high quality curriculum, and embracing learning as a life-long activity is fostered.

At Grove Elementary, we believe that...

- All students deserve an environment that is nurturing, safe and where cultural diversity is respected, and celebrated.
- All students can acquire the knowledge and skills necessary to become productive citizens and members of society; therefore, students will excel in an environment that engages them in rigorous academics that promotes higher level thinking, creative thinking and questioning.
- Students learn in different ways; therefore, teachers must provide a variety of approaches to support the diverse learning styles in every classroom.
- The whole child must be nurtured in a variety of ways; therefore, physical activities, advancements in technology, the fine arts, character development, and extra-curricular activities must complement a rigorous academic program.
- Assessment of student learning must provide a variety of opportunities for students to demonstrate the achievement of rigorous standards.
- Students, parents, staff and community members must form a caring unit that values each individual student's unique needs.
- The school program should foster leadership opportunities both in the school environment and throughout the community as well.
- Collegiality and teaming for excellence is central to the decision-making process. All aspects of the learning environment must be committed to continuous improvement for all.

Data Analysis and Needs Assessment

2024 SC Ready ELA

SC Ready English Language Arts and Mathematics

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

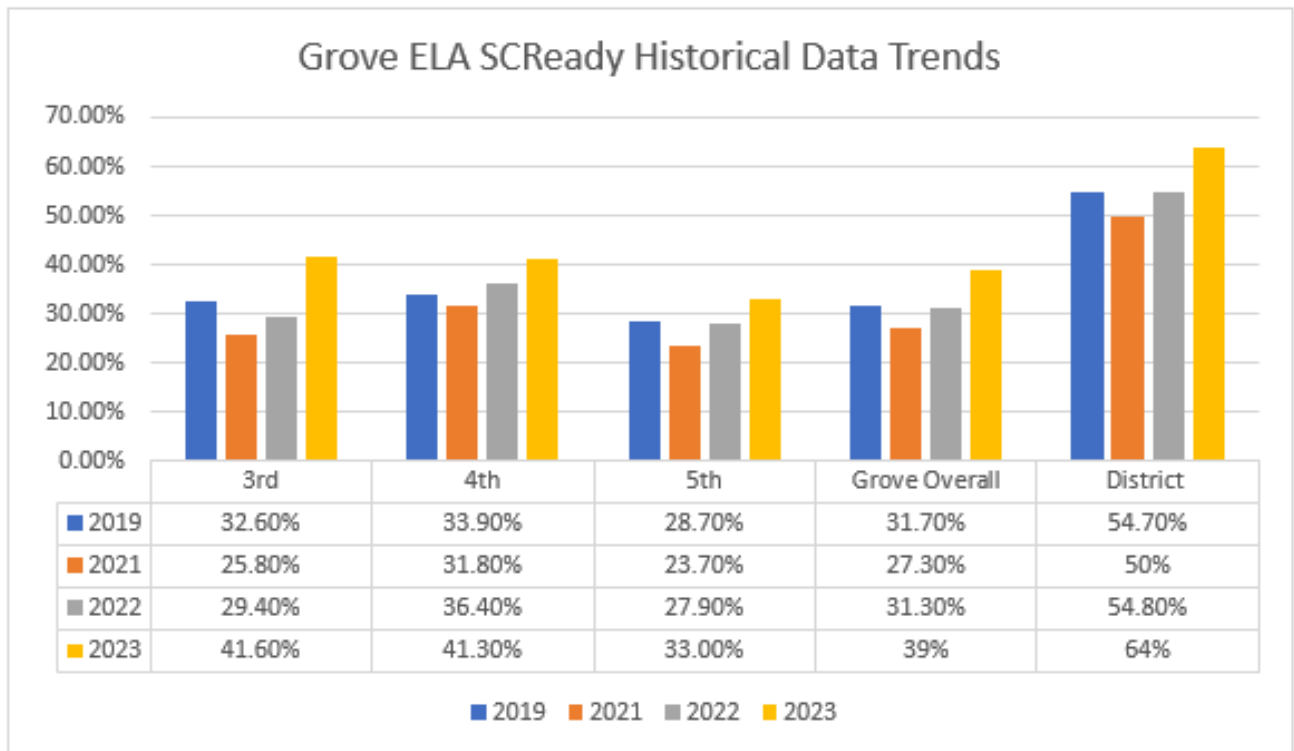
School 48.4% (138 / 285)



