Mountain View Elementary School
Renewal Plan
2024-2025

Principal, Jennifer Gibson

Greenville County Schools

Dr. Burke Royster, Superintendent

2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME:

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

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

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

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

SUPERINTENDENT

Dr. W. Burke Royster	*W. Burke Royster*	March 14, 2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Jennifer Gibson	*J. Gibson*	March 14, 2025
PRINTED NAME	SIGNATURE	DATE
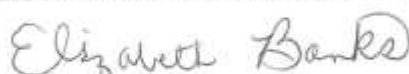
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*Dr. Carolyn J. Styles*	March 14, 2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Emily Staggs	*Emily Staggs*	March 14, 2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Elizabeth Banks	*Elizabeth Banks*	March 14, 2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 6350 Mountain View Road Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-6800

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Jennifer Gibson
2. Teacher	Dawn Hoffman
3. Parent/Guardian	Darlene Currier
4. Community Member	Josh White
5. Paraprofessional	LeAnn Barnette
6. School Improvement Council Member	Emily Staggs
7. Read to Succeed Reading Coach	Beth Banks
8. School Read To Succeed Literacy Leadership Team Lead	Beth Banks
9. School Read To Succeed Literacy Leadership Team Member	Kala Barnette

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

POSITION	NAME
PTA President	Pippa Cook
Instructional Coach	Kelly Dill
School Counselor	Paula Britzelmayr
Teacher	Anita Ayers
Teacher	Shelly Emery
Teacher, SPED	Dawn Hoffman
Teacher	Michele Johnson
Teacher	Michelle Driscoll
Teacher	Tammy Cannada
Teacher	Jill Frick
Teacher	Lauren Anthony
Teacher	Missy Price
Teacher	Kaycie White
Teacher	Amanda Coleman
Interventionist	Andrea Weaver
Interventionist	Kala Barnette
Assistant Principal	Jason Staggs
Speech Therapist	Kelsey Kuckhahn

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
Yes	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	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	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	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	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
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.
Yes	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.

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

Table of Contents

Introduction

Mountain View Elementary's school portfolio begins each year with a self-study based on our state surveys (parent, staff and student), our Annual School Report Card and our student achievement results. Teams come together to analyze our information for each of these data sources and explore findings, including the determination of areas of strength and the assessment of needs. Principle members of our team are our administrators, Principal Jennifer Gibson and Assistant Principal Jason Staggs. Teachers, administrators, school counselors, speech therapists, members of the PTA, parents, and others worked collectively to create this document which represents how we work together as a school community and how we go about the business of teaching our students.

EXECUTIVE SUMMARY

SUMMARY OF STUDENT ACHIEVEMENT FINDINGS

Strengths:
- SC Ready ELA 68% of our students scored Met or Exemplary
- Students scored higher in the reading portion of SC Ready as compared with language

Needs:
- SC Ready Math – Only 59% of our students scored Met or Exemplary

SUMMARY OF TEACHER AND ADMINISTRATOR QUALITY

Strengths:
- All Mountain View teachers are highly qualified by the state of SC and our district
- The majority of our teachers have a Master's degree or higher in their area
- 3 of our teachers hold an Ed. D. 3 other teachers are working towards a doctorate.
- Teacher attendance is 92.3%
- Seven of our teachers are National Board Certified
- Our faculty is very stable with 94% returning from the previous year
- Average tenure for our teachers is around 17 years

Needs:

- Maintain the percentage of teachers with advanced degrees at 80% or higher
- Schedule in-service training for any new learner standards.
- Provide in service for new materials trainings.
- Increase our understanding of the Text Dependent Writing (TDW).

SUMMARY OF SCHOOL CLIMATE

Strengths:
- Parents, teachers, and students are satisfied with the learning environment
- Parents, teachers, and students are satisfied with the social and physical environment
- Teachers surveyed agreed 100% that the school administration has high expectations for teacher performance
- Our school's purpose statement is clearly focused on student success.

Needs:
- Parents would like more information on ways to help children at home and about kindergarten readiness.

SIGNIFICANT CHALLENGES OVER PAST THREE YEARS

- Funding for the classroom – Prices increase yearly and funding is limited. Teachers have to pay for materials out of their own pockets.
- Technology – Technology is constantly changing. Teachers have difficulties with keeping abreast of new hardware, software and apps that they need in order to integrate technologies into their curriculum. Additional training is needed on an ongoing basis. We also have a great need for a technology coach in each school who is not a full time teacher, and has the ability to assist teachers in learning and implementing new technologies and in troubleshooting hardware issues.
- Curriculum – Over the past few years we have implemented a number of new programs. Teachers feel that they do not have time to fully implement program/strategies/curriculum into the classroom before something else is being introduced.
- Lack of staff- We have limited availability of substitutes. When teachers are out sick, we may not have adequate coverage for classrooms.

