2024-25 through 2028-29

Plain Elementary School
School R

[2025-26]

Plain Elementary School

Debbie Mihalic, Principal

506 Neely Ferry Road

Simpsonville, SC 29680

(864) 355- 7700

Greenville County Schools

Superintendent:

Dr. Burke Royster

[506 Neely Ferry Road, Simpsonville, SC]

SCHOOL NAME: Plain Elementary School

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*	4/8/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Debbie Mihalic	*Debbie Mihalic*	3-13-25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Katie Buckingham	*Katie Buckingham*	3/13/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Philippa Haynes	*Philippa Haynes*	3/25/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 506 Neely Ferry Road Simpsonville, SC 29680

SCHOOL TELEPHONE: (864) 355-7700

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

Position   Name

1.   Principal – Deborah Mihalic

2.   Teacher – Kayla Halvorsen

3.   Parent/Guardian – Jerene Gilliam

4.   Community Member – Tyler Hancock

5.   Paraprofessional – Catherine Hendrix

6.   School Improvement Council Member – Katie Buckingham

7.   Read to Succeed Literacy Coach - Philippa Haynes

8.   School Read To Succeed Literacy Leadership Team Lead – Nancy Meece

9.   School Read To Succeed Literacy Leadership Team Member – Amanda Haynes

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

⦿ Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
⦿ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
⦿ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
⦿ Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
⦿ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
⦿ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
⦿ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
⦿ Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

○ Yes ◉ No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.	
◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.	
◉ Yes ○ No ○ N/A	**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 ○ No ○ N/A	**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 ○ No ○ N/A	**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.	

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Introduction

Plain Elementary School Portfolio

The vision of Plain Elementary is "A School Family- Positively Committed to Excellence." The Plain Elementary portfolio documents our plan through the continuous improvement process. The portfolio provides our school community with an ongoing method for self-evaluation, communication, and accountability.

The school continues to demonstrate gains on the South Carolina Report Card. According to the most recent School Report Card, Plain Elementary scored above both the state and district averages in all areas. Plain received the Palmetto Gold Award in 2012-2013 and 2013-2014 for general performance. For the school year 2015-2016, Plain Elementary was award the Palmetto Gold Award for general performance and a Palmetto Silver Award for Closing the Gap. Plain Elementary's State Rating History has been excellent for at least 3 consecutive years.

In the spring of 2024, Plain Elementary, under the direction of the district office for Greenville County Schools and Mrs. Mihalic, Principal, initiated the renewal and development of a strategic education plan for the five-year period 2024-2029. A collaboration of stakeholders, which included teachers, staff, PTA, SIC, parents, and students, were involved in the strategic planning for school improvement and for the self- assessment as a part of the national accreditation process. Plain Elementary has a strong Parent-Teacher Association and a very involved School Improvement Council that supports the goals for our school. These teams work to provide the administration and faculty with the support necessary to achieve positive academic performance for our students. In order to summarize the philosophy of our school culture, our school adopted a quote from Walt Disney. This quote is prominently display in our front hallway and reads, *"Whatever we accomplish belongs to our entire group, a tribute to our combined effort."*

Planning and analysis of our goals at Plain Elementary is conducted by our instructional team, leadership team, and vertical planning teams that include all teachers. These teams and committees analyze data from standardized tests such as SC Ready, SC PASS for Science, MasteryConnect, ITBS, CogAt, and the classroom common assessments to direct the initiatives and programs that Plain Elementary utilizes to improve and enhance instruction. Collectively, these committees support the learning environment of our school and develop strategies to support student achievement.

Instructional Team: Responsibilities include meeting weekly to discuss student achievement, curriculum and instruction, and personnel/school updates.

Deborah Mihalic- Principal

Angie Lewis- Assistant Principal

Amanda Haynes- Instructional Coach

Philippa Haynes – Literacy Coach/Interventionist

Jessica Garner- Counselor

Angela Gibson – Administrative Assistant

Nancy Meece – Lead Interventionist

Leadership Team: Responsibilities include meeting monthly as a whole group and weekly with the grade level teams to discuss instructional planning, school goals, academic performance, and any school related topics.

