

Mitchell Road Elementary

Morgan Warner, Principal
Greenville County School District
Dr. Burke Royster, Superintendent
Scope of Action Plan
(2024-2025 through 2028-2029)

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Mitchell Road 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 133) (S.C. Code Ann. §59-138-10 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 133 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 assurance requirements including ACT 133 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		3/11/25
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ashlee Morgan Warner		3/11/25
PRINTED NAME	SIGNATURE	DATE

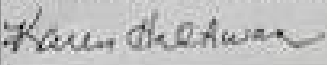
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		3/11/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jenni G. James		3/11/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Karen Haltiwanger		3/12/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 4124 E. North St. Greenville SC 29615

SCHOOL TELEPHONE: (864) 355-6700

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

SC SDE Stakeholder Involvement for School Renewal

Position	Name
Principal	<i>Jennifer Holman</i>
Teacher	<i>Elizabeth Koontz</i>
Parent/Guardian	<i>Tahitsha Pearson</i>
Community Member	<i>John Crawford</i>
Paraprofessional	<i>Ardith Morgan</i>
School Improvement Council Member	<i>Cady Johnson, Grace Church</i>
Read to Succeed Reading Coach	<i>Karen Haltiwanger</i>
School Read to Succeed Literacy Leadership Team Lead	<i>Karen Haltiwanger</i>
School Read to Succeed Literacy Leadership Team Member	<i>Alison Taylor</i>

SC SDE Assurances

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes No N/A	<p>Academic Assistance, PreK–3</p> <p>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).</p>
Yes No N/A	<p>Academic Assistance, Grades 4–12</p> <p>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).</p>
Yes No N/A	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
Yes No N/A	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.</p>
Yes No N/A	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
Yes No N/A	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>

<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>

<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<p>Yes</p> <p>No</p> <p>N/A</p>	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Table of Contents

Title	1
SC SDE Cover Page	2
SC SDE Stakeholders Involvement Page	3
SC SDE Assurances	4
Table of Contents	7
Introduction	8
Executive Summary	10
School Profile	12
Mission, Vision, and Beliefs	15
Data Analysis and Needs Assessment	16
Action Plan	18

Introduction

The motto of Mitchell Road Elementary is “Learning Today...Leading Tomorrow.” The portfolio provides the school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this portfolio are based upon a model of continuous improvement which is an expectation in our district. These categories were selected because we agree that the philosophies written into the continuums provide a foundation for a quality school.

Our main priority is meeting the needs of our students. Keeping students first, we can address student achievement, social and emotional needs, and community needs of the children. The teachers are asked on a consistent basis for needs they have in their classrooms so that materials and supplies may be purchased to meet the needs of the students as well as improve the instructional process. The goals of the School District of Greenville County and the South Carolina Instructional Standards are the driving force behind instructional decisions at Mitchell Road Elementary.

The Mitchell Road Elementary faculty, staff, and community developed a comprehensive strategic plan outlining the goals, objectives, and strategies for our school. The goals focus on academic achievement, parent involvement, and a supportive educational environment. The goals address the specific school needs and are aligned to the district’s Education Plan.

The School Improvement Council along with school personnel regularly review the progress made in achieving these goals. Mitchell Road Elementary is an award winning school. In addition to receiving Excellent on the state’s school report card, in 2022 Mitchell Road Elementary received the National Blue Ribbon School of Excellence Award. It has also received the Palmetto GOLD award for overall academic performance and the Palmetto SILVER award for closing the gap with student achievement in 2015. As an important part of the education accountability system in South Carolina, the awards program is designed to recognize and reward schools for attaining high levels of absolute performance, for attaining high rates of growth, and for making substantial progress in closing the achievement gap between disaggregated groups. Six teachers have received National Board Certification.

Capturing Kids’ Hearts and Greenville County Schools Professional Learning Communities Initiative are just some of the best practices that have been implemented school-wide. We attribute our continuous improvement to our committed leadership, faculty, students and parents. Our PTA actively supports our school through fundraising and volunteer hours. Parents have many opportunities to be involved in their child’s education. The active involvement of the school’s PTA helps provide programs that benefit all children. Opportunities include tutoring, volunteering in classrooms or the office, mentoring students, serving on committees, landscaping, chaperoning field trips, etc.

We recognize the importance of parent involvement in our school and the impact that it can have on student success. Teachers and staff work together to meet the needs of each student. Every child has the opportunity to achieve success related not only to academics, but also in areas such as music, art, and physical education. All students are encouraged to do their best at all times! We enjoy celebrating the successes attained by each child.