SIGNIFICANT AWARDS, RESULTS, OR ACCOMPLISHMENTS OVER THREE YEARS

- We have seven National Board-Certified teachers.
- Teachers share their knowledge of educational supports through professional development in our building and with the district.
- Many teachers apply for and receive grants through a variety of donors.
- We have Promethean boards, Chromebooks or laptops, and iPads in every classroom, and teachers participate in a variety of workshops to increase their technology proficiency.
- We have 1:1 Chromebooks in all grades.
- We have two STEAM labs with lab assistants
- Our teachers have been through two graduate level courses in Project Read (Phonics and Written Expression).
- We have funded positions for RTI in kindergarten through second grade.
- We have several teachers who recently achieved a higher level of education including Bachelor's +18, Master's Degree, Masters +30, Doctorate and National Board Certification.
- Both of our School Counselors completed the Career Development Facilitator Training under the National Career Development Association.
- Our school is proud to serve others in many ways. We raise funds and awareness for the American Cancer Society, Make A Wish, and several other charities.
- We have had state and district winners in the PTA Reflections Contests.
- We have been annually awarded the Safe Kids Award.
- We have a running club. Students then have an opportunity to participate in a one-mile fun run.
- We have an Art Club.
- We have a student council that works together to support community needs.
- We also have a chorus program for students in grades 3- 5.

SCHOOL PROFILE

Mountain View Elementary School is a K4 through grade five public school in the School District of Greenville County. We currently have 811 students, 2 administrators, and 57 teachers. It is one of 52 elementary schools in Greenville County. Mountain View Elementary School is situated in a rural area at the foothills of the Blue Ridge Mountains. The school is approximately eleven miles from Greer, the nearest city. Due to our remote location, families must travel in order to access banks, post offices, grocery stores, medical facilities, and even the public library. However, members of our community are happy traveling this distance because it allows them to enjoy the calm, picturesque country life that they value.

Mountain View has a long-standing history within our community. The original Mountain View School was established in 1911 on the same property occupied by our current school. Since then, there have been several changes in the buildings, but the school has remained a steadfast fixture in the community. A significant number of our parents and grandparents attended Mountain View. Many of our teachers attended school here too, and have chosen to raise their families in the Mountain View community. The tradition continues as our former students' own children and grandchildren come to our school.   For this reason, our entire community feels a unique bond and a responsibility to maintain the integrity of Mountain View. Our school family consists of hard-working people who span the spectrum from all occupations. When we come together to make decisions each person's input is valued and respected. Mountain View Elementary School has the respect and support of our parents and the community.

The tagline of Mountain View Elementary School is "Each child, one day at a time".

Principal:

Jennifer Gibson is currently in her fourteenth year as Principal of Mountain View Elementary School. Prior to this position, she served as Assistant Principal here for seven years. Before coming to Mountain View, she was a classroom teacher at Blue Ridge Middle School, and an Administrative Assistant at Woodmont High School. She brings a variety of experiences to our school. She is an upstate native and attended Wade Hampton High School, received her Bachelor's degree in Elementary Education from Erskine College, and completed her Master's Degree in Administration and Supervision at Furman.

Assistant Principal:

Jason Staggs is serving his sixth year as Assistant Principal at Mountain View. He began his career as an educator, teaching grades 6-8 at Blue Ridge Middle School. He taught one year of middle school in Spartanburg County before returning to his Blue Ridge Middle School roots. He taught 5th grade at Mountain View for 2 years before moving into the administrative role. He received a BA in Elementary Education from North Greenville University. He then went on to earn a Master's Degree in Administration and Supervision at Furman.

Facilities:

We are fortunate to have a beautiful facility in which to grow, work, and learn. In this age of technology, we are moving rapidly to try to keep up with the changing world around us. We have Promethean Boards in every classroom. Every classroom in grades K4-5 has 1:1 Chromebooks for students. We have full wireless access. Students have two computer labs and one iPad per classroom for teacher and student use. We have added two flat-screen TVs for presentations and parent meetings. We have incorporated a large presentation TV in our atrium and in our front office featuring current announcements, news and student photos. We have completed the installation of a fully integrated projection system in the cafeteria for presentations, professional development and more. We have also added a paved walking track, installed trees on our playgrounds for protection from the sun, increased the K5 playground area, and developed a garden in memory of a beloved teacher.