District 61.7% (20524 / 33278)



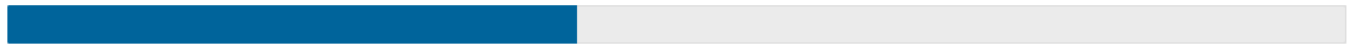
State 54.1% (184228 / 340256)



2024 SC Ready Math

Mathematics - [Percent Met or Exceeding](#)

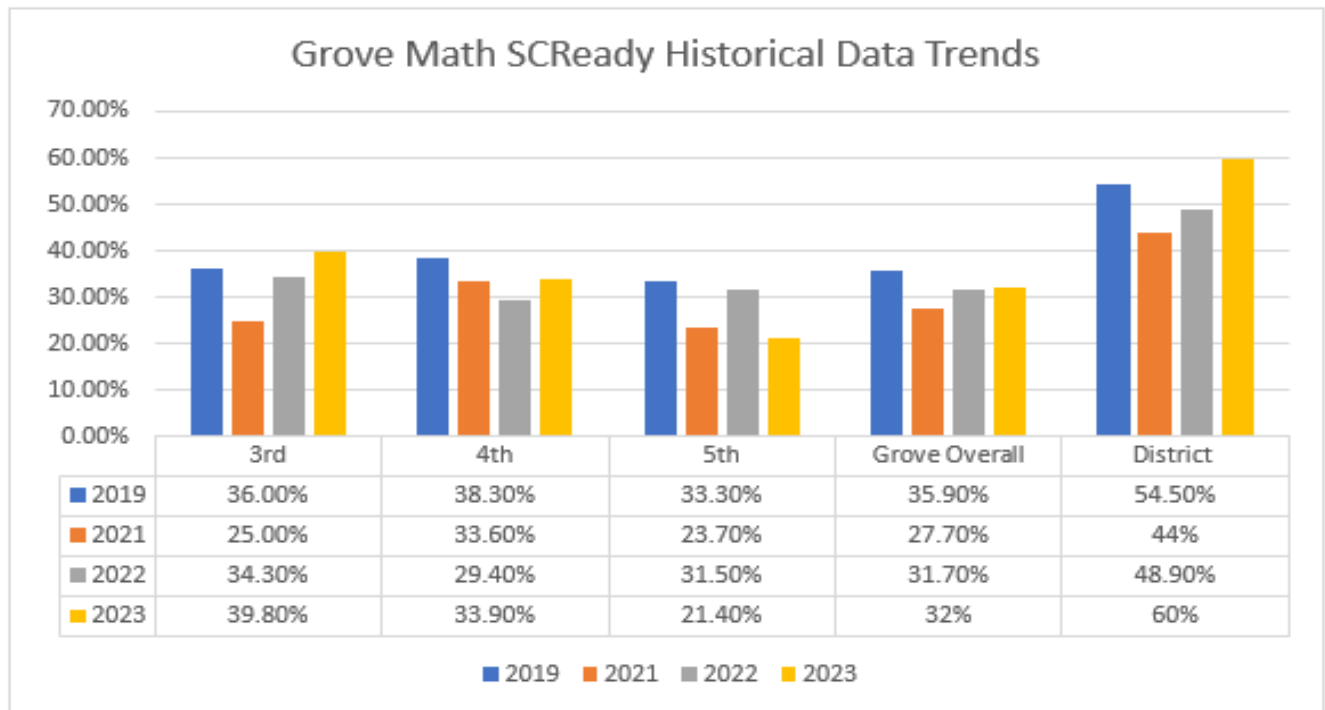
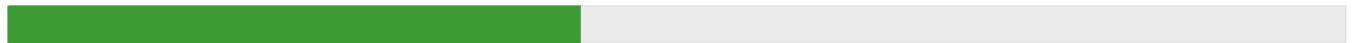
School 42.5% (121 / 285)



