Tigerville Elementary School

Amy Kern, Principal

Greenville County Schools

Dr. W. Burke Royster, Superintendent

Scope of Action Plan: 2024-25 through 2028-29

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Tigerville Elementary

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

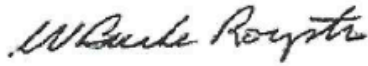**SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26** *(one year)*

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	2-25-25
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Amy Kern	*Amy Kern*	2-25-25
PRINTED NAME	SIGNATURE	DATE
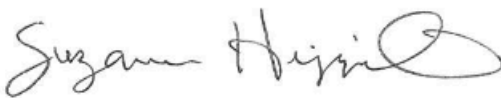
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*Dr. Carolyn J. Styles*	2-25-25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Elise Homesley	*Elise Homesley*	2/25/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Suzanne Higginbotham	*Suzanne Higgin...*	2/25/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 25 Tigerville Elementary School Rd, Taylors SC 29687

SCHOOL TELEPHONE: (864) 355-4600

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

Stakeholder Involvement for School Renewal

Position and Name

1.   Principal   Amy Kern

2.   Teacher   Kaelyn Corley

3.   Parent/Guardian   Jessica Ellis

4.   Community Member   Gary Gresham

5.   Paraprofessional   Leann St. Amour

6.   School Improvement Council Member   Elise Homesley

7.   Read to Succeed Reading Coach   Suzanne Higginbotham

8.   School Read To Succeed Literacy Leadership Team Lead   Suzanne Higginbotham

9.   School Read To Succeed Literacy Leadership Team Member   Susan Ward

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

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.

Table of Contents

Introduction

The strategic planning process at Tigerville involves all members of the faculty and staff. Teams are formed and use data and narrative summaries for each section of the portfolio. These teams collaborate after school to construct rough drafts of their findings, strengths, weaknesses, and next steps. After teams have finalized their research, the entire faculty meets two or three times to refine and conduct a consensus on each teams' findings. After each section has been approved by everyone, the administrative team comes together to finalize the portfolio. Upon the final edits by the administrative team, the final portfolio is presented one final time to the faculty before it is submitted.

Portfolio Teams:

Teams	Curriculum and Planning		Other Curriculum Areas		Instructional Methods, Interventions, and Assessments		School Climate and Culture		Engaging Families and Community	
	Name	Grade Level	Name	Grade Level	Name	Grade Level	Name	Grade Level	Name	Grade Level
	Rich	MC	Imms	Media	Michael	4th	Homesley	Guid.	Owings	Admin.
	Ward	IC	Atkins	PE	Higginbotham	Lit. Spec	Livingston	3rd	Homesley	Guidance
	Thompson	5th	S. Smith	Art	Corley	1st	Roper	Inter	Lewando	Secretary
	Haskell	1st	Cowart	Speech	Kern	Princ.	Cannada	GT	Biondo	Music
	Roper	Inter	Gerst	5K	Nicholls	2nd	Van Patton	3rd		
	Owings	Ass. Prin	Roper	K5	Livingston	3rd	Kern	Princ.		
	Kern	Prin	Belt	1st	Ward	IC	Higginbotham	Lit Spec.		
	Imms	Media Sp			Kern	Prin	Imms	Media		
	Higginbotham	Lit. Spec.								

Executive Summary

Needs Assessment:

Student Achievement - Our school uses many data points/sources when it comes to use of our funding, allocations, and instructional planning and delivery. We utilize all employees at the school in order to "reach and teach" all of our students as well as meet their individual needs. The needs of our students are defined not only as deficit areas, but also as areas to grow and capitalize upon through any means necessary. We believe that our intentional instructional planning, use of data, and a true sense of urgency are all key to attaining student achievement, along with student growth and success.

SC READY ELA:

Our SC Ready ELA data shows that in Grade 3, the number of students scoring "Meets and Exceeds" was 89.4%. This was an increase of 19.6 % from 2023.   In Grade 4, the number of students scoring "Meets and Exceeds" was 86%. The percentage increased by 4.2% from 2023.   The number of students in Grade 5 scoring "Meets and Exceeds" was 81 % which was a decrease of 8.1 % from 2023. Our scores overall improved in ELA.