Safety:

Safety is a priority here at Mountain View. In addition to our regular drills, we have implemented a number of safety procedures, such as requiring all visitors to sign in, locking all exterior and interior doors, and employing a director of our Extended Day Program to be in the front office at all times for secure after-school dismissals. We also have police officers who visit our campus on a regular basis for additional security. Safety Plans are available in every classroom. We have increased the amount of fencing around our students' play areas. We have recently installed an additional layer of security with a catch door from our front office into the building.

PTA and Parental Involvement:

Mountain View Elementary PTA's primary purpose is to support the faculty and staff in their effort to make the school a better place for all children. By building close relationships between home and school, parents and teachers cooperate to provide the best education for our children. PTA gives families a voice. PTA is strongly supported at Mountain View. The teachers and administration welcome volunteers with open arms and, in response, parents are eager to help. PTA is a registered non-profit association run entirely by volunteers. Mountain View volunteers have logged in more than 14,000 volunteer hours over the past school year. PTA operates on a $80,000 budget.

With the generosity of families and members of our close-knit community, PTA is able to provide, on an annual basis, $10,000 for teacher/support staff stipends, $5,000 in classroom grants, $10,000 to school improvement projects and more than $50,000 to various other areas of the school. PTA sponsors and funds a variety of other events each year, including Tiger Fest, Sweetheart Dance, Movie Night, student incentives, staff appreciation days and much more. Mountain View's PTA is independent of the school, yet collaborates very closely with the administration to best serve the needs of all. Mountain View's PTA is a strong asset to the school.

Partnerships:

North Greenville University, Greer Flooring Company, Chick-Fil-A, Greer Athletic Club, Hanson Aggregates, BI-LO, Ingles, Publix, Whole Foods, Greater Greer Education Foundation, Target, SmartARTS with the Metropolitan Arts Council, South Carolina Aquarium, Peace Center for the Performing Arts, Roper Mountain Science Center

SCHOOL PERSONNEL DATA

The staff at Mountain View Elementary School includes 38 class room teachers and 2 self-contained classroom teachers. In addition to regular classroom teachers, we have three full time special education resource teachers, 2 School Counselors, one Gifted and Talented teacher, a Media Specialist, one Literacy Specialist, 2 Reading Interventionists, two part time academic support personnel, 1.4 physical education teachers, 1.4 art teachers, 1.4 music teachers, and two STEAM lab assistants. The majority of our teachers have continued their education and achieved higher degrees. Seven teachers are National Board Certified. Three teachers have completed doctoral degrees. On an average, our teachers have been here 17 years.   The percentage of teachers who returned to Mountain View from last year is 94%. Teacher attendance rate is 93%.

Additional personnel include the school principal, assistant principal, secretary, attendance clerk, instructional coach, speech therapists, custodial staff, media specialist, school nurse, and food service workers. Our K4 and kindergarten classrooms have a full-time teaching assistant. We have a full-time clerk in the front office. Children who qualify will receive services from our part-time ESOL teacher. Students may receive services from a hearing specialist, special education resource teacher, an occupational therapist, and a school psychologist on an itinerant basis. Several bus drivers also provide services to students.

ALL CLASSROOM TEACHERS ARE HIGHLY QUALIFIED

STUDENT POPULATION

Mountain View Elementary School's current enrollment is 811 and is configured by grade level as follows:

Grade	Number of Students
K4	42
K5	116
1	136
2	129
3	127
4	132
5	129

Our retention rate is 1.0% and our student attendance rate is high, at 95%

MAJOR PROGRAMS

- ✓ Project Read
- ✓ RTI
- ✓ Team teaching
- ✓ PLCs
- ✓ STEAM
- ✓ MTSS
- ✓ Chick-Fil-A Core Essentials
- ✓ Balanced Literacy
- ✓ After school EDP
- ✓ Chorus
- ✓ Tiger Tutors
- ✓ Safety Patrol
- ✓ Student Council
- ✓ Tiger Trailblazers
- ✓ Morning News Show

MISSION, VISION, AND BELIEFS

Mission

"Each child, one day at a time"

Values and Beliefs

We believe…

- Our school provides a safe, positive environment in which all children can learn.
- The school's foremost responsibility is the adaptation to the academic needs of the children.
- The intellectual, personal, social, physical, and moral development of each child is the main concern of our school.
- The child benefits when the parents and teacher work together.
- Children learn best in an environment that fosters positive self-esteem.
- Children need exposure to a variety of teaching methods and strategies.
- Each child benefits from punctual and regular attendance.