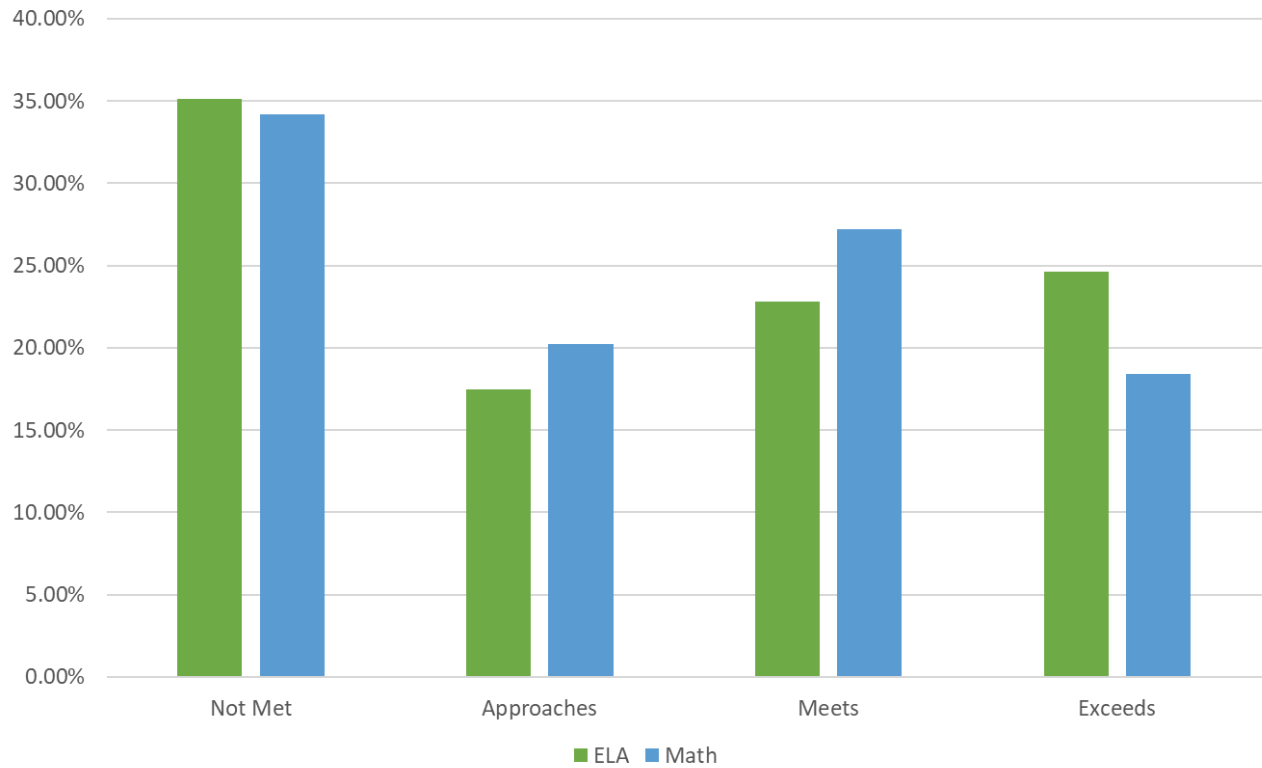
District 53.3% (17740 / 33278)