When comparing our school's 2024 scores to those of our district, our students scored 21.9 % higher in regards to students scoring "Meets and Exceeds" than the district average. The number of our students scoring "Meets and Exceeds" increased this year after two consecutive years of similar data.

SC READY MATH:

Our SC Ready Math data shows that in Grade 3, the number of students scoring "Meets and Exceeds"was 85.1% which was an increase of 1.4 % from the previous year.   In Grade 4, the number of students scoring "Meets and Exceeds" increased by 14 % with an average of 93%. The number of students in Grade 5 scoring "Meets and Exceeds" decreased by 5 % to 84.1 from the previous year's scores.

When comparing our school's 2024 scores to those of our district, our students scored 26.1% higher in regards to students scoring "Meets and Exceeds" than the district average.

SC PASS Data:

2023-2024 was a field test year for Science testing. Our school received an overall score of 79%. The state did not report overall individual scores for schools. This overall score decreased by 2.4%.

2022-2023 SC PASS Science administered to our 4th grade students: the number of students scoring "Meets Expectations and Exceeds Expectations"(81.4) When comparing our school's 2022-2023 scores to those of our district, our students scored 25 % higher in regards to students scoring "Meets Expectations and Exceeds Expectations" than the district average.

Teacher and Administrative Quality:

We actively seek qualified candidates with diverse backgrounds each school year in all teaching capacities. Our location in relation to the city of Greenville and our student population often hinders our employment of such candidates. We participate in the district recruitment Shining Stars Events every March with hopes of expanding our diversity. We have been successful in recruiting more male teachers within our building in the last four years.

School Climate:

Based on the current Report Card findings, 100% of teachers in our school are satisfied with the learning environment, social and physical environment, and school-home relations. Students in our school are 93.2% satisfied with the learning environment. 96.9% of students are satisfied with the social and physical environment and 99.2% are satisfied with school-home relations.

100% of teachers in the building think that we have an Instructional Focus compared to 79% of teachers in our district and 77% of teachers in the state. 100% of the teachers in our building feel safe at work compared to 70% of teachers in our district and 67% of teachers in the state.

Significant Challenges:

2024-2025

New South Carolina English Language Arts standards and the adoption of a new textbook has been a continuous challenging component of our instructional day. The district adopted Houghton Mifflin English Language Curriculum as an instructional resource for all schools. The curriculum has been difficult to navigate and often has to be supplemented with extra resources to address the new SC ELA standards. As the year has progressed, teachers have identified ways of improving the instruction while following the books scope and sequence. Instruction has improved in Reading and Phonics.

Phonics Instruction:

This year our school used Structured Literacy Phonics which is part of the HMH curriculum in grades Kindergarten - Second Grade. This systematic program explicitly teaches phonics to students based on the Science of Reading. Teachers in grades K5 and first grade have a 45 minute instructional block for phonics. Second grade -fifth grade have a 30 minute instructional block for Grammar and Phonic Instruction. This is the first time that our school has followed a scripted program for Tier 1 instruction.

2023-2024

Grade level Standards and instruction is new to most grade levels because of a shuffle of faculty or new hires within the building. In previous years, teachers were struggling understanding the depth of standards. rigor, and expectations of student work as a whole. Teachers worked with Instructional Coach and Literacy Specialist to unpack units and plan appropriate instruction during an extra planning period. Student behavior continues to be a challenge schoolwide. Student behaviors and attitudes negatively affect instructional time. Student Attendance has decreased throughout the school year and it is impacting student instruction.

2022-2023

Our school's student achievement increased in all standardized testing areas. There were gains over 8% in ELA and 7% in Math. Students returned to a normal school routine and expectations for attendance and student performance were once again established. Student behavior was a school wide concern in all grade levels. Teachers struggled with student's disruptive behaviors and needed new strategies to address uncommon issues that were not prevalent before Covid. Students exhibited a lack of work ethic and in all aspects of their education.

Phonics Instruction

We have identified a need for phonics-based instruction within the primary grades as a basis for creating grade level readers and writers. We have supplemented our current reading instruction with systematic and explicit phonics lessons based on grade level reading standards. This instruction is aligned with our Fountas and Pinnel district initiative as well as expectations of grade level readers. We are utilizing this plan for the second consecutive year and are supplementing instruction with decodable readers for students to practice and transfer phonics skills. Our teachers in our building have a better understanding of applied phonics rules. This program will continue to be revised using teacher input and student data.