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

<u>SCReady Results from Spring 2024</u>

Mountain View students performed well in the ELA area of SCReady. 67.5% of students met or exceeded expectations as compared to the overall district of 61.7% and the state average of 54.1%.
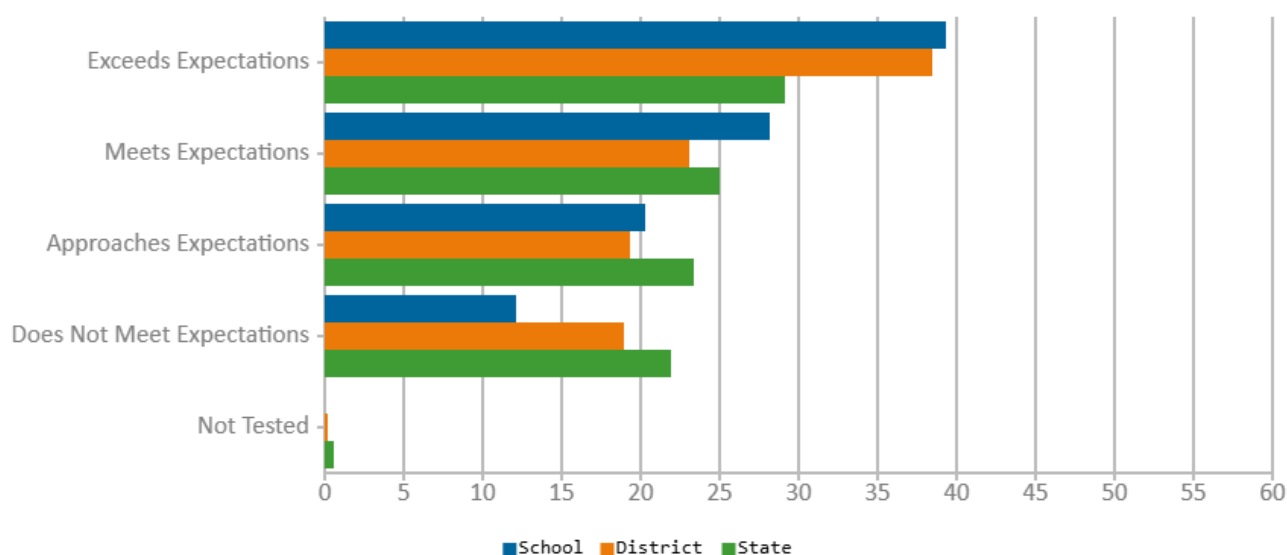
School	67.5% (256 / 379)
District	61.7% (20524 / 33278)
State	54.1% (184228 / 340256)

English Language Arts (Reading and Writing)

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

SC READY Performance by Grade Level
English Language Arts (Reading and Writing)
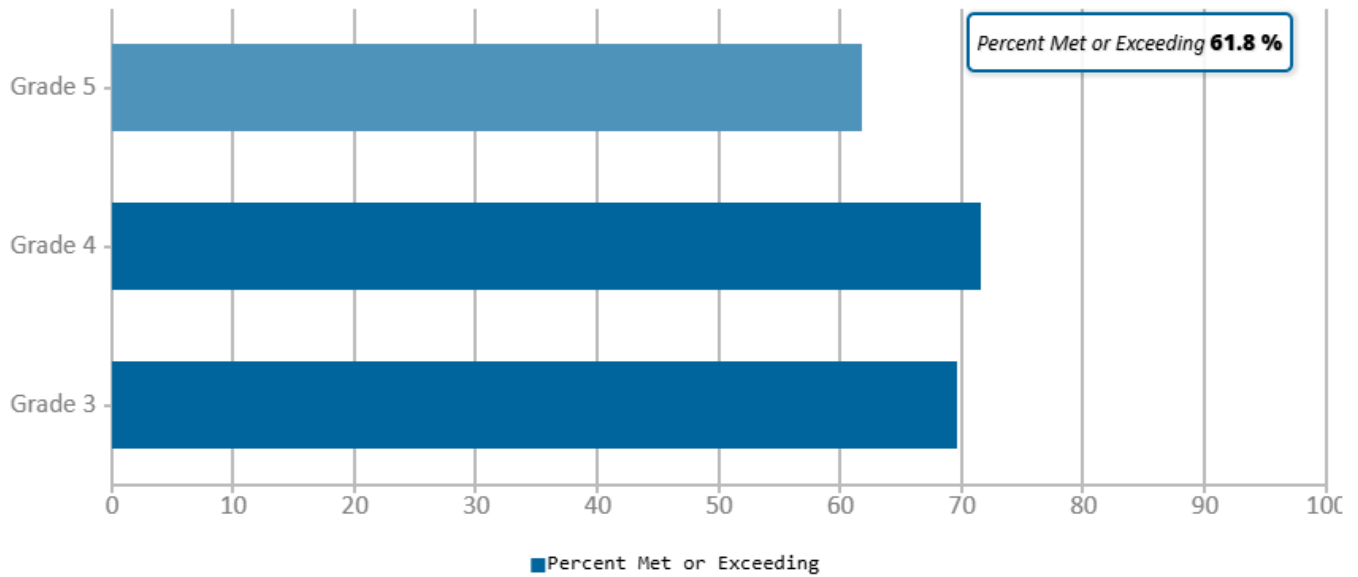
Percent Met or Exceeding **61.8 %**