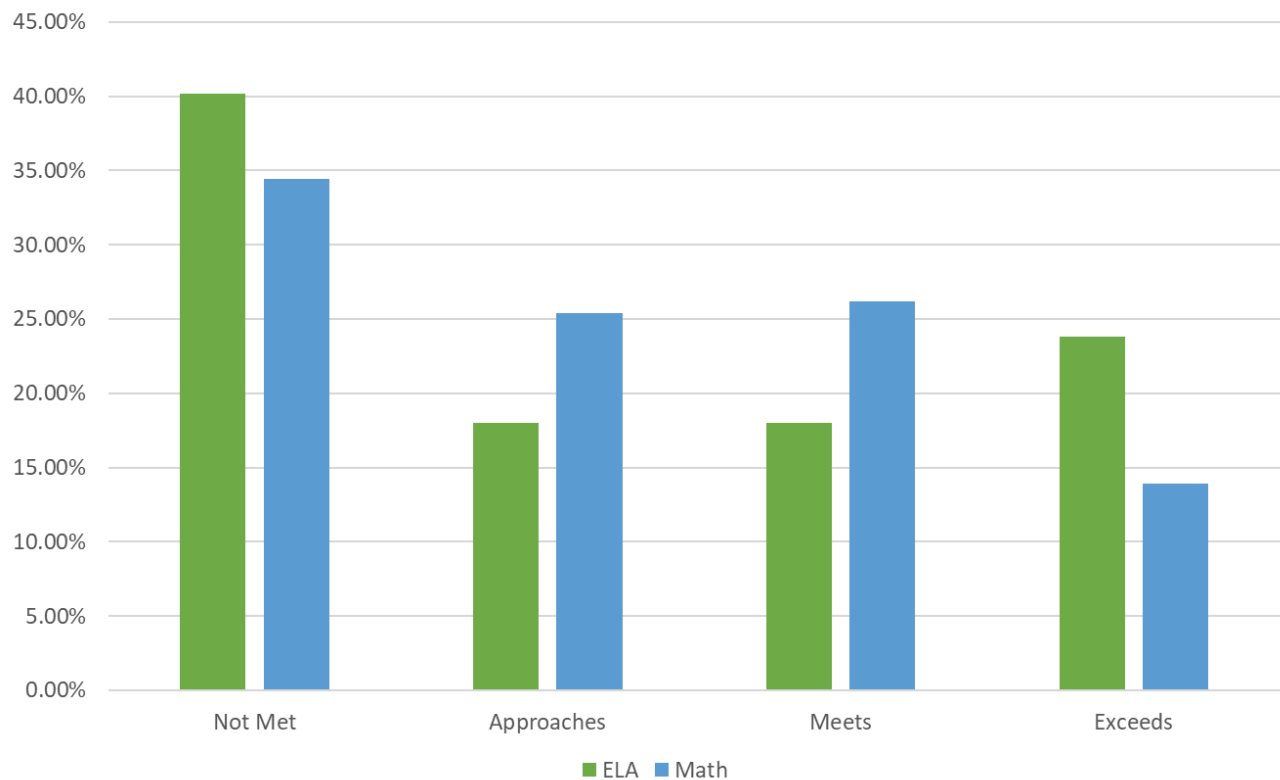
State 42.8% (145531 / 340271)



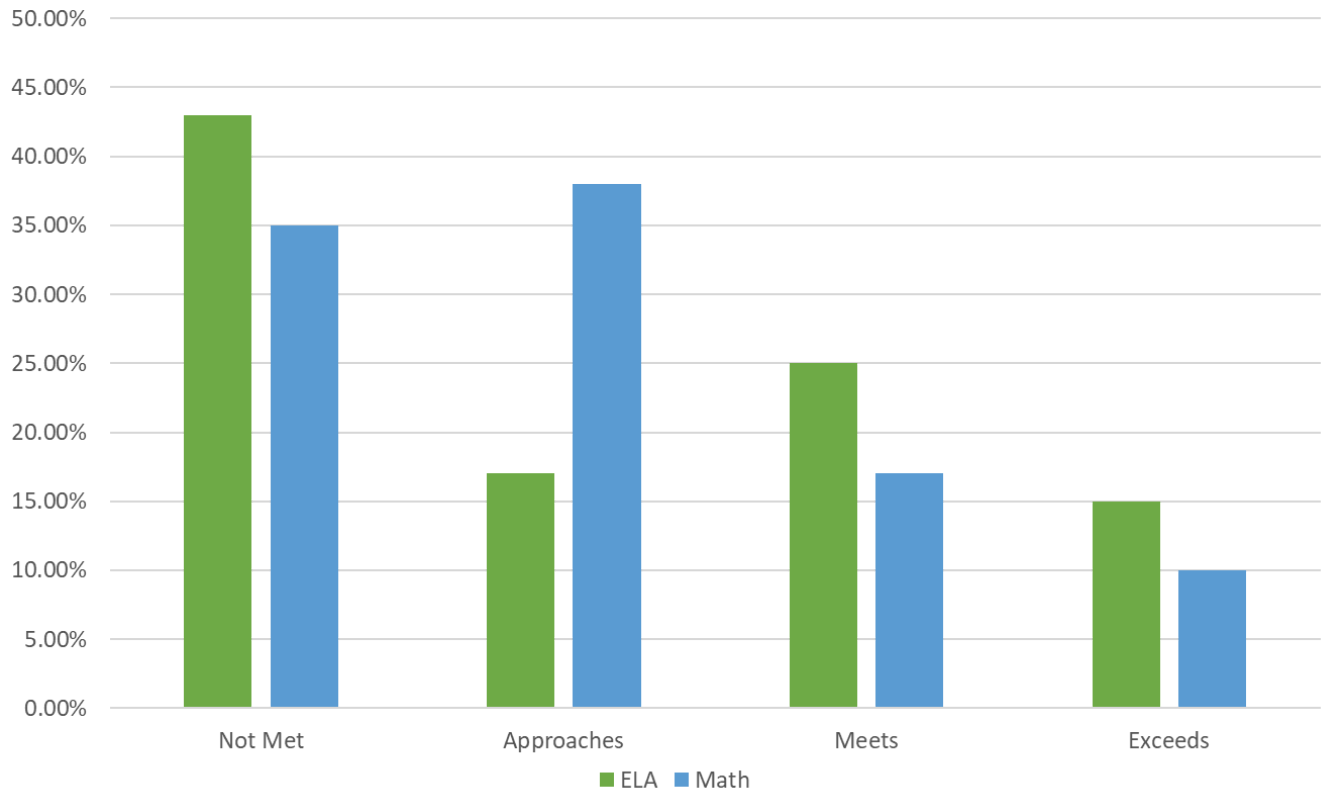
3rd Grade SC Ready Scores by Performance Level 2024