Significant Awards, Results, or Accomplishments:

Tigerville has consistently scored in the top five percent of all Elementary Schools in Greenville County for four consecutive years. Tigerville has seen steady growth in standardized test scores over the past five years. Our SC READY scores gained district and state level attention; but more importantly, demonstrate that our students are achieving and that we are continuing to evolve and meet each students' needs with each school year.

#1 Elementary School Report Card 2022

- Excellent Rating School Report Card
- Top 5 Test Scores - ELA
- Top 5 Test Scores - Math
- Top 5 Test Scores - Science
- 2018 Recipient of the National Blue Ribbon School of Excellence Award
- Energy Star Certified Building
- CRO Funding Recipient
- Palmetto's Finest Award Winner "Litter Trashes Everyone"
- Reflections: State Winners

School Profile

School Community:

Tigerville Elementary School, situated in the heart of a small, rural, mountain community, was first built in 1866 as a one-room schoolhouse. The community feels pride and ownership in the school. In fact, before the year 2000, the community rallied together to prevent our school from closing or being converted to a child development center. The school moved from a traditional wooden schoolhouse structure into a bright, cheerful, child-friendly building over a decade ago. Today, the school serves 273 students in four-year-old kindergarten through fifth grade. Currently, we have 73 students with special permission to attend our school. Universal breakfast, a free breakfast/snack program, is available to all of our students. Our poverty index is 49.1% and we believe this to be relatively inaccurate because our parents are proud and do not complete the free and reduced forms offered. It is not uncommon that our current students represent the fourth generation of Tigerville families to come through our school.

As a small school, several challenges appear in the way of funding. A low student population equals lower funds in general. Additionally, a smaller school has a smaller PTA and smaller fundraising capabilities. Despite our low numbers, we do have volunteers who work within our building to help support Tigerville in many capacities. While being small presents funding hurdles, it gives the faculty and staff greater opportunities to work with students and invest in the individual child. Each day administration, teachers, and staff members greet each child by name; we are truly a family. While our size can be a weakness, it also presents our greatest opportunity.

Within our school, we seek to educate the whole child. Tigerville proudly offers extra curricular activities which support the arts through Art Club and the Chorus. Tigerville strives to provide an annual musical for the school community every spring.   Students are given the opportunity for leadership roles through the school Safety Patrol, Student Council, and Morning News team. A Running Club is sponsored to prepare students physically. A Lego Robotics Cub and Battle of the Books Clubs are other opportunities for students to explore coding and debating at the elementary level. All clubs are reinforcing and supporting the social and emotional well being of our students.

Tigerville has an active PTA that meets monthly on Friday afternoons in the school Media Center. The PTA collaborates with the school to provide school activities for students to attend as well as school treats such as popcorn each month. PTA holds fundraisers for the school and runs a school store that is open twice a month before school hours.

The School Improvement Council meets monthly to discuss school business. The Council is composed of teacher leaders, community members, and Administration. The committee discusses ways to promote and better the school.

Business partnerships are a vital part of support at Tigerville. Our partners include:

Coastal Crust	**Topgolf**	**DonutNV**	**Roller Sports Skating Rink**
Farmhouse Tacos	**Trader Joe's**	**Crazy Monkey Inflatables**	**Petty Enterprises LLC**
Sidewall Pizza	**Upcountry Provision**	**Chuy's**	**Harvest Hope**
Big Air	**Blue Daisy Cafe**	**Chick-fil-a Travelers Rest**	**Tigerville Fire Department**
The Children's Museum	**Carolina Classic Diner**	**Nate's**	**Cliffs Resident Outreach @ Cliffs of Glassy**

Staff Level of Education:

Education Level	Bachelor's Degree	Bachelor's +18	Master's Degree	Master's+30
# of Teachers	8	2	15	3

We currently have 21 female teachers and 3 male teachers on our teaching staff. Our teacher demographics include mostly Caucasian. A majority of our faculty has a Master's degree or higher. We currently have three Gate teachers on staff this year.

Student Population:

Our student attendance rate for the 2023-24 school year was 95.1% and teacher attendance was 98.6%. The percentage of Gifted and Talented students is 17.8 % of the student population.