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

MATHEMATICS

Mountain View students also performed well in the Mathematics area of SCReady. 59.1% of students met or exceeded expectations as compared to the overall district percentage of 53.3% and the state percentage of 42.8%.
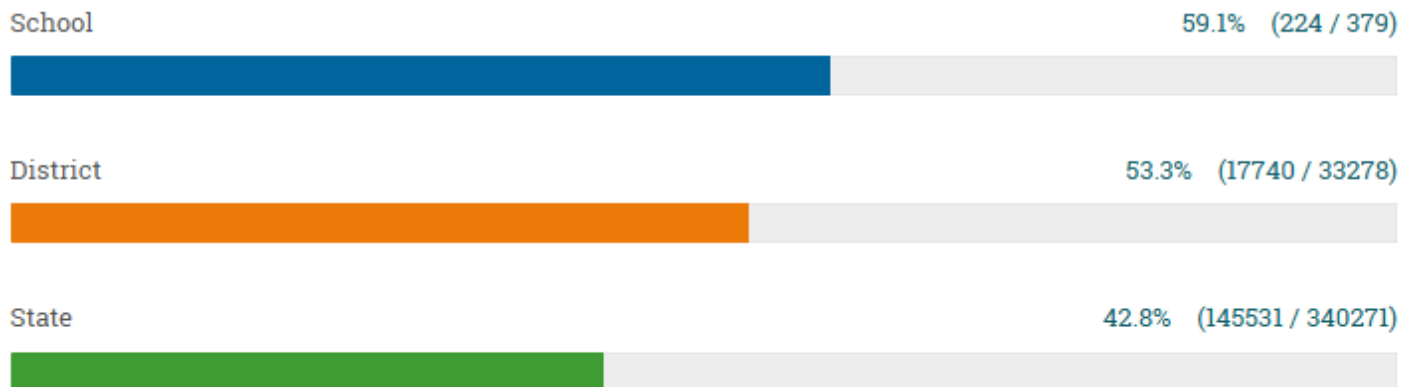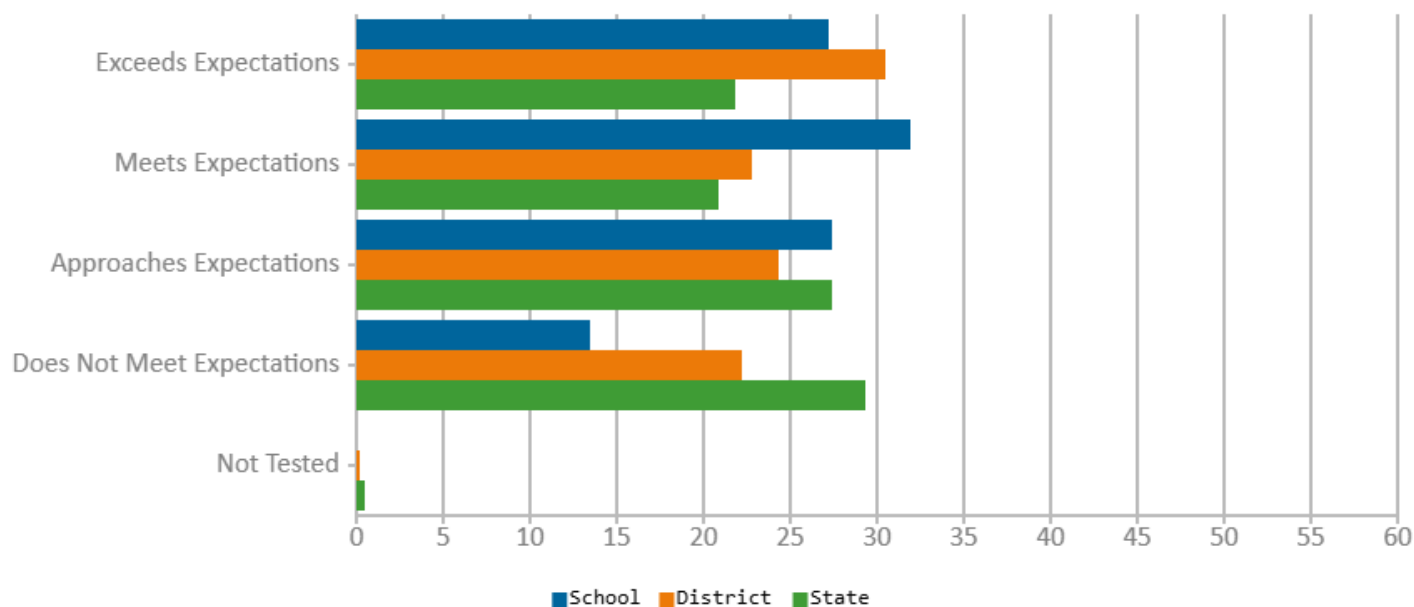
School	59.1% (224 / 379)