4th Grade SC Ready Scores by Performance Level 2024



5th Grade SC Ready Scores by Performance Level 2024



Teacher and Administrator Quality

Grove Elementary Professional Development Calendar 2024-2025

Date(s)	Type	Description
July 8, 2024	Faculty Council Planning	Faculty council members will collaborate to review test score data, set goals, and develop initiatives for the upcoming school year. Facilitators: Stephanie Reese, April Camp, Timyra Hudson
July 31, 2024	New Hire/Induction Teacher Orientation	Newly hired teachers for the 2024-2025 school year will meet to learn about school policies, instructional expectations, and strategies for a

		<p>successful school year.</p> <p>Facilitators: Dylan Brooks, Erin Wilson</p>
Ongoing, monthly	New Hire/Induction Teacher Cohort	<p>Newly hired and induction contract teachers for the 2024-2025 school year will meet monthly to learn about best instructional practices, strategies for student success, and the ADEP-T/PAS-T process.</p> <p>Facilitators: Dylan Brooks, Erin Wilson</p>
Week of August 1st	HMH Into Reading Curriculum	<p>Teachers will receive training on implementing the HMH Into Reading curriculum for ELA instruction.</p> <p>Facilitators: District Academic Specialists/HMH Representatives</p>
September 2024	Number Talks/Number Sense	<p>K-5th Incorporating daily number talks in order to increase mental math skills surrounding number sense and problem solving.</p> <p>Facilitators: Kristen Griffin, Dylan Brooks, Erin Wilson</p>
October 14, 2024	Student Engagement and School Culture	<p>Ken Williams, nationally-recognized trainer and consultant in leadership and school culture, will guide our faculty through strategies to leverage our work toward school</p>

		<p>improvement via our professional Learning Communities.</p> <p>Facilitator: Ken Williams</p>
September & December 2024	Generative AI Training	<p>Teachers will explore strategies for integrating technologies into teaching that enrich classroom experiences, inspire creativity, and tailor learning to individual students.</p> <p>Facilitator: Coleman Brown</p>
January 2025	Text-Dependent Writing	<p>Teachers will learn about the requirements and rubrics for the new component of SC Ready, TDW. Teachers will practice scoring example student responses and learn best practices in supporting student success.</p> <p>Facilitators: Dylan Brooks, Erin Wilson</p>
February 2025	Zones of Regulation	<p>Teachers will learn strategies to teach students how to identify and manage their emotions by categorizing their feelings into four color-coded "zones."</p> <p>Facilitators: TBD</p>
Ongoing	LETRS	<p>Continued professional development surrounding instruction of reading, spelling, and related language skills.</p> <p>Facilitators: TBD</p>

