Lakeview Middle

Ms. Jennifer Couch

Principal

Greenville County School District

Dr. W. Burke Royster

Superintendent

Action Plan

2024-25 through 2028-29

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME:

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 *(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*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*Dr. Carolyn J. Styles*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3801 Old Buncombe Road, Greenville, SC 29617

SCHOOL TELEPHONE:_ (864) 355-6400

PRINCIPAL E-MAIL ADDRESS:

Stakeholder Involvement for School Renewal

Position		Name
1.	**Principal**	**Nicole Puza**
2.	**Teacher**	**Ms. Briana Lewis**
3.	**Parent/Guardian**	**Ms. Maria Palma**
4.	**Community Member**	**Gail Osteen, Raymond Land**
5.	**Paraprofessional**	**Ms. Lisabeth Serrano**
6.	**School Improvement Council Member**	
7.	**Read to Succeed Reading Coach**	**Jennifer Loftis**
8.	**School Read To Succeed Literacy Leadership Team Lead**	**Ms. Jenny Piel**
9.	**School Read To Succeed Literacy Leadership Team Member**	**Ms. Latonya Kennedy**

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

SC SDE Assurances

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

At Lakeview Middle School (LMS), an AVID site team was formed and had four subcommittees - Instruction, Leadership, Systems, and Culture. The following information provides a snapshot of what is currently happening at LMS. Teachers, staff members, parents, and community members have worked together examining many forms of data and analyzed their implications for student achievement.

At LMS, our stakeholders have been involved in the self-study process throughout this process. We have developed Professional Learning Communities and encourage staff members to collaborate to plan lessons, interpret data, address discipline, and develop solutions on how best to meet the broad needs of our students and families. We have held discussions about trends and strategies, root causes, and improvements. We have discussed research and how we can use it to improve. These teams are the backbone of our school's ongoing strategic planning efforts and help ensure that all members of the educational structures are engaged and informed.

It is our intent to take these findings and recommendations and use our action plan in a concerted effort to help raise student achievement.

Committees for the School Portfolio for 2024-2025 include: AVID site team (Instruction Sub-committee, Leadership Sub-committee, Systems Sub-committee, and Culture Sub-committee.)

During the 2024-25 school year, the new leadership team will pause the AVID elective, but will continue to implement strategies and professional development.

Executive Summary

Student Achievement

- SC Ready ELA Spring 2023: 26.5% of our students met or exceeded expectations
- SC Ready Math Spring 2023: 10.6% of our students met or exceeded expectations
- ACCESS for ELLs Spring 2023: 39.3% of multilingual students met progress toward proficiency targets

Teacher and Administrator Quality

- Professional Development Calendar 24/25
- The teacher turnover rate from Spring 2023 to Fall 2023 was 8.0%, lower than the district average.

School Climate Needs Assessment

- 75.43% of students received at least one incident referral in the 2022 - 2023 school year.
- 42.37% of students were chronically absent in the 2022 - 2023 school year.
- Parent-Teacher Conferences are offered weekly for parents at all grade levels.

School Profile

Lakeview Middle School is located in the Northwest area of Greenville County near Furman University.. The building was renovated in 2018, adding a two-story wing. All students have Chromebooks through GCS' one-to-one device initiative. All classrooms have Promethean boards. LMS offers five high school credit classes: English I Honors, Algebra I, Art I, Band I, and Spanish I. Lakeview Middle School is part of OnTrack Greenville, an initiative funded by the Social Innovation Fund grant to address the unique needs of middle school students in this part of the county through a partnership with a variety of community agencies. The OnTrack services provide Lakeview teachers and staff members with a dashboard of real-time solutions for families to keep students focused on school. We partner with the KEYS Foundation, a local community organization who has provided support for our students and staff.

School Personnel Data

Our faculty (instructional, FANS, and custodial staff) consists of 101 employees. We have 64 full time teachers. Additionally, we have four school administrators, four clerks, one secretary/bookkeeper, four school counselors, two instructional coaches, a Title I math coach, a Title I literacy coach, a media specialist, five ESOL teachers, a guidance clerk, and a school nurse. We also have a School Resource Officer, a social worker, two mental health professionals, seven cafeteria employees, a plant engineer, and six members of the custodial staff.