Deborah Mihalic - Principal

TBD - Assistant Principal

Angela Gibson – Administrative Assistant

Amanda Haynes - Instructional Coach

Kori Russell - Kindergarten

Kristin Malone - First Grade

Kristen Traci Cole Adams - Third Grade

Elizabeth Smith - Fourth Grade

Tracy Oliver - Fifth Grade

Nancy Meece – Lead Interventionist

Carlyn Woods - Special Education

Angela Kay - Media Specialist

Jessica Garner – Guidance Counselor

Christine Dodd – Related Arts

Gina Yount – Special Education

PTA Board Members: Responsibilities include collaborating with the school staff, parents, and community to support the mission, vision, and goals of Plain Elementary.

Erica Moss and Philippa Haynes Co-Presidents

Jackie Melikant, Vice Presidents

Leanne Guthrie, Secretary

Lauren Chapman, Treasurer

Deborah Mihalic, Principal

Angie Lewis, Assistant Principal

Angela Gibson, Administrative Assistant

Kayla Halvorsen, Teacher of the Year

School Improvement Council: Responsibilities include meeting monthly to discuss goals for student achievement and serving as an advisory board for the school.

Katie Buckingham - SIC Chairman	Philippa Haynes
Jerene Gilliam – Secretary	Ed Yount
Angela Gibson	Ashley Abreu
Debbie Mihalic	Angie Gajewski
TBD	Hobart Lewis
Amanda Haynes	Jessica Moller
Tyler Hancock	Jonathan Juneau

Executive Summary

Plain Elementary School Portfolio

Student Needs

The results of student assessment data indicate that our greatest challenges are:
- Primarily our special education population
  - On SCReady ELA 73.5% of student with IEPs did not meet expectations
  - On SCReady Math 68.6% of student with IEPs did not meet expectations
- Secondly our African America population
  - On SCReady ELA overall 54.3% of African-American students did not meet expectations
  - On SCReady Math overall 59.8% of African-American students did not meet expectations

To meet the needs of these students, Plain Elementary has implemented:
- Inclusive Programing practices to assist special education students in the general education environment
- Differentiate small group instruction
- Mentoring groups for students identified as at risk
- One to One Tutoring
- Targeted small groups work on executive functioning skills through the guidance department.

Teacher Quality

The results of teaching and administrator quality show that at Plain Elementary
- 100% of teachers are highly qualified
- 55.4% of teachers have advanced degrees
- 96% of teachers are on continuing contract
- 97% of teachers are returning from the previous year
- Teachers attended vertical team meetings to analyze data and implement school wide best practices to improve student learning
- Teachers attend monthly faculty meetings
- Teachers attend monthly professional development sessions
- Teachers participate in optional technology training
- Teacher leaders conduct optional, high interest professional development offerings

School Climate

Teacher, student, and parent satisfaction of the school climate in the areas of learning environment, home-school relations, and social and physical environment show:
- 24 teacher, 93 student, and 94 parent surveys were returned
- 100% teachers, 91.4% students, and 89.3% parents were satisfied with the learning environment
- 100% teachers, 94.6% students, and 87.3% parents were satisfied with the social and physical environment
- 91.6% teachers, 93.6% students, and 71.3% parents were satisfied with the home-school relations

Significant Challenges

- Transient student population

- Increase in McKinney Vento students
- Increase of single parent homes & children being raised by grandparents
- Lack of parental support with holding children accountable

<u>Accomplishments</u>

- Plain Elementary has also been awarded the Safe Schools of the Upstate Award for the past five years
- Increase in standardized test scores
- Out performing schools like ours in all areas on SC Ready
- Decrease in students being identified as learning disabled
- Decrease in students needing RTI/LLI in K5 – 2nd grade due to early interventions
- National PTA School of Excellence 2017-2019
- High performing OnTrack Team
- STEAM lab
- Trauma Informed School
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School Profile
Plain Elementary School Portfolio

Plain Elementary School, a public school located on 18.9 acres in southern Greenville County, serves 967 students in kindergarten through grade five. The school was originally built in 1982. Plain Elementary underwent an extensive renovation and expansion project to accommodate 1,000 students that was completed in 2006.   The facility includes a computer and science lab, two art and two music rooms, multi-purpose room/gymnasium, an atrium with stage, video lab, Panda Path nature trail with an outdoor classroom, and a Grow Healthy Kids organic garden.

Plain Elementary has 3 administrators, 66 certified staff members, and 53 support staff members. 47% of them have advanced degrees and 2 are National Board Certified. Our staff attendance rate is 97%.