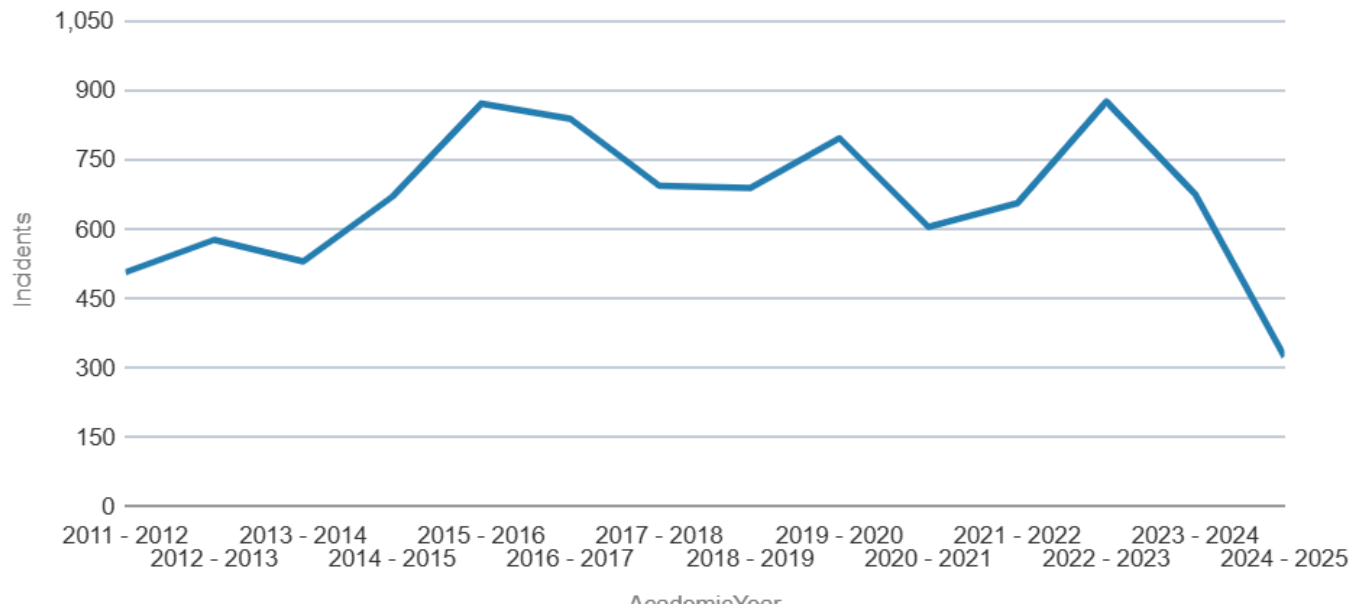
School Climate Needs Assessment

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	54	273	12
Percent satisfied with learning environment	96.3%	87%	100%
Percent satisfied with social and physical environment	100%	89.4%	100%
Percent satisfied with school-home relations	86.5%	91.9%	100%

● Student behavior data

Incidents



Academic Year	Location	#Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
2023-2024	Grove Elementary School (308)	725	146	84	57.53

● Attendance, absenteeism, and truancy

AcademicYear 2024 - 2025				
Location	Average Daily Attendance	Student-Days	Absences	Unexcused
Grove Elementary School (308)	94.209%	70,040	4,056	2,360

SchoolName	CA Student Count	Total Student Count	Chronic Absenteeism Rate
Grove Elem	141	675	20.89%

- Parent/teacher conferences

In compliance with Federal Title I School regulations, teachers and faculty are required to have parents meet at minimum 1 time per year to discuss test scores, data, Title I Compacts, and Family Engagement Policies. Grove is aligned with appropriate documentation to ensure every parent is contacted to reach the 100% requirement. Grove also is in compliance with giving parents ample opportunities to provide input into the Compact and Family Engagement Policies. During the 2023-2024 school year, no parents provided any input on those documents, per the Federal Title I Compliance code.