The following table illustrates the experience level of our staff.

Number of Years' Experience	% of Staff
0 – 5 years	42%
6 – 10 years	13%
11 – 15 years	16%
16 – 20 years	12%
21 – 25 years	10%
26+ years	7%

As evidenced by the information above, our staff occupies all experience levels with many of them being at the beginning of their teaching careers.

Our staff is 22.38% African American, 2.98% Asian, 64.18% Caucasian, 2.98% Hispanic, 2.98% Latino, and 4.48% Other. We have 26 male educators and 41 female educators.

Student Population

The LMS student population consists of 765 students. There are 2 sixth graders, 220 seventh graders, and 277 eighth graders. The student body is very diverse with 495 Hispanic students, 162 African American students, 71 Caucasian students, 30 students of two or more races, 6 American Indian or Alaska Native students, 1 Asian student. 100% of our population receives Free and reduced lunch. There are 470 students who are identified as English Language Learners, 158 students who receive special education services, and 63 students who qualify as Gifted and Talented. Student attendance for the 2022-2023 school year was 90.40%.

Academic and Behavioral Features

LMS offers a variety of academic and behavioral opportunities for our entire student body. Teachers are encouraged to participate in professional development within their content area as well as AVID and technology integration in the classroom.

During the 2020-2021 school year, LMS began implementing AVID (advancement via individual determination) and offering AVID elective classes to 6th and 7th grade students. For the 2021-2022 school year, the AVID program will branch out to serve 8th grade students. Additionally, LMS will be the first school in South Carolina to offer AVID EXCEL, a branch of AVID that focuses on English Language Learners. Teachers attended AVID Summer Institute in Summer 2020 to learn strategies such as WICOR (writing, inquiry, collaboration, organization, and reading) as well as focused note-taking to support students in the classroom. All faculty will be attending AVID Virtual Summer Institute in June 2021 to further enhance their AVID skills.

In addition to the opportunities above, LMS also utilizes the following behavior and academic supports:

- Specialized Related Arts class that provide additional ELA and Math support for EL students
- OnTrack Greenville
- Before and after school Enrichment programs
- Mastery Connect
- Technology Integration
- AVID binders for all students
- Vetted licenses and software – noRedInk, MATHia, Pear Deck, Flocabulary, System 44, Read 180, National Geographic

Mission and Vision

Mission

Through the development of a growth mindset, we aim to prepare our students not just for academic success, but for a lifetime of personal and professional growth.

Vision

Our vision is to empower students to become lifelong learners who are confident, resilient, and adaptable in an ever-changing world.

Data Analysis & Needs Assessment

SC Ready continues to be our state assessment for Math, ELA, and Writing. The SC PASS for Science also continues.

The following data is from the 2022-2023 school year.

Link to School Report Card:
https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9MjMwMTA2Ng

SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)
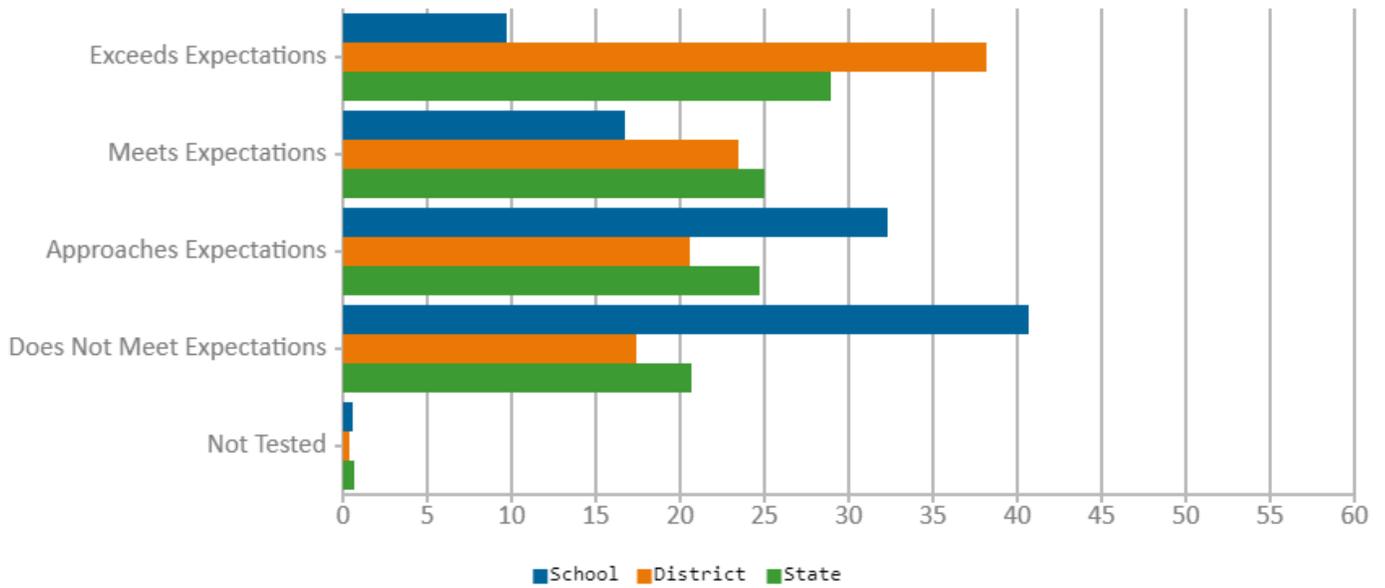
Note: Results from alternate assessments were included in the calculations where available.