	3rd Grade	4th Grade	5th Grade
# of Students in Gifted and Talented Program	15	21	12

Present enrollment is 273 students. Demographics are:

	4K	K5	1st	2nd	3rd	4th	5th
Male	16	26	17	11	21	20	22
Female	3	18	25	21	23	30	19

Racial/Ethnic Composition:

	African American	Asian	Caucasian	Hispanic	Two or more races
Percentage	1.9 %	0.4%	87.4%	4.8%	5.4 %

Special Education Services – 19.4% - 53 Students

	Autism	Developmentally Delayed	Other Health Impaired,	Specific Learning Disability	Speech or Language Impairment	Deaf Hard of Hearing
# of Students	7	5	2	13	23	3

School's Major Academic and Behavioral Features/Programs/Initiatives:

Tigerville's core curriculum is multi-faceted. Faculty and staff conversations are data-driven to identify and establish school initiatives. The curricula foundations for all content areas lies first in: the state standards/indicators, the district's breakdown of standards (knows/dos) found in the Pre K-5th grade (Elementary Landing Page) scope and sequence pacing guide, and individual classroom students' needs.

Tigerville's teachers are lifelong learners who strive to keep current on new developments in technology, integration of curriculum, and the utilization of vertical teaming. Tigerville faculty is flexible and forgiving, as well as willing to stop and regroup if that is in the best interest of their students.

Tigerville Elementary teachers gather for PLC's weekly to discuss data and Curriculum. Teachers are given two instructional blocks weekly to discuss instructional practices, common formative assessments, Summative data, and curriculum content. The PLC's help teacher to gain teacher clarity on state standards and adjust their teaching practice if necessary.

Tigerville Elementary uses On Track to identify and support students who are struggling academically, behaviorally in class, and with attendance.

 In addition to the curricula foundations for all content listed above, Reading/ELA's curriculum has shifted to curriculum based on the Science of Reading. The English Language Arts Curriculum is based on Houghton Mifflin Harcourt textbook. Teachers are teaching state standards and using HMH as a resource for ELA instruction. Teachers in grades K5-2nd are using Structured Literacy (HMH) as a systematic Phonics program for phonics instruction. Intervention is provided in all grade levels in Reading using Reading Horizons or Voyagers. Math intervention is provided as well using Bridges.

Students in all grade levels are benchmarked in Reading using Amira. Third grade students are required to use Amira each week as a base to support the Read to Succeed initiative. These benchmarks take place 3 times a year. Students are identified for reading intervention based on the benchmark data. Other grade levels use Amira to supplement Tier 1 instruction based on student needs in the classroom.

The implementation of a schoolwide Fast Facts initiative twelve years ago has extended Math's curricular foundations. This extension was in response to a need for students to master basic computation facts (addition, subtraction, multiplication, division) at each grade level. Each year goal setting takes place through vertical teaming. Each grade "owns'' components of the four basic math operations and each grade level builds on the skills from the previous year and allows students opportunities to move beyond that grade level's expectations. At the beginning of each school year, teachers talk about how well-prepared the children are with knowing their basic math facts. Goals have steadily increased in rigor based on student progress each year in surpassing set goals. Our teachers also incorporate daily small, flexible math groups that are formed and served based on the same criteria as the Reading small groups.

Science and Social Studies at Tigerville do not take a back seat to the core Reading/ELA/Math curricula. The curriculum foundations described above apply to both of these disciplines as well. Other extensions of this curriculum include Career Day, Veterans' Day, and numerous community-based food/toy drives that directly correlate with our

district's Graduation Plus Building a Better Graduate. The curriculum foundations have further support through the integration of informational and literary text units, novel studies, articles, electronic research, and leveled texts.

Science curriculum foundations are extended and supported through field trips to Greenville's Roper Mountain Science Center, science lab experiences for third, fourth and fifth grades, hands-on experiments, and project-based learning experiences. District science kits provide our teachers and students with experiments, lesson plans, resources and assessments for each unit of study. Gifted and Talented students (grades 3-5) participate in STEM project-based learning experiences that support both the Social Studies and Science curriculums for these grade levels.