- Volunteer hours

2021-2022

Grove Elementary: 243:39

2022-2023

Grove Elementary: 705:46

2023-2024

Grove Elementary: 1002:43

- Backpack accounts/logins

Backpack Activity

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
627	485	77.35%	158	25.20%	215	34.29%

[Grove Elementary School Report Card 2023-2024](#)

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 33.3% in 2022-23 to 60% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 6% 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)	39%	45%	51%	57%	63%
	33.3%	42.5%	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>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<input type="checkbox"/> School Administrator <input type="checkbox"/> Assistant Superintendent	0		<i>C=Continue</i>
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Certified Teachers	0		<i>C=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"/> Instructional Coaches <input type="checkbox"/> Math Academic Specialists	0		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Math Academic Specialists	0		<i>C=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"/> Math Academic Specialists <input type="checkbox"/> District Curriculum Writers	0		<i>C=Continue</i>
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Instructional Coaches <input type="checkbox"/> Certified Teachers <input type="checkbox"/> Math Academic Specialists	0		<i>C=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"/> Instructional Leadership Team <input type="checkbox"/> Instructional Coaches <input type="checkbox"/> Math Academic Specialists	0		<i>C=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"/> School Administrators <input type="checkbox"/> Instructional Coaches	0		<i>C=Continue</i>
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> Instructional Coaches <input type="checkbox"/> Math Academic Specialists	0		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
math content and skills and ensure high expectations for all students.					
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Instructional Coaches <input type="checkbox"/> Math Academic Specialists	3,000	Title I Plan	<i>C=Continue</i>
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Certified Teachers	0		<i>C=Continue</i>
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> Certified Teachers <input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> School Counselor <input type="checkbox"/> Title I Social Worker	0		<i>C=Continue</i>
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Instructional Coaches	\$4,167	Title I Funding	<i>C=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 39.9% in 2022-23 to 65% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 5% 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)	45%	50%	55%	60%	65%
	39.9%	48.4%	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>
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<input type="checkbox"/> School Administrator <input type="checkbox"/> Assistant Superintendent	0		<i>C=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"/> Instructional Leadership Team <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Certified Teachers	0		<i>C=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"/> Instructional Coaches <input type="checkbox"/> OnTrack Facilitator <input type="checkbox"/> Certified Gen Ed Teachers <input type="checkbox"/> Reading Interventionists	0		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"/> Instructional Coaches <input type="checkbox"/> Certified Teachers	0		<i>C=Continue</i>
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"/> Instructional Coaches <input type="checkbox"/> Certified Teachers <input type="checkbox"/> Gifted and Talented Teachers	0		<i>C=Continue</i>
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	0		<i>C=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"/> Instructional Leadership Team <input type="checkbox"/> Faculty Council Members	0		<i>C=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"/> Instructional Coaches <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> ELA Academic Specialists	0		<i>C=Continue</i>
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Response to Intervention Team <input type="checkbox"/> OnTrack Facilitator	0		<i>C=Continue</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Certified Teachers	0		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	0		
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"/> Instructional Leadership Team <input type="checkbox"/> Certified Teachers	0		<i>C=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	2024-2025	<input type="checkbox"/> Director of Early Intervention and Student Support	0		Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> Instructional Coaches <input type="checkbox"/> OnTrack Facilitator <input type="checkbox"/> ELA Academic Specialists	0		<i>C=Continue</i>
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Instructional Coaches <input type="checkbox"/> Certified Teachers	0		<i>C=Continue</i>
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Certified Teachers	\$15,000	Title I Funding	<i>C=Continue</i>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Instructional Coaches <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Certified Teachers	0		<i>C=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 Leadership Team <input type="checkbox"/> ELA Academic Specialists <input type="checkbox"/> Assistant Superintendent	0		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Instructional Coaches <input type="checkbox"/> Certified Teachers	\$15,000	Title I Funding	<i>C=Continue</i>
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<input type="checkbox"/> Instructional Coaches <input type="checkbox"/> Literacy Specialists <input type="checkbox"/> ELA Academic Specialists	0		<i>C=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"/> Instructional Coaches <input type="checkbox"/> Coordinator for Induction, Mentor, and Teacher Success	0		<i>C=Continue</i>
3. Build capacity for consistent implementation of the GCS ELA Instructional Framework.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> ELA Academic Specialists <input type="checkbox"/> Literacy Specialists <input type="checkbox"/> Professional Learning Community Members	0		<i>C=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"/> Certified Teachers	0		<i>C=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 Coaches <input type="checkbox"/> ELA Academic Specialists <input type="checkbox"/> Special Education Specialist <input type="checkbox"/> Director of ESOL	0		<i>C=Continue</i>