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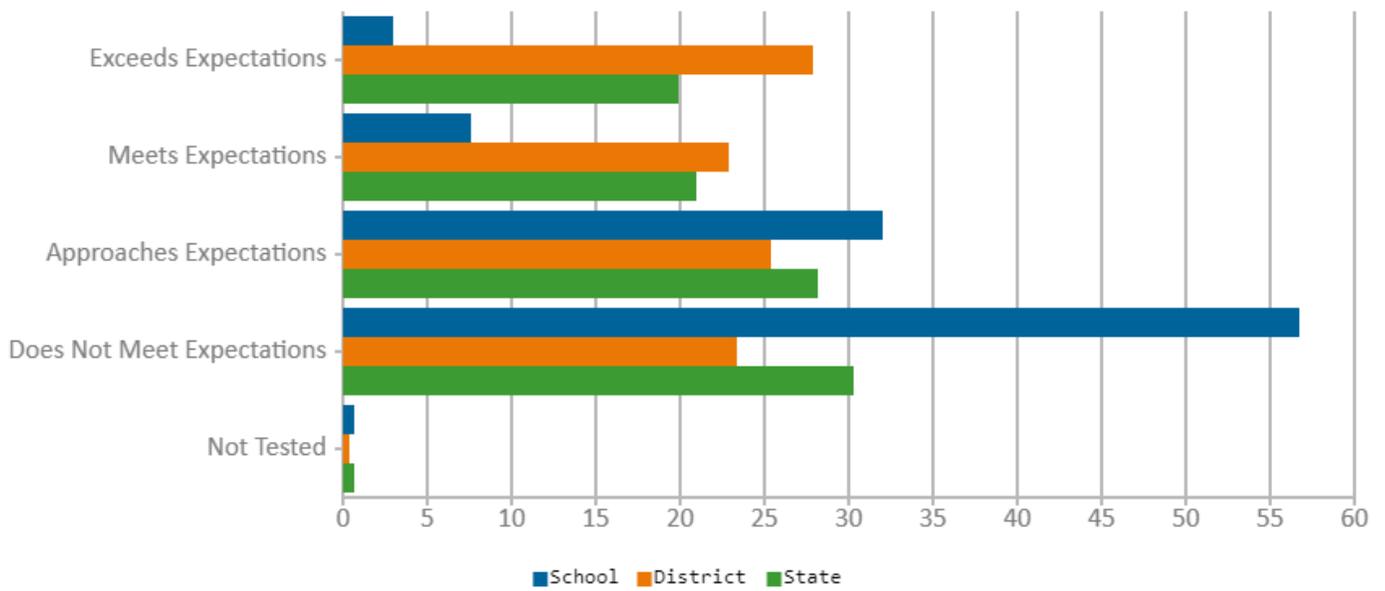
Note: Results from alternate assessments were included in the calculations where available.