Our STEM lab teacher incorporates STEM projects into her lessons in all grades. The classroom activities support the general education curriculum.

The foundation of our 4K program focuses on building background knowledge for our students through immersion of language and concepts of print. This immersion takes the form of a print-rich classroom environment and ongoing opportunities for students to explore words through the use of pictures and books. This curriculum focuses on the whole child by further immersing our students in real-world opportunities known as learning centers. Through these centers, students practice how to interact socially while learning academically. This classroom prepares our students with the background knowledge and the stamina needed for progression throughout the grade levels.

The Tigerville school library supports the various curricular needs of students. The total number of items housed in the library is 7,748. Tigerville's library has an average of 28 books per student and an overall collection age is 2014. The collection includes a reading room for students as well as a professional collection to support teacher instruction.

Tigerville Elementary wanted to establish a school environment where everyone felt welcomed, respected, and loved. To foster this atmosphere, Tigerville began using the Love and Logic approach to behavior management. The premises of Love and Logic is to establish positive relationships between teachers and students and to shape responsible, agreeable, and accountable students.

Mission, Vision, and Beliefs

Mission: We will provide quality educational experiences tailored to meet the individual needs of students.

Vision: "Where Children Are At The Top!"

Beliefs

The curriculum must be:

- Based on state and district standards

- Developmentally appropriate and adaptive to student needs

- Real World relevant

Instruction must include:

- Current instructional tools and methodology

- A variety of strategies

- Adaptations for meeting individual student needs and learning styles

The assessment must be:

- Reflective to guide future instruction

- Considerate of diverse learning styles

- Varied and developmentally appropriate

The environment must provide:

- Physical and emotional safeness

- A variety of field experiences

- Opportunity for parent and community involvement and support

Data Analysis and Needs Assessment

Tigerville Elementary students' overall performance increased in the area of Math by 3.2%.

Third grade students' performance in Math from 2022-2023 increased from 83.7 to 87% in 2023-2024.

Fourth grade students' performance in Math from 2022-2023 increased from 79.1 to 93% in 2023-2024.

Fifth grade students' performance in Math from 2022-2023 decreased from 89.1 to 86% in 2032-2024.

In the area of Math, we continue to group students based on their ability in math however as a school we are working to improve achievement for students with disabilities. In order for students to progress in areas of weakness, math manipulatives need to be used as part of the curriculum. Students must set math goals and be aware of performance in the classroom in order to have ownership of learning.

Tigerville Elementary students' overall performance increased in the area of ELA by 4.8%.

Third grade students' performance in ELA from 2022-2023 increased from 69.8 to 91% in 2023-2024.

Fourth grade students' performance in ELA from 2022-2023 increased from 81.4 to 85% in 2023-2024.

Fifth grade students' performance in ELA from 2022-2023 decreased from 86.0 to 81% in 2023-2024.

Third grade students demonstrated the most growth within the school. In the area of ELA, a focus has shifted to the primary grades for students to be reading on grade level by 3rd grade. A systematic sequential phonics Instruction program has been implemented school wide from Kindergarten to Second Grade to help students become better readers. Teachers are utilizing strategy groups within the classroom to expose students to grade level text.

Tigerville Elementary's Professional Development Plan 2024-2025

Focus:

- **Professional Learning Communities** - Understanding and Analyzing Power Standard Data, Common Formative Assessments,
- **The Science of Reading** - LETRS (K-3, interventionist)/ Shifting the Balance book study (4-5, RA)
- *Teacher Needs Assessment- Behavioral Support Strategies* and technology (Magic AI)

Date	Topic	Location	Points
6/24/24	LETRS training	Skyland Elementary	7
8/06/24	LETRS training	Skyland Elementary	7
8/ 28/24	PLC Collaborative Planning Goals	Tigerville Elem.	1
9/11/24	PLC Lite to Right Power standards - ELA	Tigerville Elem.	1
9/ 25/ 24	PLC Lite to Right Power standards & CFA- Math	Tigerville Elem.	2
10/9/24	Behavioral and Support Strategies Drew Scott	Tigerville Elem.	1
10/14/24	Book Study (Gr. 4-5, RA) Shift 1	Tigerville Elementary	1
10/23/ 24	LETRS Case Study (K - 3, support) Book Study (Gr. 4-5, RA) Shift 2	Tigerville Elem.	1
11/4/24	LETRS training	Skyland Elementary Tigerville Elementary	7
11/13/24	Technology- Magic AI	Tigerville Elem.	1
1/06/25	LETRS training	Skyland Elementary	7