District	53.3% (17740 / 33278)

State	42.8% (145531 / 340271)

Mathematics

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

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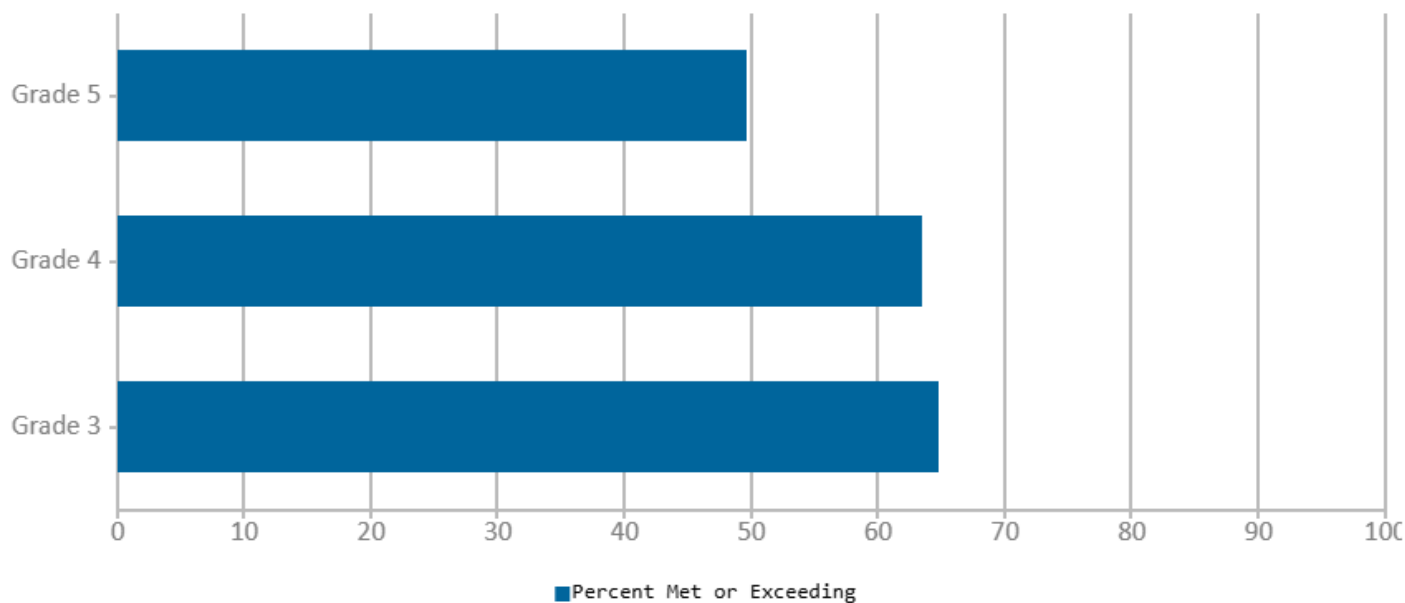
Note: Results from alternate assessments were included in the calculations where available.

School Report Card
for
Mountain View Elementary School
2024-2025 School Report Card

https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTA3MQ

ITBS 2024 SCHOOL SUMMARY

Group Profile for Mountain View Elem

Group Code: 2301071
Cognitive Abilities Test™ (CogAT®)
Form: 8
Test Date: 10/18/2024
Norms: Fall 2017