SC READY Performance by Grade Level

English Language Arts (Reading and Writing)

Percent Met or Exceeding

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

Mathematics

Percent Met or Exceeding
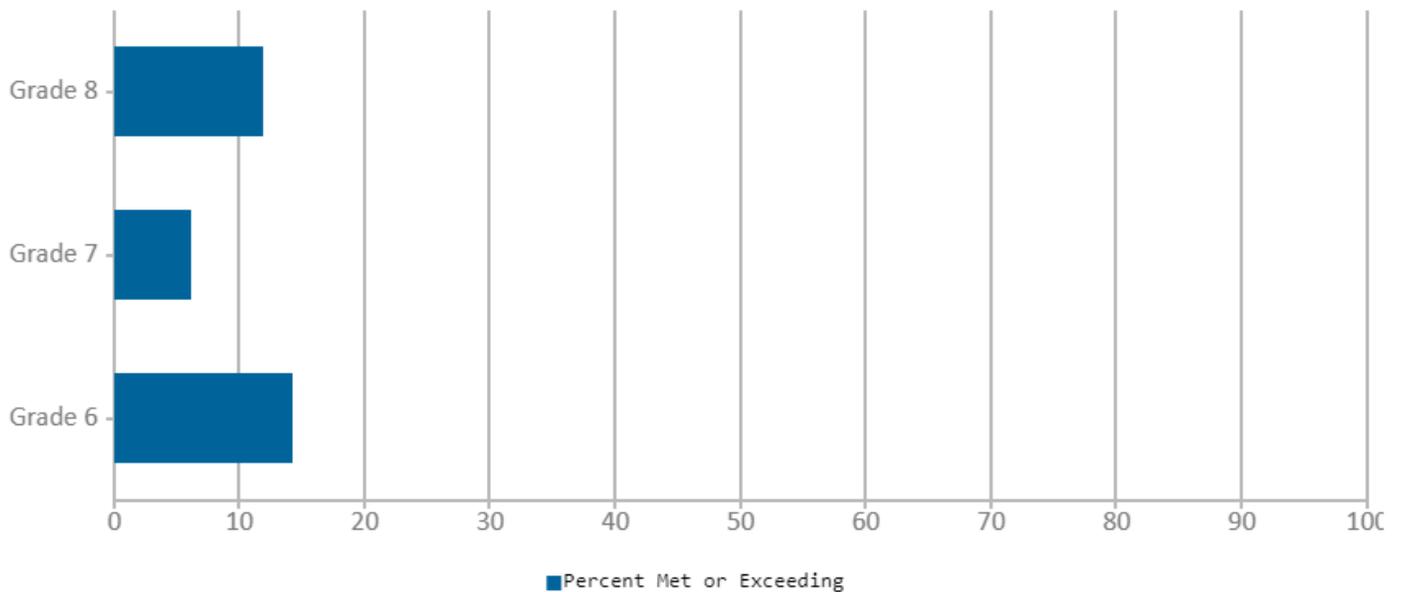
Note: Results from alternate assessments were included in the calculations where available.