	Book Study (Gr. 4-5, RA) Shift 3	TIgerville Elementary	
1/15/25	Accountable Talk	Tigerville Elem.	1
1/29/25	PLC Lite to Right- Writing TDW	Tigerville Elem.	1
2/12/25	PLC Lite to Right Power standards & CFA- MATH	Tigerville Elem.	1
2/26/25	PLC Lite to Right New Math standards for 2025-2026	Tigerville Elem.	1
4/ 09/25	LETRS Case Study (K - 3, support) Book Study (Gr. 4-5, RA) Shift 5/6	Tigerville Elem.	1
4/ 23/25	EOY Checklist / Testing Prep	Tigerville Elem.	1

School Climate Needs Assessment:

Student retention rate is 0.08%, attendance rate is 99.96% and student mobility rate is 1.8%

Percentages for Teachers holding Parent/ Teacher conferences in the Fall with all students: 100%. Spring conferences are held upon parent request as well as teacher concern. .

Our School volunteer hours : 813 hours

 Backpack accounts where parents can access student grades and information: 89.74%

 The school report card surveys (2023) indicate that the percentage of teachers, students, and parents who are satisfied with the learning environment is above 91.1%. At least 94% of teachers, students, and parents are satisfied with the social and physical environment. Overall, teachers, students, and parents are at least 84.6% satisfied with school-home relations. It is noted that parents were the least satisfied with school-home relations.

School Report Card: https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTA5MA

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 84.1% in 2022-23 to 89.1% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% 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		86%	Projected (ES)	85.1%	86.1%	87.1%	88.1%	89.1%
	84.1%	87.3%	Actual (ES)					
	50.8%	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	Leadership Team Guiding Coalition	No cost	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Principal Teacher Students	No cost	N/A	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	Instructional Coach Teachers	**$2,500**	**School**	C
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. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	District	No cost	N/A	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	Administration Instructional Coach Teachers	$2,500	School	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Administration Instructional Coach Teachers	No cost	N/A	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	Principal Assistant Principal Instructional Coach Literacy Specialist	No cost	N/A	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Principal Assistant Principal	No cost	N/A	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	Administration Instructional Coach Literacy Specialist Guided Coalition	No cost	N/A	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Principal Instructional Coach Teachers	No cost	School	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	Administration Guiding Coalition Instructional Coach	No cost	N/A	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	All Stakeholders	No cost	N/A	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029				

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 80.3% in 2022-23 to 85.3% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% 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	80.3%	83.3	Projected (ES)	81.3%	82.3%	83.3%	84.3%	85.3%
	80.3%	85.1%	Actual (ES)					
	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	Administration Guiding Coalition Teachers	No cost	N/A	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	Literacy Specialist Teachers Interventionist Instructional Coach	$3000.00	School	C
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	Literacy Specialist Teachers Interventionist Instructional Coach	No cost	N/A	C
4. Offer varying levels of support through scaffolding, intervention,	2024-2029	Literacy Specialist Teachers	No cost	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.		Interventionist Instructional Coach Administration Support Staff			
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	Literacy Specialist Teachers Interventionist Instructional Coach Media Specialist	No cost	N/A	C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	Instructional Coach Teachers Literacy Specialist Administration	No cost	N/A	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	Instructional Coach Literacy Specialist Teachers	No cost	N/A	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Literacy Specialist Teachers Interventionist Instructional Coach Administration	No cost	N/A	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Literacy Specialist Interventionist Teachers	No cost	N/A	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Teachers	No cost	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Literacy Specialist Teachers	No cost	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		Interventionist Instructional Coach Administration			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Administration Instructional Coach Literacy Coach Teachers Support Teachers	No cost	N/A	C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk 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	2024-2025	Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	Administration Instructional Coach Literacy Specialist Teachers	No cost	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Instructional Coach Teachers Literacy Specialist	No cost	N/A	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Instructional Coach Teachers Literacy Specialist Interventionist	No cost	N/A	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Instructional Coach Teachers Literacy Specialist	No cost	N/A	
5. Provide actionable feedback on instructional delivery and the student experience using learning	2024-2029	Principal Assistant Principal Instructional Coach Literacy Specialist	No cost	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
walks, instructional rounds, and classroom observations.					
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	Principal Teachers	$1000.00	School	C
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	☐ District ☐ Principal ☐ Assistant Principal ☐ Instructional Coach ☐ Literacy Specialist	No Cost	N/A	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	District Principal Assistant Principal Instructional Coach Literacy Specialist Teachers	No Cost	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	N/A	☐N/A	☐N/A	N/A
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Principal Assistant Principal Instructional Coach Literacy Specialist Teachers	No Cost	N/A	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	District Principal Assistant Principal Instructional Coach Literacy Specialist Teachers	No Cost	N/A	C