Grade: 2   Level: 8   District: Greenville County

School: Mountain View Elem

Age Stanine	1	2	3	4	5	6	7	8	9

Age Percentile Rank	1	10	25	50	75	90	99

Verbal
No. Included = 130 — 54

Quantitative
No. Included = 130 — 63

Nonverbal
No. Included = 129 — 55

Composite (VQ)
No. Included = 130 — 58

55
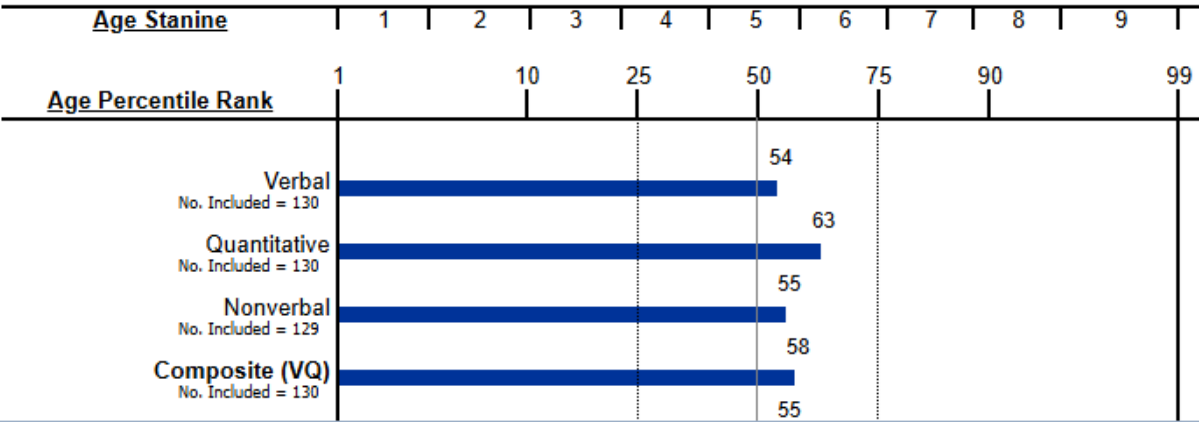
SCHOOL CLIMATE NEEDS ASSESSMENT

On the 2024 Annual School Report Card results from surveys indicate a very positive school climate. We will analyze the surveys further to look for any areas in which we may see a need for improvement.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	50	368	53
Percent satisfied with learning environment	98%	100%	92.2%
Percent satisfied with social and physical environment	98%	100%	92%
Percent satisfied with school-home relations	100%	100%	82.9%

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	18.4	Down from 19.8
Percent of students retained	1.0	Up from 0.7
Principal's/Superintendent's/Director's years at school/district	13	Up from 12
Chronic Absenteeism Rate (Note: Data are from prior school year)	15.3	Down from 18.2

School-Based Professional Development Calendar for School Year 2024-2025

This is a working document that will grow and change as we receive student achievement data and information regarding staff and faculty needs.

Title	Presenter	Description	Date	Time	# Att	Correlation to School Goals
Data Analysis	K. Dill	In PLCs, teachers will be assisted in the interpretation and use of SCReady and SCPASS scores.	Aug	TBD		**Goal 1 – Student Achievement**
Mentoring	K. Dill	New staff will be assigned to mentors. Other teachers will be assigned peer coaches. The mentoring team will present the New Teacher Handbook and the Mentoring Guide.	Aug	TBD		**Goal 2 - Teacher/Administrator Quality**
Curriculum Expectations	K. Dill , J. Gibson, B. Banks	Faculty will work together to review standards and revise major assessments	Aug	TBD		**Goal 1 – Student Achievement**
Amira	B. Banks, K, Dill	Introduction and training on this communication tool	Aug	GLMs		**District Requirement**
HMH	B. Banks, K. Dill	Review the support of new curriculum	Aug	GLMs		**District Requirement**
Project Read Written Expression	K. Dill, B. Banks	Introduction to a systematic writing program school wide with coaching rounds	All Year	Faculty Meetings		**Goal 1 & 2**
LETRS	Outside Trainer	Brain Research and understanding of how students learn to read	July-Jan	PD days		**Goal 1&2**
Monthly	J. Gibson	Faculty Council	Once a quarter			**Goal 1& Goal 2**

Monthly	J. Gibson	General Faculty Meeting – Content Area Contacts report updates	TBD			**Goal 2 - Teacher/Administrator Quality**
Ongoing	K. Dill/ B. Banks	Continue to monitor Reading Workshop and Balanced Literacy/ Coaching Cycles	TBD			**Goal 2 - Teacher/Administrator Quality**
As needed	K. White/ DLC Team	Topics on technology in the classroom as needed	TBD			**Goal 2 - Teacher/Administrator Quality**
Ongoing	K. Dill, B. Banks	Teachers will work to create a school-based writing curriculum integrating district requirements, Project Read strategies, Text Dependent Analysis, and using data from SCReady when available.	TBD			**Goal 1 – Student Achievement**
Ongoing	Classroom teachers	Teachers will attend district sponsored standards-based workshops	TBD			**Goal 1 – Student Achievement**
Each Thursday	K. Dill	Weekly grade level meetings will serve as PLCs. We will collect and analyze student achievement data, reflect on and revise assessments, and focus on student needs for growth.	Weekly			**Goal 1 – Student Achievement**