SCPASS Science

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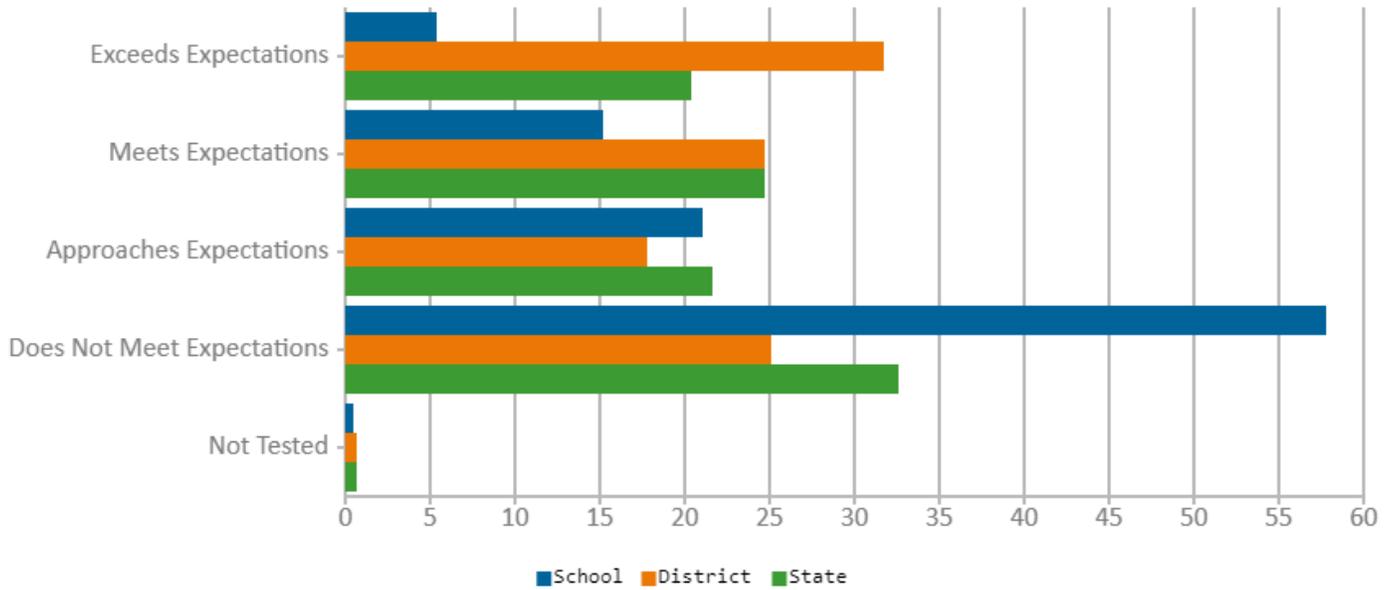
Note: Results from alternate assessments were included in the calculations where available.

School Level Details

SCPASS Performance by Grade Level

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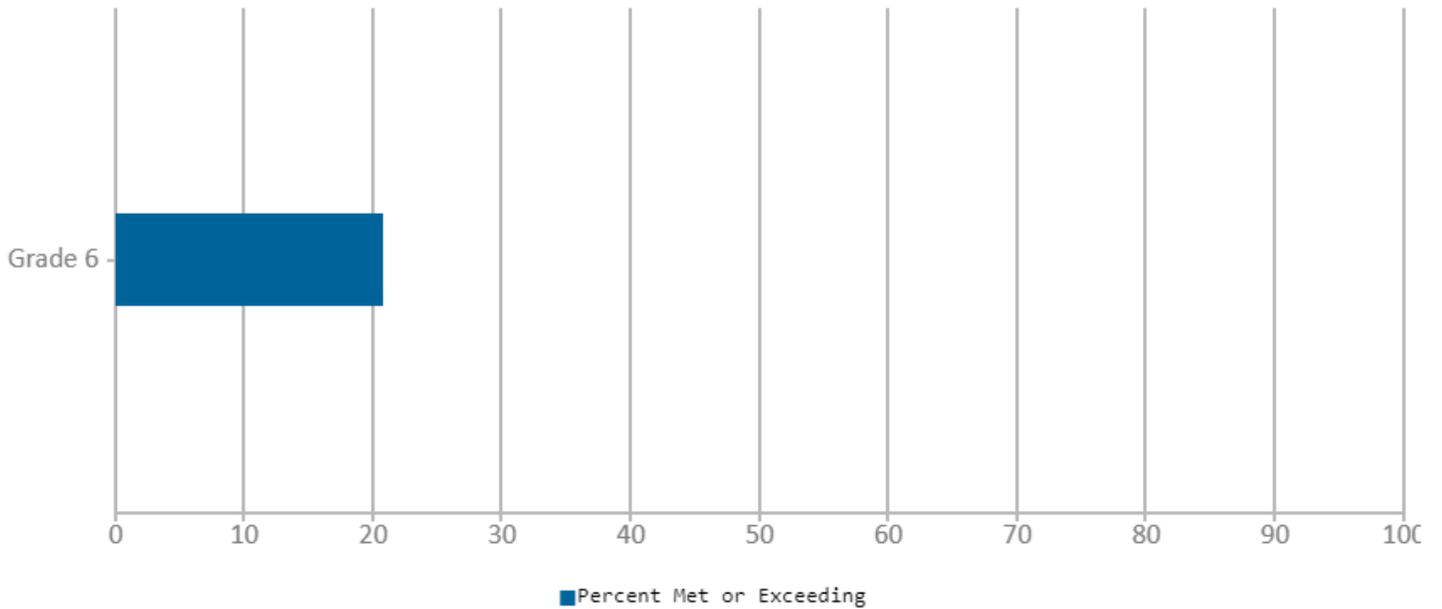
Note: Results from alternate assessments were included in the calculations where available.