The ethnic composition is 61% Caucasian, 17% African American, 9% two or more races, and 11% Hispanic. The remaining 2% of the student population is Alaskan Native, Native Hawaiian, or Asian. The population is comprised of students with a variety of home languages including English, Spanish, and Arabic. The school currently has 49% of pupils in poverty. Plain Elementary has 12% of students receiving gifted/talented services, 19% of the total school enrollment receives Special Education services. Our student attendance rate is 95%. Less than 1% of our students are retained.

Major Academic and Behavioral Features

- The Science of Reading Implementation
- Reading Horizons
- Inclusive Practices in all grades
- Author's Tea
- Breakfast Club – Academic Intervention
- Book Buddies
- Career Day
- Character Education Program (*7 Habits of Healthy Kids*)
- Peer Tutoring
- Parent volunteer tutors
- Student Leadership
- Student mentoring program
- Morning News Show (WPES)

Mission, Vision and Belief Statements

Mission Statement:

The Mission of Plain Elementary School is to prepare students to become 21st Century learners and responsible, productive citizens in the global marketplace.

Vision & Identity Statement

"A School Family - Positively Committed to Excellence!

BELIEF STATEMENTS: We believe

- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

Data Analysis and Needs Assessment

SC Ready

The South Carolina College-and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that will meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.

All students in grades 3–8 are required to take the SC READY except those students with significant cognitive disabilities who qualify for the South Carolina National Center and State Collaborative (SC-NCSC) alternate assessment.

SC Ready ELA

ELA	Grade 3					Grade 4					Grade 5				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Does Not Meet	waiver	18.8%	14.3%	11.4%	12.8%	Waiver	10.5%	12.4%	12.6%	12.2%	Waiver	17.0%	11.9%	11.5%	15.0%
Approaches	Waiver	16.7%	17.6%	13.4%	13.4%	Waiver	14.5%	17.2%	14.3%	13.5%	Waiver	32.7%	19.9%	18.2%	19.4%
Meets	Waiver	31.4%	30.2%	24.2%	18.6%	Waiver	20.4%	17.2%	25.7%	20.5%	Waiver	21.1%	23.3%	17.6%	25.0%
Exceeds	waiver	30.4%	37.9%	51.0%	55.2%	waiver	54.6%	53.1%	47.4%	53.8%	Waiver	29.3%	44.9%	52.7%	40.6%

Percent Meets or Exceeds in ELA	
2024	71.1%
2023	72.9%
2022	68.9%
2021	63.7%
2020	waiver

SC Ready Math

Math	Grade 3					Grade 4					Grade 5				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Does Not Meet	Waiver	14.4%	16.6%	10.8%	11.6%	waiver	13.9%	15.2%	24.0%	14.1%	waiver	22.8%	17.0%	8.2%	20.6%
Approaches	Waiver	18.7%	13.8%	12.2%	15.1%	waiver	21.9%	22.8%	18.3%	13.5%	waiver	28.9%	21.6%	23.8%	26.7%
Meets	Waiver	34.5%	26.0%	29.7%	27.9%	waiver	28.5%	31.7%	24.6%	26.9%	waiver	20.8%	22.2%	39.5%	22.2%
Exceeds	Waiver	32.4%	43.6%	47.3%	45.3%	waiver	35.8%	30.3%	33.1%	45.5%	waiver	27.5%	39.2%	28.6%	30.6%

Percent Scoring Meets or Exceeds in Math	
2024	65.7%
2023	67.6%
2022	64.4%
2021	60.1%
2020	waiver

- Plain Elementary School students scored above the Greenville County averages in English Language Arts and Mathematics.

- In the area of English Language Arts, Plain Elementary had 71.1% of students meeting or exceeding standards compared to the District average of 63.2% of students meeting or exceeding standards.

- In the area of mathematics, Plain Elementary had 65.7% of students meeting or exceeding standards compared to the district average of 61.1% of students meeting or exceeding standards.

- Mandated small group reading instruction, has contributed to and increased in student's overall reading ability.

- Implementation of Reading Horizons has decreased number of students at risk.

