



# Strategic Plan

Scope of Plan: 2024-2025 through 2028-2029  
Annual Update for 2024-2025

Grades Served K3-5th

Greenbrier Elementary  
*"We are Kindness Leaders, Relationship Builders, and Successful Learners"*  
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Greenville County Schools  
W. Burke Royster, Superintendent

# INTRODUCTION

The Greenbrier Elementary School Strategic Plan was developed to guide our actions and document the changes and progress our school has made as we have sought to more effectively support student learning. It is our belief that the plan provides a vehicle for developing capacity, self-assessment, communication, and accountability that will lead to substantive school improvement. The plan is organized according to the standards set forth in **Greenville County Schools Strategic Planning/Portfolio Checklist**. It is our firm belief that the philosophies represented by the aforementioned guidelines will support Greenbrier's efforts toward continuous school improvement.

Greenbrier's staff, administrators, and community members worked collaboratively on the research and development of the strategic plan. Much of the narrative content comes from small group discussions conducted throughout the process of evaluating progress in each of the designated categories. During these discussions, team members were asked to contribute "evidence" of our progress, make suggestions for continued improvement, and dialogue regarding current and future school programs and initiatives. Feedback from Administrative meetings, Grade Level and Action Team meetings, community-based meetings (SIC, PTA), and whole group discussions was also integrated as we worked to generate a document truly representative of Greenbrier.

## Strategic Planning Process/Structure

### The Strategic Planning Team

The Strategic Team, made up of the principal and Strategic Planning Facilitators, was established to:

- guide, enforce, and reinforce the school portfolio plan
- ensure the implementation of standards and the vision
- monitor progress and address concerns
- review data and plan for improvement
- encourage and model school wide-expectations
- update and review the school portfolio plan

### Action Teams

- PTA
- School Improvement Council (SIC)

A key role of the action teams is to investigate different approaches to achieving our goals. The teams may recommend specific courses of action

that will support the implementation of a high quality instructional program aligned with the state's curriculum standards.

## **Instructional Teams**

- Lighthouse Leadership Team
- Grade Level Teams

### **Lighthouse Leadership Team**

Grade level chairs serve as Lighthouse Leadership representatives. As liaisons between the administration and their designated grade levels or teams, council member's responsibilities include:

- facilitating weekly grade level meetings
- coordinating grade level activities
- attending monthly meetings
- communicating team concerns, successes, and feedback
- participating in the development of budgetary proposals

### **Grade Level Teams**

The purposes of grade-level teams are to maintain unity of curriculum, instruction, assessment, and to implement the standards at each grade level. Therefore, each teacher will:

- participate in meetings with his/her grade level
- coach and support the implementation of the standards
- study and support each other's implementation of *Best Practices*
- support grade level efforts to integrate writing across the curriculum
- plan instruction based on current common assessment data

### **Process for Communicating the Plan**

The Greenbrier Strategic Plan and its components are communicated to all stakeholders via the following:

- plan components are shared with parents and community members at monthly SIC meetings
- plan components with parent, students, teachers, and community members at quarterly PTA meetings
- plan components are shared with teachers and faculty members at weekly faculty meetings as needed

- plan is available for viewing on the school website at [www.greenville.k12.sc.us/gbrier](http://www.greenville.k12.sc.us/gbrier)



# EXECUTIVE SUMMARY

## Student Achievement Findings

### SC READY ELA

School-wide 71% of students met or exceeded the expectation in the area of ELA. This compares to 63.2% for Greenville County. School-wide Greenbrier performed above the Greenville County average in all grade levels.

### SC READY Mathematics

School-wide 62% of students met or exceeded the expectation in the area of Mathematics. This compares to 61.2% for Greenville County. 3<sup>rd</sup> grade and 4<sup>th</sup> grades performed above the district average.

## Teacher and Administrator Quality Findings

During the 2024-2025 school-year, Greenbrier has a high level of staff diversity. Twenty-six percent of the staff is comprised of individuals from minority ethnic groups. Seven percent of the staff is male. 100% of the Greenbrier teaching staff is highly qualified.

## School Climate Findings

The attendance rate for students at Greenbrier has consistently been above the district average for the past three years. As an official Leader in Me school, Greenbrier is constantly working toward building a relationship between the school, families and the community. We will continue to gather baseline data in this area.

## Significant Challenges

- Inconsistency in performance of subgroups on state testing
- Inconsistency in performance of grade levels on state testing

## Significant Awards, Results, and Accomplishments

- Official Leader in Me School
- Continuous improvement with DreamBox
- Golden Apple Recipients
- Einstein Goes to Work and College Readiness Program
- Caught Being Kind Program

# SCHOOL PROFILE

## School Community

Greenbrier Elementary is led by our principal, Ms. LeKeisha Brown, Ed. S. Mr. Jason Hudak is the assistant principal. Ms. Amanda Cordell Allison is the Administrative Assistant.