School Portfolio Committees

School Quality Factors	Vision, Mission and Beliefs	Data Analysis
Morgan Warner (Principal) Lori Anne Hagood (Assistant Principal) Kayla Bradford (Instructional Coach) Karen Haltiwanger (Literacy Specialist) Gina Kincaid (School Counselor)	Grade Level Teams SIC PTA Board	Jennifer Finley (K5) Katie Lee (1st Grade) Stephanie Holmes (2nd Grade) Shella Columbia (3rd grade) Kelly Weekes (4th grade) Elizabeth Bell (5th grade) Elizabeth Koontz (Related Arts) Nina Spataro (Special Education)

Executive Summary

Assessment Findings

Mitchell Road Elementary is committed to fostering a nurturing and supportive environment where students feel valued, respected, and empowered to succeed. With high expectations for academic and personal growth, we implement the Capturing Kids' Hearts model to build strong relationships, encourage positive behavior, and create a culture of trust and engagement. Through this approach, we equip students with essential social-emotional skills, ensuring a foundation for lifelong learning and success.

Student Achievement Findings

Historically, students in grades 3-5 consistently perform above the district average in ELA, Math, and Science.

SC Ready ELA	Exceeds and Meets: 66.3%
SC Ready Math	Exceeds and Meets: 57.6%
SCPASS Science (4th grade)	Exceeds and Meets: 52.4%

Teacher and Administrator Quality

- 2 Administrators
- 46 Teachers
- 30 Support Staff
- 100% of the instructional staff is highly qualified.

School Climate findings

Students, parents, and staff feel as if...

- School is a safe place.
- The school sets high expectations for all learners.
- Teachers and staff are always supportive of students.
- Teachers care about the students.
- There is open communication between school and home.

Challenges

Over the past three years, demographic shifts at Mitchell Road Elementary have presented new challenges for teachers as they strive to meet the evolving needs of their students. Changes in enrollment patterns, an increase in diverse cultural and linguistic backgrounds, and fluctuations in socioeconomic status have required educators to adapt their instructional strategies to support a broader range of learning needs.

Awards

- National Blue Ribbon School of Excellence (2001, 2022)
- Palmetto's Finest Award Winner
- Red Carpet Award Winner
- Excellent Absolute Report Card Rating
- State Department of Education Palmetto Gold Award (2016, 2012)
- State Department of Education Palmetto Silver Award (2016, 2011)
- Reflections Program State Winners
- Project Adam Heart Safe School
- ESEA Letter Grade: "A"
- American Heart Association "Gold Fit-Friendly Worksite"
- Live Well Greenville "Healthy School"
- Fit's Cool School Challenge Recipient
- Safe Kids School
- Found Sounds Abound Grant Recipient
- GCSD Top 10 Teacher Finalists:
 - Angie Cooley 2014, Sarah Smoke 2017, Alison Taylor 2020, Chappell Hughes 2021
- Accredited by AdvancedED
- Six National Board Certified Teachers

School Profile

The Community of Mitchell Road Elementary School

Mitchell Road Elementary School is a pre-kindergarten through grade five public school built in 1966 and located on twelve acres in the county of Greenville, South Carolina. The school currently houses 586 students and 46 instructional staff members. Mitchell Road Elementary is one of fifty three elementary schools in the School District of Greenville County.

The facilities consist of thirty-one homeroom classrooms, an art room with a kiln, a music lab equipped with keyboard stations, a science lab, a working garden, gymnasium, media center, two speech rooms, two special education resource rooms, an occupational/ physical therapy room, a computer/ writing lab, a gifted and talented classroom, a cafeteria and a courtyard with an outdoor stage. The original facility opened in 1966 and was renovated to a state of the art, 89,922 square feet building in 2002.

The socioeconomic background of our students' families is varied. We currently have two buses providing transportation for the regular education students at Mitchell Road. Four buses provide transportation for our four self-contained special education classes.

School Personnel Data

Mrs. Morgan Warner serves as the Principal of Mitchell Road Elementary School, leading the administrative team alongside Lori Anne Hagood, Assistant Principal. Together, they work collaboratively to foster a safe, positive, and supportive learning environment. Leadership at Mitchell Road Elementary is driven by a shared governance model, incorporating the Leadership Team, School Improvement Council (SIC), Parent-Teacher Association (PTA), and student-led initiatives. The administration actively engages stakeholders—including faculty, staff, students, parents, and community members—through grade-level teams and Teacher Leader Teams to ensure a collaborative decision-making process. The leadership uses the mission statement and vision as the foundation for a professional learning community. Faculty/Staff are given opportunity at the end of each school year to sign up for Teacher Leader Teams for the following year.