Percent of ML Students who met progress toward proficiency target

School   39.3%   (142 / 361)

District   51.7%   (5550 / 10739)

State   53.3%   (34814 / 65316)
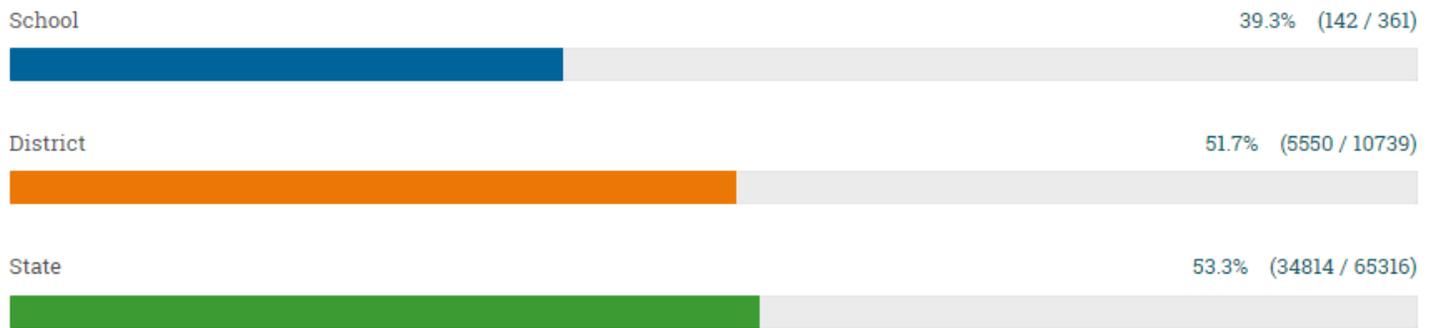
Percent of ML Students who Met Progress Toward Proficiency Target	39.3
Number of ML Students who Met Progress Toward Proficiency Target	142
Number of ML Students Assessed	361
Number of ML Students in ML Subgroup	410