Throughout Ms. Brown's educational career, she has served the students of Greenville County as a Middle School Teacher, Select Schools Program Coordinator, and Assistant Principal. She has certification in Elementary Education, Middle School Language Arts, Elementary Administration and Supervision. She also has the state's Gifted and Talented endorsement that grants her the opportunity to teach challenge students. Before becoming Greenbrier's principal, her administrative experiences included five years of service as an Assistant Principal at Woodland Elementary in Greer, South Carolina and one year of service as an Assistant Principal at Ellen Woodside Elementary in Pelzer, South Carolina. She received her undergraduate degree from Benedict College in Columbia, South Carolina. She also has a Master's degree and an Educational Specialist degree from Converse College in Spartanburg, South Carolina.

Prior to becoming an Assistant Principal, Mr. Hudak taught fifth grade. He served as the Administrative Assistant at Tigerville Elementary for four years. Mr. Hudak has a Bachelor's Degree in Elementary Education from Clemson University and a Master of Arts Degree in School Leadership from Furman University.

Before becoming Greenbrier's Administrative Assistant in 2022, Ms. Cordell Allison taught fourth grade at Greenbrier for six years and was the Instructional Technology Coach for two years. Ms. Cordell Allison has her bachelor's degree in Elementary and Early Childhood Education from Anderson University, as well as her master's degree in School Leadership/Supervision from Anderson University.

Greenbrier Elementary School, a public school in southern Greenville County, is located on an 8-acre tract of land and was originally built in 1968. During the school's first years, Greenbrier served students in grades 1 through 6. It was only a matter of time before this small community began to grow. Several years later, K5 was added when 6th grade moved to the middle school. About this time, the area around Greenbrier began to change.

With more people moving to the area, school enrollment increased. The community continued to grow and flourish as new businesses and housing developments settled here. As a result, Greenbrier began building renovations in 1999 in order to expand facilities and add a new building to accommodate the increasing student enrollment. A building dedication was held on March 16,

2000. However, with an ever-increasing population, Greenbrier went through another renovation project. An additional wing was added to accommodate 1000 students.

Greenbrier has heterogeneously grouped classes in kindergarten through grade five. There are two 4K classroom and five self-contained special education classes (one preschool special education classroom, one primary multi-categorical special education class, one intermediate multi-categorical special education class, one primary Trainable Mentally Disabled class, and intermediate Trainable Mentally Disabled class). The curriculum is standards-based and focuses on skills in language arts, math, science, social studies, and health. Specialists in art, music, physical education, guidance, and library science teach all students.

Greenbrier Elementary envisions our families, staff, and community working together to help our students be successful. We are committed to identifying the specific needs of both our school and our community. We realize that collaborative partnerships not only actively involve our community but also add an essential dimension that enriches our students' education.

PTA hosts student performances, as well as other various events. SIC assists the guidance department in planning college and career focused events for the school. Parent and community volunteers assist in the classroom with projects, chaperoning field trips, and reading to students. Volunteers also assist with book fairs and school clubs and have helped to organize our Leveled Literacy Library. Outreach projects touch the entire community.

Greenbrier's current community partnerships include:

- Simply Southern Chiropractic
- Publix of Mauldin
- Ingles of Mauldin
- Freedom Church
- Woodruff Road Christian Church
- Delta Sigma Theta Sorority, Inc.
- Jeremiah's Italian Ice

## School Personnel

<b>Greenbrier Staff</b>	
<b>Teachers with Advanced Degrees</b>	51.2%
<b>Continuing Contract Teachers</b>	100%
<b>Teacher Returning from Previous Year</b>	86%
<b>Teacher Attendance Rate</b>	93.4%

Source: SC School Report Card

### Staff by Ethnic Distribution

<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Latino</b>	<b>Asian</b>
19.42%	73.79%	2.91%	1.94%	1.94%

### Staff by Gender

<b>Male</b>	<b>Female</b>
7.77%	92.23%

## Student Population

Currently, for the 2024-2025 school year, we have 897 students enrolled at Greenbrier with an average daily student attendance of 94.64%.

### Student Enrollment by Ethnic Distribution

At the present time, the student body at Greenbrier Elementary is composed of 357 White, 312 African American, 103 Hispanic, 21 Asian, and nine Native American/Alaskan Native students. 89 students are classified as two or more races. Enrollment by ethnicity is represented by percentages in the circle graph that follows.