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<input type="checkbox"/> School Counselor <input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator	0		<i>C=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"/> N/A	0		<i>C=Continue</i>
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<input type="checkbox"/> School Counselor <input type="checkbox"/> Certified Teachers	0		<i>C=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)	19.5%	19%	18.5%	18%	17.5%
	20%	19%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement professional development specific to induction teachers to support teacher success and retention.					
1. New hire orientation at the school level for teachers new to the school.	2024-2029	<input type="checkbox"/> Instructional Coaches	0		<i>C=Continue</i>
2. Monthly induction teacher professional development meetings.	2024-2029	<input type="checkbox"/> Instructional Coaches	0		<i>C=Continue</i>
Action Plan for Strategy #2: Provide a high quality mentor program where induction teachers are partnered with trained mentors within the school.					
1. Recruit highly qualified, veteran teachers to attend South Carolina State Mentor Training.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Coordinator: Induction, Mentoring, and Teacher Success	0		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide substitutes for induction teachers and their mentors for targeted support meetings.	2024-2029	<input type="checkbox"/> School Administrators	\$2,240	General Funds	<i>C=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)	59.5%	57.5%	55.5%	53.5%	51.5%
	61.5%	57.53%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> MTSS Team	\$10,200	Title I	<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"/> School Administrators <input type="checkbox"/> School Counselor <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> Certified Teachers <input type="checkbox"/> Paraprofessionals	0		<i>C=Continue</i>
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"/> School Administrators <input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Communities in Schools <input type="checkbox"/> School Counselor	0		<i>C=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"/> School Administrators <input type="checkbox"/> Instructional Coaches <input type="checkbox"/> Behavior Specialist	0		<i>C=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"/> MTSS Team	0		<i>C=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"/> School Counselor <input type="checkbox"/> School Psychologist <input type="checkbox"/> Mental Health Counselor <input type="checkbox"/> Certified Teachers	0		<i>C=Continue</i>
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> Certified Teachers <input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Communities in Schools	0		<i>C=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"/> School Administrators	0		<i>C=Continue</i>
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Certified Teachers <input type="checkbox"/> School Counselor <input type="checkbox"/> Mental Health Counselor <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> Title I Instructional Facilitator	0		<i>C=Continue</i>
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator	0		<i>C=Continue</i>
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Certified Teachers	0		<i>C=Continue</i>
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Communities in Schools <input type="checkbox"/> School Counselor	0		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> Certified Teachers	0		<i>C=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"/> School Administrators <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> Certified Teachers	0		<i>C=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"/> School Administrators <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> Certified Teachers	0		<i>C=Continue</i>
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> School Counselor <input type="checkbox"/> Mental Health Counselor <input type="checkbox"/> Certified Teachers	0		<i>C=Continue</i>
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"/> School Administrators <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> School Counselor <input type="checkbox"/> Mental Health Counselor	0		<i>C=Continue</i>

GOAL AREA 3 – Performance Goal 2

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)					
			Projected (School)	31.76%	29.76%	27.27%	25.76%	23.76%
	33.76%	20.89%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> Title I Social Worker	0		<i>C=Continue</i>
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> Attendance Clerk <input type="checkbox"/> Title I Social Worker	0		<i>C=Continue</i>
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and	2024-2029	<input type="checkbox"/> Title I Social Worker	0		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
follow-up on individual Attendance Intervention Plans.					
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> School District Personnel	0		<i>C=Continue</i>
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> School Administrators <input type="checkbox"/> Title I Social Worker <input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Certified Teachers	0		<i>C=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"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator	0		<i>C=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"/> Title I Social Worker <input type="checkbox"/> School Nurse <input type="checkbox"/> Attendance Clerk	0		<i>C=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 the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	2,386	2,457	2,530	2,605	2,683
		2,317	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<input type="checkbox"/> Parents/Guardians	0		<i>C=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"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Title I Social Worker	0		<i>C=Continue</i>
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Media Specialist	0		<i>C=Continue</i>
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator	0		<i>C=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"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator	0		<i>C=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"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator	0		<i>C=Continue</i>
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	<input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Title I Social Worker	0		<i>C=Continue</i>
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Administrative Team <input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator <input type="checkbox"/> Certified Teachers	0		<i>C=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"/> Administrative Team <input type="checkbox"/> Title I Instructional Facilitator <input type="checkbox"/> Parent Involvement Coordinator	0		<i>C=Continue</i>