Overall Percentage of Progress Points Earned by Subgroup

Legend: School, District, State
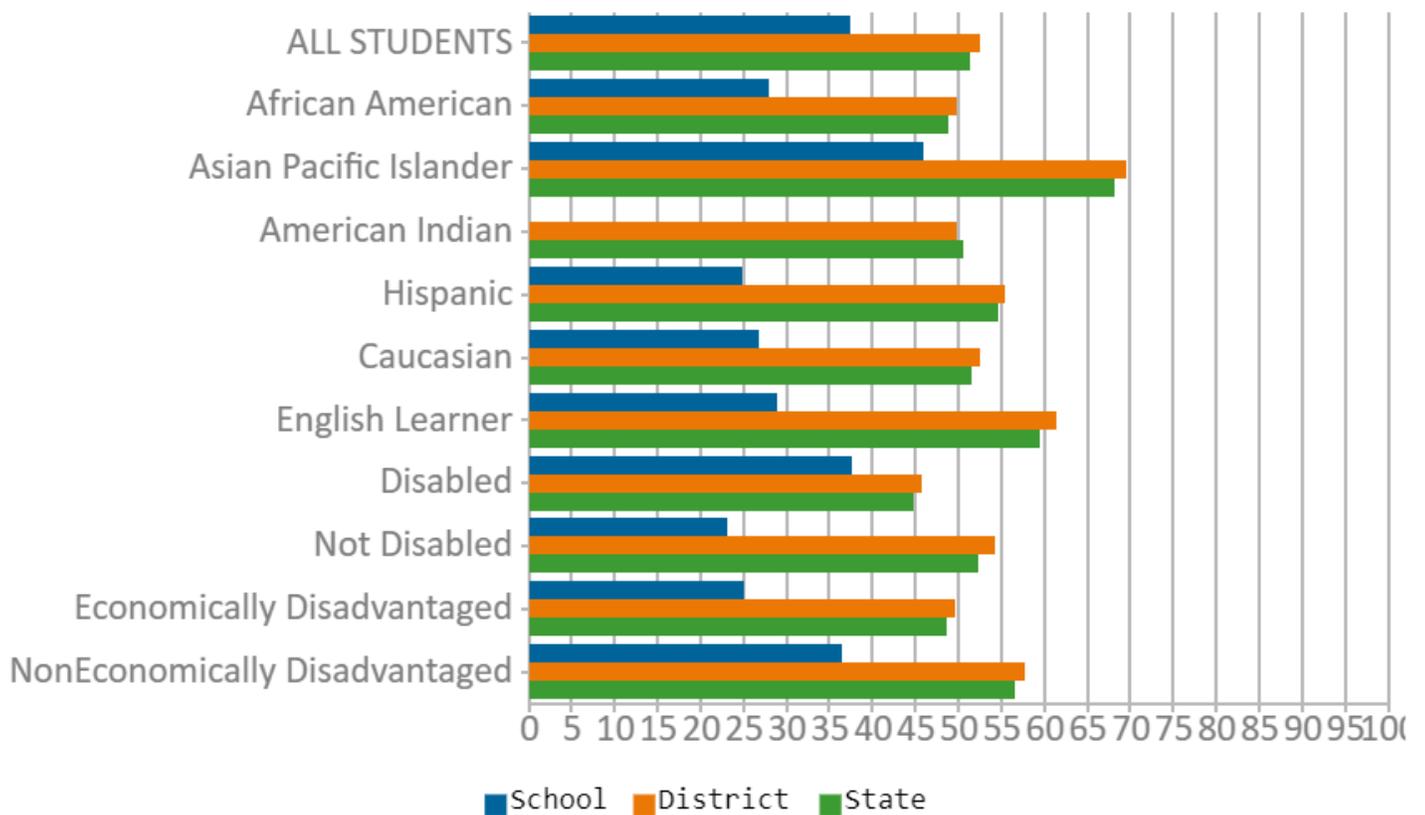
Teacher and Administrator Quality

All teachers at Lakeview Middle School are expected to use technology in their classroom. Multiple opportunities for professional development related to implementation of educational technology have been and will continue to be offered so that teachers can expand on their knowledge. In addition to the area of technology implementation, professional development related to implementation of instructional best practices has been provided. We will continue to provide professional development on AVID strategies and other research-based strategies.

We will also continue to collaborate through the use of Professional Learning Communities. LMS will provide special training related to PLCs in order to support teachers' development in collaboration and development of common assessments and lesson plans. LMS also has at least one content area representative at each district-level, content-specific professional development.

School Climate

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	58	727	6
Percent satisfied with learning environment	58.6%	82.6%	50.0%
Percent satisfied with social and physical environment	68.4%	78.5%	20.0%
Percent satisfied with school-home relations	67.2%	90.1%	60.0%

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	8.0	Up from 6.3
Percent of students retained	0.1	Down from 0.4
Principal's/Superintendent's/Director's years at school/district	2	Up from 1
Chronic Absenteeism Rate (Note: Data are from prior school year)	41.0	Down from 46.5

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 10.6% in 2022-23 to 34.6% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 4.0% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	18.6%	22.6%	26.6%	30.6%	34.6%
	10.6%	TBD	Actual (MS)					
	40%	TBD	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	0	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Instructional Leadership Team	0	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 Leadership Team	0	N/A	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.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor	2024-2029	Academics Department	0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and pacing and ensure consistent use across all classrooms.					
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	Academics Department	0	N/A	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Instructional Leadership Team, All Teachers	0	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	Instructional Leadership Team	0	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	Instructional Leadership Team	0	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	Instructional Leadership Team	0	N/A	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Leadership Team	0	N/A	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	Instructional Leadership Team	0	N/A	C