### Special Education and Other Services

As Greenbrier's student population has grown increasingly diverse, there has been a rise in the number of special needs students served by the school. Greenbrier currently houses a primary Moderately Mentally Disabled (MMD) and an intermediate Moderately Mentally Disabled (MMD) class, an intermediate Educable Mentally Disabled (EMD) Self Contained class, and a Preschool Special Education class. In addition, students attend Resource, Speech services, Gifted and Talented, and ESOL classes.

<b>Enrollment of Special Education Students</b>	
<b>Autistic</b>	39
<b>Developmental Delay</b>	30
<b>Emotional Disability</b>	1
<b>Intellectual Disability (moderate, profound)</b>	2
<b>Other Health Impairment</b>	13
<b>Specific Learning Disability</b>	53
<b>Multiple Disabilities</b>	1
<b>Speech or Language Impairment</b>	56
<b>Enrollment of ESOL Students</b>	
<b>Newcomers</b>	29
<b>Served Daily</b>	51
<b>Consult Service</b>	12



<b>Enrollment of Gifted and Talented Students</b>	
<b>3<sup>rd</sup> Grade</b>	19
<b>4<sup>th</sup> Grade</b>	19
<b>5<sup>th</sup> Grade</b>	15

### **Pupils in Poverty**

Over the past five years, the total percentage of students identified as Pupils in Poverty has remained around 50%. Fifty-eight percent of Greenbrier students were identified as Pupils in Poverty as reported on the 2023-2024 School Report Card.

## **Major academic and behavioral features/programs/initiatives**

### **Official Leader in Me (LIM) School**

The staff of Greenbrier Elementary School has made the commitment to model and implement the 7 Habits of Highly Effective People in order to provide a caring and nurturing learning environment for our students. Teaching students and developing leaders is the foundation of what takes place at Greenbrier. Through the teaching of the 7 Habits, our staff is working together with students to create a school that maintains the dignity of children through productive interactions while fostering positive relationships with parents and other community members.

### **Professional Learning Communities and Collaborative Teams**

Grade level collaborative teams meet weekly to share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Every professional in the building, including related arts personnel and support staff, engage with colleagues in the ongoing exploration of the following crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

### **RTI Reading Program**

Response to the Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RTI, Greenbrier identifies students at risk, in kindergarten through fourth grade, for poor learning outcomes, monitors student progress, provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on a student's responsiveness, and identifies students with learning disabilities or other disabilities.

### **Junior Beta Club**

Junior Beta Club is a nationally recognized organization which promotes academic excellence among students. The qualifications for membership on the part of the student shall be: worthy, moral and ethical character, good

mentality, creditable achievement, and commendable attitude. Service at home, school, and in the community is a major focus of the club.

### **Morning Show**

The Greenbrier Morning Show is produced by select fifth graders. Daily programming includes the Pledge of Allegiance, student pledge, moment of silence, and morning announcements. The news crews' duties include writing news reports, using technical equipment, and reporting the weather.

### **TTBK Program**

Implemented in 2006-07, TTBK has grown into a positive school wide behavior program centered on promoting exceptional behavior when out and about the school.

### **Chorus: Voices of Greenbrier**

Chorus is a before school program for third through fifth grade students. Members are expected to attend practices regularly, model school-wide expectations, and maintain a C average. Choral students have the opportunity to perform at a number of venues throughout the school year.

### **Safety Patrol**

Safety patrols are fifth grade students who are recommended near the end of their fourth grade year based on outstanding conduct and acceptable grades. They perform duties such as assisting crossing guards, monitoring hallways, and helping car riders.

### **Kindness Leader of the Month**

The Kindness Leader of the Month program is intended to promote kindness and success throughout the school. In order to be nominated as Kindness Leader of the Month, the student will exemplify kindness and other positive character traits (Honesty, Respect, Courtesy, Responsibility, and Integrity) throughout the school day. Each month, the homeroom teacher will complete the nomination form for one student and the selected student's picture will be showcased on the Kindness Leader of the Month board. Students will also attend a Kindness Leader Breakfast with members of The Administrative Team on the last Friday of their designated month.

## **OnTrack**

OnTrack uses an Early Warning and Response software system to flag students when attendance, behavior, or course performance (the OnTrack A,B,Cs) begins to cause concern. Once flagged, a team comprised of teachers, social workers, administrators, and school counselors convene to determine the root of the student's problems. Through partnerships with local social service agencies and other non-profits, the OnTrack team can identify wraparound supports that assist with problems ranging from homelessness and hunger to mental illness, addiction, and other issues that lead to transiency and instability. The goal of OnTrack is to address the root causes of disengagement and stress so students are free to focus on learning, continue their education, and break the cycle of poverty.

# **MISSION, VISION, AND BELIEFS**

We at Greenbrier envision a school where kindness is reflected in all decisions and actions, positive relationships are built among all stakeholders, and as a result, students achieve academic and social/emotional success. This vision, which drives our efforts as a learning community, is supported by our mission, values, and beliefs.