Teachers and Years of Experience	
> 20 years	29.9%
16- 19 years	16.3%
11- 15 years	20.9%
6- 10 years	18.6%
0-5 years	16.3%

- 76.8% have advanced degrees
- 92.2% teacher attendance rate

Student Population

Baseline data for student enrollment at Mitchell Road Elementary is 586 students total. 49.32% Caucasian, 20.99% African American, 18.94% Hispanic, 3.4% Asian, and 7.0% classified as two or more races, 0.4% American Indian/Alaskan Native or Native Hawaiian/Other Pacific Islander.

Enrollment by Grade

3K/4K	5K	1st	2nd	3rd	4th	5th
42	93	86	106	89	96	75

Pupils in Poverty: 62%

SpEd: 24.19%

ML: 17.8%

GT: 7.5%

Gifted and Talented Population

During the 2024- 2025 school year, the program for students identified as academically gifted served 44 students, which makes up approximately 7.5% of our population. Third grade students are served for 125 minutes per week and fourth and fifth grade students are served for 200 minutes per week. Students are served in a pull-out program by a certified gifted & talented teacher.

Attendance Rate

Student attendance rate at Mitchell Road is 94.4% and the chronic absenteeism rate is 18.8%.

Student Retention Rate

The retention rate for Mitchell Road Elementary is 0.9%.

Academic Programs

The academic programs found at Mitchell Road Elementary include the following:

- Capturing Kids' Hearts
- STEM Lab for Grades 4K-5th
- Reading Intervention
- Gifted and Talented (Challenge) Program in Grades 3-5
- GCSD Literacy Framework
- Reading Workshop
- Writing Workshop
- Language and Word Study
- Reading Horizons
- Math in Practice: Focus on Mathematical Inquiry
- Science
- Social Studies
- Junior FIRST LEGO League Program
- Garden
- Live Morning News Program ("WMMN News")
- Extended Day Program and Enrichment Activities
- Safety Patrol
- Mentoring Program
- Breakfast Club

Mission, Vision, and Beliefs

Mission Statement

The mission of Mitchell Road Elementary School is to offer students a quality education in a safe, inviting learning environment while helping them learn responsibility, self-discipline, and respect for others.

Vision Statement

Our vision is to provide a safe, nurturing and energized learning community, which empowers each child to be successful. We will achieve this by using a standard based curriculum that is progressive, challenging and fosters lifelong learners. Classroom instruction will be interactive, provide opportunities that are developmentally appropriate and integrate technology in all content areas. Authentic assessment will be utilized to reflect student achievement and assure continuous improvement for all learners.

Statement of Beliefs

- We believe a focus on student learning and achievement is paramount in a child's educational program.
- We believe the school should provide a learning environment that is encouraging, safe, clean and nurtured by competent teachers, administrators, and support personnel.
- We believe in an educational program that offers a curriculum that is challenging and differentiated meeting the needs of each individual child.
- We believe educational experiences should enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsible.
- We believe each child should be provided with opportunities to establish himself as an individual as well as opportunities to function as a member of a group.
- We believe education is a continuous process of learning that involves the school, home, community, teacher and student.

Data Analysis and Needs Assessment

The SC-Ready assessment results:

Results by grade level performance levels for 2023- 2024:

English Language Arts (ELA)

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	96	15.6%	14.6%	19.8%	50.0%	69.8%	84.4%	512.0	124.5
4	71	28.2%	16.9%	21.1%	33.8%	54.9%	71.8%	521.8	129.8
5	78	15.4%	21.8%	28.2%	34.6%	62.8%	84.6%	596.8	126.7

Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	96	9.4%	22.9%	34.4%	33.3%	67.7%	90.6%	493.8	98.8
4	71	26.8%	32.4%	23.9%	16.9%	40.8%	73.2%	476.9	109.2
5	78	14.1%	28.2%	21.8%	35.9%	57.7%	85.9%	573.9	116.7

Teacher and Administrator Quality

Professional Development Plan

PLC Progression: Continuing to Move from PLC Light to PLC Tight

ELA: Science of Reading, LETRS (K-3), Amira, and Tier 1 Instruction

Math: Rigor, Depth of Knowledge, Guided Math, and Tier I Instruction

Character Resilience: Capturing Kids' Hearts®, Classroom Management, and De-escalation

School Climate Needs Assessment

Student behavior data: 312 Referrals

Attendance, absenteeism, and truancy: Student attendance rate at Mitchell Road is 94.4% and the chronic absenteeism rate is 18.8%

Parent/teacher conferences: Teachers meet regularly with parents to discuss student strengths and areas of concern. All teachers and staff hold conferences with every parent in the fall of each school year. Additional conferences are held throughout the year.

Volunteer hours: 3,683 (July 1, 2024- February 19, 2025)

Backpack accounts/logins: There are 520 Backpack accounts which is 88.7% of the school population.