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *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	Guidance Counselor	No Cost	N/A	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	N/A	N/A	☐N/A	N/A
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	Guidance Counselor	NoCost	N/A	C

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)	9.6%	9.1%	8.6%	8.1%	7.6%
	10.4%	10.1%	Actual (District)					
			Projected (School)	7.5%	7.0%	6.5%	6.0%	5.5%
	8.0%	7.5%	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: retain teacher					
1. Assign Mentors to new teachers who can support teachers 2. Work in PLC's with teams to support grade level teachers 3. Provide Leadership opportunities 4. Provide Monthly new teacher meetings	2024-2029	Administration Instructional Coach Literacy Specialist Guiding Coalition	No Cost	N/A	C

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	30%	28%	26%	24%	22%
	32%	30%	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 to monitor and continuously improve an aligned system across all schools.	2024-2029	Administration Teachers Guidance Counselor School Resource Office	No Cost	N/A	C
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	Administration Teachers Guidance Counselor	No Cost	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	Administration Teachers Guidance Counselor School Resource Officer	No Cost	N/A	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	Administration Teachers Guidance Counselor Behavioral Specialist	No Cost	N/A	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	Administration Teachers Guidance Counselor	No Cost	N/A	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	All Stakeholders	No Cost	N/A	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	All Stakeholders	No Cost	N/A	C
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	Administration Guidance Counselor	No Cost	N/A	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	Teachers Guidance Counselor	No Cost	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	Administration Teachers	$500.00	School	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	Administration Teachers Guidance Counselor Media Specialist	No Cost	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Administration Teachers Guidance Counselor PTA	$1000.00	School	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	All Stakeholders	No Cost	N/A	C
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	Guidance Counselor Administration	No Cost	N/A	C
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	☐All Stakeholders	No Cost	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	All Stakeholders	No Cost	N/A	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	Guidance Counselor Administration Teachers	No Cost	N/A	C

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District					
			Projected (School)	8.02%	7.52%	7.02%	6.52%	6.02%
	9.02%	8.52%	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	☐ Guidance Counselor ☐ Attendance Clerk	No Cost	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐ Guidance Counselor ☐ Attendance Clerk	No Cost	N/A	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and	2024-2029	☐ Guidance Counselor	No Cost	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
follow-up on individual Attendance Intervention Plans.		☐ Attendance Clerk			
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	☐ District	No Cost	N/A	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	☐ Guidance Counselor ☐ Attendance Clerk ☐ Teachers ☐ Administration	No Cost	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	☐ Guidance Counselor ☐ SIC ☐ PTA	No Cost	N/A	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	☐ Guidance Counselor ☐ Attendance Clerk ☐ School Nurse	No Cost	N/A	C

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	1,095	1,127	1,160	1,194	1,229
		1,064	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 Secretary ☐Attenda Clerk ☐Guidance Counselor ☐Teachers	No Cost	N/A	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	☐All Stakeholders	No Cost	N/A	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐Media Specialist ☐School Secretary ☐Attendance Clerk	No Cost	N/A	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	☐ Principal ☐ SIC ☐ PTA ☐ Teachers ☐	No Cost	N/A	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	☐ All Stakeholders	No Cost	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	☐ PTA ☐ School	$2000.00	N/A	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	☐ All Stakeholders	No Cost	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	☐ All Stakeholders	No Cost	N/A	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	☐ Principal ☐ Guiding Coalition	No Cost	N/A	C