School Climate Needs Assessment

Chronic Absenteeism

Year	# student	% Chronic Absenteeism
2022-2023	146	14.84%
2023-2024	138	13.79%

Student Referral

Year	#Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
2022-2023	984	95	42	44.21%
2023-2024	1023	82	31	37.81%

Teacher Turnover

School	Level	2023-2024 Leavers	Total Teachers	Turnover by Location
Plain	E	3	67	4%

In-service Title	Date
LETRS Unit 5	June 2025
LETRS Unit 6	Aug 2025
LETRS Unit 7	Oct 2025
LETRS Unit 8	Jan 2026
Balancing the Shift Grades 4-5	On Going
Expanded vocabulary use in upper grades	On Going
Unpacking new Math Standards 3-5	On Going

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 <u>67.6</u>% in 2022-23 to <u>72.6%</u> in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <u>1%</u> annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math			Projected (PES)	68.6%	69.6%	70.6%	71.6%	72.6%
SCDE School Report	67.6%	65.7%	Actual (PES)					
Card	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	● Principal			*Continue*
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	● ILT			*Continue*
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	● Teachers			*Continue*
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	● Teachers			*Continue*
2. 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	● Administration ● Instructional Coach ● Literacy Coach			*Continue*
3. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	● Administration			*Continue*
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	●Instructional Coach			*Continue*
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	●Instructional Coach			*Continue*
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	●Instructional Coach			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Foster a collaborative relationship between schools and parents.	2024-2029	●PTA ●Teachers ●Administration			*Continue*
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	●Counselors			*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 <u>72.9%</u> in 2022-23 to <u>77.9%</u> in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>1%</u> annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA			Projected (PES)	73.9%	74.9%	75.9%	76.9%	77.9%
SCDE School Report	72.9%	71.1%	Actual (PES)					
Card	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	• Principal			*Continue*
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	• Intervention • Teachers			*Continue*
3. Reduce number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	• Intervention			*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	2024-2029	• Teachers			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
maintaining high achievement expectations for all students.					
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	• Teachers			*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	• Teachers			*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	• Teachers			*Continue*
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	• Teachers			*Continue*
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	• Intervention			*Continue*
5. Implement a range of assessment methods that measure student understanding.	2024-2029	• Teachers			*Continue*
6. Ensure vertical articulation of grade level content and practices.	2024-2029	• Instructional Coach • Teachers			*Continue*
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	• Instructional Coach			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• Teachers • Instructional Coach			*Continue*
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	• Teachers			*Continue*
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	• Teachers			*Continue*
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	• Teachers			*Continue*
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	• Administration • Instructional Coach • Literacy Coach			*Continue*
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	• Teachers			*Continue*
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	• Instructional Coach			*Continue*
2. Establish peer support groups, mentors and/or networks for teachers to share	2024-2029	• Teachers • Counselors			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
experiences, resources, and strategies for success.					
3. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	● Teachers			*Continue*
4. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	● Instructional Coach			*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
HR			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 *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	● Teachers ● Counselors			*Continue*
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	● Counselors			*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
HR			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	3.5%	3.0%	2.5%	2.0%	1.5%
	3%	4%	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			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)	42.2%	40.2%	38.2%	36.2%	34.2%
	44.2%	37.8%	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 representative multi-disciplinary steering team of school and district-level leaders	2024-2029	• All Staff			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• Teachers			*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	• All Staff			*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	• Teachers			*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	• Instructional Coach • Administration			*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 and structure.	2024-2029	• Teachers			*Continue*
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 • PTA • Administration			*Continue*
2. Ensure school employees exhibit understanding and appreciation of all	2024-2029	• Administration			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
students and families and use best-practice communication strategies to connect with those families.					
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	• Counselors			*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	• All Staff			*Continue*
2. Increase leadership opportunities within the school during the school day.	2024-2029	• Counselors			*Continue*
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	• All Staff			*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.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	• All Staff			*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	• All Staff			*Continue*
3. Establish standard and reliable classroom practice and developmentally appropriate	2024-2029	• Teachers			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.					
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	●Teachers ●Counselors			*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	●Teachers ●Counselors			*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
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District					
			Projected (School)	13%	11%	9%	7%	5%
	15%	13.8%	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 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			*Continue*
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	• Administration			*Continue*
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			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	• Administration			*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			*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			*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			*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)	4,614	4,752	4,894	5,040	5,191
		4,480	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	● School Counselors			*Continue*
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	● School Counselors			*Continue*
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	● Administrators			*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	2024-2029	● School Counselors			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	• School Counselors			*Continue*
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	• School Counselors			*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	• School Counselors			*Continue*
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	• School Counselors			*Continue*
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	• School Counselors			*Continue*

Link to School Profile - https://www.greenville.k12.sc.us/Schools/profile.asp?schoolid=plaine