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	Title I Improvement Facilitator Parent Involvement Coordinator Title I Social Worker Administration-LiveSchool Teachers-LiveSchool	$10,000	Title I	C=Family Engagement Calendar C=Track Attendance Data C=Flyers, Agendas, Presentations
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Title I Improvement Facilitator Parent Involvement Coordinator Title I Social Worker Title I Academic Specialist 4-8 Math Support	$59, 800 yearly	Title I	C=Family Engagement Calendar C=Track Attendance Data C=Flyers, Agendas, Presentations

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 26.5 % in 2022-23 to 46.5% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 4.0% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
			Projected (MS)	30.5%	34.5%	38.5%	42.5%	46.5%
SC READY ELA SCDE School Report Card	26.5%	TBD	Actual (MS)					
	57%	TBD	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 ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	Instructional Leadership Team	0	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 Leadership Team	0	N/A	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Leadership Team	0	N/A	C
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Instructional Leadership Team	0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Instructional Leadership Team	0	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Instructional Leadership Team	0	N/A	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Leadership Team	0	N/A	C
Action Plan for Strategy #2: 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	Instructional Leadership Team	0	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Instructional Leadership Team	0	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Instructional Leadership Team	0	N/A	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Instructional Leadership Team	0	N/A	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Instructional Leadership Team	0	N/A	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	Instructional Leadership Team	0	N/A	C
Action Plan for Strategy #3: 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	2024-2029	Instructional Leadership Team	0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
students in building necessary reading skills.					
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Instructional Leadership Team	0	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Instructional Leadership Team	0	N/A	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Instructional Leadership Team	0	N/A	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team	0	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%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	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	District, Instructional Leadership Team, School Counselors, All Teachers	0	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	District, Instructional Leadership Team	0	N/A	C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	District, Instructional Leadership Team, School Counselors, All Teachers	0	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)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	7.5%	7.0%	6.5%	6.0%	5.5%
	8.0%	TBD	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: Attract and retain high quality educators for all positions.					
1. Elevate Program	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*	60.5%	TBD	Actual (District)					
			Projected (School)	73.43%	71.43%	69.43%	67.43%	65.43%
	75.43%	TBD	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	Instructional Leadership Team, All Teachers, OnTrack Facilitator	0	N/A	C
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	Instructional Leadership Team, All Teachers	0	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	Instructional Leadership Team, All Teachers, OnTrack Facilitator, Mental Health Specialist, Title I Social Worker, Parent Coordinator	0	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	Instructional Leadership Team	0	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	Instructional Leadership Team, OnTrack Facilitator	0	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	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	Instructional Leadership Team, All Teachers, OnTrack Facilitator, Social Worker	0	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	Instructional Leadership Team, All Teachers	0	N/A	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	Instructional Leadership Team, All Teachers, On Track Facilitator, Social Worker	0	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	N/A	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	N/A	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	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
			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
Student Services			Projected (School)	40.37%	38.37%	36.37%	34.37%	32.37%
	42.37%	TBD	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	Principal, Attendance Clerk, Title I Social Worker, Title I Instructional Facilitator, Parent Coordinator	0	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	Principal, Attendance Clerk, Title I Social Worker, Title I Instructional Facilitator, Parent Coordinator	0	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 follow-up on individual Attendance Intervention Plans.	2024-2029	Principal, Attendance Clerk, Title I Social Worker, Title I Instructional Facilitator, Parent Coordinator	0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	District, Principal, Attendance Clerk, Title I Social Worker, Title I Instructional Facilitator, Parent Coordinator	0	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	Principal, Attendance Clerk, Title I Social Worker, Title I Instructional Facilitator, Parent Coordinator	0	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	Principal, Attendance Clerk, Title I Social Worker, Title I Instructional Facilitator, Parent Coordinator	0	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	Principal, Attendance Clerk, Title I Social Worker, Title I Instructional Facilitator, Parent Coordinator	0	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 connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage 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 Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

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	Principal, Attendance Clerk, Title I Social Worker, Title I Instructional Facilitator, Parent Coordinator	0	N/A	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	Principal, Attendance Clerk, Title I Social Worker, Title I Instructional Facilitator, Parent Coordinator	0	N/A	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	Principal, Attendance Clerk, Title I Social Worker, Title I Instructional Facilitator, Parent Coordinator	0	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	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	Instructional Leadership Team, All Teachers, School Counselors, Title I Social Worker, Mental Health Specialist, Parent Coordinator	0	N/A	C