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

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 57.5% in 2022-23 to 72.5% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	60.5%	63.5%	66.5%	69.5%	72.5%
	57.5%	57.6%	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"/> Principal	0	0	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Principal	0	0	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional Coach	<\$500	Local Funds PTA	C

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"/> Academics Department	0		C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<input type="checkbox"/> Academics Department	0		C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Classroom teachers	0		C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional Coach	0		C
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"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional Coach	0		C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional Coach	0		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional Coach	0		C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional Coach	0		C
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teacher Leader teams	<\$200	Local Funds PTA	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teacher Leader teams	<\$50	Local Funds	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 71.2% in 2022-23 to 86.4% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	74.4%	77.4%	80.4%	83.4%	86.4%
	71.2%	66.3%	Actual (ES)					
	64%	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"/> Principal			C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> School District	\$2,000- \$4,000	Local Funds	C
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"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist	0		C

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"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Interventionists	0		C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist	0		C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Academics Department <input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist	0		C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Classroom teachers	0		C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist	0		C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Interventionists	0		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Interventionists	0		C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Literacy Specialist	0		C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> RH Coaches	0		C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. 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	2024-2025	<input type="checkbox"/> Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> Academics Department <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> RH Coaches	0		C
2. Integrate disciplinary literacy, targeting informational texts,	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach	0		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
tasks, and talk across all subject areas.		<input type="checkbox"/> Classroom Teachers <input type="checkbox"/> RH Coaches			
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> RH Coaches	0		C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Classroom Teachers <input type="checkbox"/> RH Coaches	0		C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach	0		C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach	0		C
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach	0		C
2. Establish peer support groups, mentors and/or networks for	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal	0		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teachers to share experiences, resources, and strategies for success.		<input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> N/A	0		C
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"/> JPrincipal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Interventionists <input type="checkbox"/> Classroom Teachers	0		C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Specialist <input type="checkbox"/> Instructional Coach	0		C

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
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"/> Principal			C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Instructional Coach <input type="checkbox"/> Classroom teachers			C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<input type="checkbox"/> Principal			

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)	8.5%	8.0%	7.5%	7.0%	6.5%
	9%	21%	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: Identify and expand ways to promote positive school culture.					
1. Promote a Positive School Culture: Foster a positive school culture where teachers feel valued, supported, and respected. Encourage collaboration, open communication, and teamwork among staff members. Recognize and celebrate teachers' achievements and contributions to the school community.	2024-2029	<input type="checkbox"/> Principal	<\$500 per year	Local Funds	C
2. Address Workload and Burnout: Monitor teacher	2024-2029	<input type="checkbox"/> Principal	<\$500 per year	Local Funds	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
workload and take steps to prevent burnout. Strive to create a reasonable balance between teaching responsibilities, planning time, and administrative tasks. Offer support to teachers who may be struggling with stress or workload issues.					
3. Seek Feedback and Input from Teachers: Solicit feedback and input from teachers on school policies, procedures, and initiatives. Involve teachers in decision-making processes and seek their input on matters that affect their work environment. Empowering teachers to have a voice can increase job satisfaction and commitment to the school.	2024-2029	□ Principal	0		C

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	54.1%	Actual (District)					
			Projected (School)	36.96%	34.96%	32.96%	30.96%	28.96%
	38.96%	52.8%	Actual (School)					

*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 52.4% 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 an aligned system across all schools.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal	0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor	0		
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"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor			C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor			C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor			C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor			C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers			C
2. Ensure school employees exhibit understanding and appreciation of all	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students and families and use best-practice communication strategies to connect with those families.		<input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers			
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers			C
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers	<\$500 per year	Local Funds	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers	<\$100 per year		C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers	0		C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers			C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers			C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Behavior, while maintaining accountability for these actions.					
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers			C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers			C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Classroom teachers			C

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	23.9%	Actual (District)					
			Projected (School)	15.74%	13.74%	11.74%	9.74%	7.74%
	17.74%	18.8%	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"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Attendance Clerk			C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Attendance Clerk			C
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"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Attendance Clerk			C

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"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Attendance Clerk			C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Attendance Clerk <input type="checkbox"/> School Nurse			C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Attendance Clerk <input type="checkbox"/> School Nurse			C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Attendance Clerk <input type="checkbox"/> School Nurse			C

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308	Actual (District)					
			Projected (School)	3,793	3,906	4,023	4,143	4,267
		3,683	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"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Attendance Clerk			C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Attendance Clerk			C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor <input type="checkbox"/> Attendance Clerk			C

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: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> SIC <input type="checkbox"/> PTA			C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> SIC <input type="checkbox"/> PTA			C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> SIC <input type="checkbox"/> PTA			C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor			C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor			C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Counselor			C