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 61% in 2022-23 to 76% 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)	64%	67%	70%	73%	76%
	61%	59%	Actual (ES)	59%				
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· J. Gibson, K. Dill	NA	NA	Continue
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· J. Gibson, K. Dill	NA	NA	Continue
3. Integrate mathematical concepts into other subject curriculum maps,	2024-2029	· Teachers	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).					
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	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
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	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
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	· ILT	NA	NA	Continue
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and	2024-2029	· J. Gibson, K. Dill	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
individualized coaching.					
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	· J. Gibson, K. Dill	NA	NA	Continue
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· J. Gibson, K. Dill	NA	NA	Continue
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· J. Gibson, K. Dill	NA	NA	Continue
4. Foster a collaborative relationship between schools and parents.	2024-2029	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· ILT, Teachers	NA	NA	Continue

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 67% in 2022-23 to 82% 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)	70%	73%	76%	79%	82%
	67%	68.4%	Actual (ES)	68%				
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· J. Gibson, K. Dill, Teachers	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
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	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
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	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
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	· GCS, J. Gibson, K. Dill, Teachers	NA	NA	Continue
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	· GCS, J. Gibson, K. Dill, Teachers	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· GCS, J. Gibson, K. Dill, Teachers	NA	NA	Continue
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· J. Gibson, K. Dill, Teachers, B. Banks	NA	NA	Continue
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs	2024-2025	· Director of Early Intervention and Student Support	NA	NA	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· ILT	NA	NA	Continue
6. Provide diverse and multimedia-rich materials for teaching	2024-2029	· Teachers	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
language arts, including audio, visuals, and interactive texts to accommodate various learning styles.					
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	· J. Gibson, K. Dill, B. Banks	NA	NA	Continue
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· PLCs	NA	NA	Continue
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· PLCs	NA	NA	Continue
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· PLCs, Classroom Teachers	NA	NA	Continue
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· J. Gibson, K. Dill	NA	NA	Continue

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
			Projected (District)	100%	100%	100%	100%	100%
GCS Human Resources Department	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 C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Britzelmayr, Fleming	NA	NA	Continue
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	2024-2029	· Britzelmayr, Fleming	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· Britzelmayr, Fleming	NA	NA	Continue

GOAL AREA 2 – Performance Goal 2

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	6%	5.5%	5%	4.5%	4%
	6%	6%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: _____					
1. ___	2024-2029	.			

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)	43%	41%	39%	37%	35%
	45%	43%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a	2024-2029	· ClassroomTeachers	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· Classroom Teachers	NA	NA	Continue
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	· MVE Teachers & Staff	NA	NA	Continue
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	· J. Gibson, K. Dill, Teachers	NA	NA	Continue
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	· ILT & Teachers	NA	NA	Continue
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content	2024-2029	· Britzelmayr, Fleming and Teachers	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
and structure.					
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Teachers	NA	NA	Continue
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	· MVE Teachers & Staff	NA	NA	Continue
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· MVE Teachers	NA	NA	Continue
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	·	NA	NA	Continue
2. Increase leadership opportunities within the school during the school day.	2024-2029	·	NA	NA	Continue
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	·	NA	NA	Continue
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	· MVE Teachers and Staff	NA	NA	Continue
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	· MVE Teachers and Staff	NA	NA	Continue
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	· MVE Teachers	NA	NA	Continue
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· MVE Teachers	NA	NA	Continue
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	· MVE Teachers and Staff	NA	NA	Continue

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District					
			Projected (School)	20%	18%	16%	14%	12%
	22%	20%	Actual (School	20%				

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Administration, Attendance Clerk, Classroom Teachers	NA	NA	Continue
2. Implement the model framework	2024-2029	· Administration,	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and ensure the implementation of strategies.		Attendance Clerk, Classroom Teachers			
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· Administration, Attendance Clerk, Classroom Teachers	NA	NA	Continue
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· GCS, Administration, Attendance Clerk, Classroom Teachers	NA	NA	Continue
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	· Administration, Attendance Clerk, Classroom Teachers	NA	NA	Continue
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Administration, Attendance Clerk, Classroom Teachers	NA	NA	Continue
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	· Administration, Attendance Clerk, Classroom Teachers	NA	NA	Continue

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)	5,618	5,786	5,959	6,137	6,321
		5,455	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	· MVE Teachers and Staff	NA	NA	Continue
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· MVE Teachers and Staff	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	K. White	NA	NA	Continue
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	· SIC Committee	NA	NA	Continue
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· SIC	NA	NA	Continue
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· SIC	NA	NA	Continue
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	· MVE Teachers and Staff	NA	NA	Continue
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· MVE Teachers and Staff	NA	NA	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Administration, SIC	NA	NA	Continue