## **Mission**

We are kindness leaders, relationship builders, and successful learners. We are Greenbrier, the school of kindness.

## **Shared Vision**

Kindness is reflected in all decisions and actions, positive relationships are built among all stakeholders, and as a result, students achieve academic and social/emotional success.

## **Values and Beliefs**

- Student success is based on building relationships and fostering kindness.
- All students are unique individuals with distinct abilities and are capable of learning.
- Positive relationships among home, school, and community are essential.

# Data Analysis and Needs Assessment

## Student Achievement Needs Assessment

### School Report Card

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTEwMQ>

### School Test Scores

<https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2024/district-scores-by-grade-level/?districtCode=2301&schoolCode=101>

### SC READY

The SC READY assessment was given to students in grades 3-8 in Spring 2024. Students were assessment in the areas of Reading, Mathematics, and Writing.

#### English Language Arts (ELA)

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	142	12.0%	16.9%	22.5%	48.6%	71.1%	88.0%	507.6	121.6
4	120	15.0%	10.8%	25.0%	49.2%	74.2%	85.0%	566.3	117.5
5	124	12.9%	19.4%	31.5%	36.3%	67.7%	87.1%	601.3	119.0

School-wide 71% of students met or exceeded the expectation in the area of ELA. This compares to 63.2% for Greenville County. School-wide Greenbrier performed above the Greenville County average in all grade levels.

#### Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	142	12.7%	19.7%	31.7%	35.9%	67.6%	87.3%	503.0	124.8
4	120	12.5%	23.3%	26.7%	37.5%	64.2%	87.5%	535.4	117.1
5	124	16.9%	27.4%	30.6%	25.0%	55.6%	83.1%	558.8	117.4

School-wide 62% of students met or exceeded the expectation in the area of Mathematics. This compares to 61.2% for Greenville County. 3<sup>rd</sup> grade and 4<sup>th</sup> grades performed above the district average.

# Teacher and Administrator Quality

## Greenbrier Professional Development Schedule 2024-2025

Summer 2024	Lighthouse Team Retreat and Training LETRS Training
1 <sup>st</sup> Quarter	Leader in Me Core 3 Training LETRS Training TOA- Collective Teacher Efficacy Monthly Meetings with New Greenbrier Staff (Based on Need)
2 <sup>nd</sup> Quarter	Leader in Me Quarterly Coaching LETRS Training TOA- Collective Teacher Efficacy Monthly Meetings with New Greenbrier Staff (Based on Need)
3 <sup>rd</sup> Quarter	Leader in Me Quarterly Coaching LETRS Training TOA – Collective Teacher Efficacy Monthly Meetings with New Greenbrier Staff (Based on Need)
4 <sup>th</sup> Quarter	Leader in Me Quarterly Coaching LETRS Training TOA- Collective Teacher Efficacy Testing Training Monthly Meetings with New Greenbrier Staff (Based on Need)

(Action Teams and Lighthouse Team will meet on the third Wednesday of each month.)

## School Climate Data

### Referral Data

#Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
862	130	55	42.31%

### Chronic Absenteeism Data

Total Student Count	Chronic Absentee Count	Chronic Absenteeism Rate
126	836	15.07%

### Parent and Community Involvement Data

<b>Parent/Teacher Conferences</b>	100%*
<b>Volunteer Hours</b>	5,435

\*100% of parents participated in parent conference either in person, virtually or by phone.



# 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 60% in 2022-23 to 75% in 2028-29.

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	63%	66%	69%	72%	75%
	60%	62%	Actual (ES)					
	60%	61.2	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> <li>Administrative Team</li> </ul>	No Cost	n/a	c
Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
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	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
<b>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.</b>					
Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> <li>District Instructional Team</li> </ul>	No Cost	n/a	c
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	<ul style="list-style-type: none"> <li>District Instructional Team</li> </ul>	No Cost	n/a	c
Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
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	<ul style="list-style-type: none"> <li>Administrative and Instructional Team</li> </ul>	No Cost	n/a	c
Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> <li>Administrative and Instructional Team</li> </ul>	No Cost	n/a	c
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
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	<ul style="list-style-type: none"> <li>Administrative, Instructional Team, and Teacher Leadership Teams</li> </ul>	No Cost	n/a	c
Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> <li>Administrative and Instructional Team</li> </ul>	TBD	Local, General	c
Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> <li>Administrative Team and Faculty</li> </ul>	No Cost	n/a	c
Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	TBD	Local	c

## GOAL AREA 1 – Performance Goal 2

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

**Performance Goal 2:** By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 68.4% in 2022-23 to 78% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	70%	72%	74%	76%	78%
	68.4%	71%	Actual (ES)					
	64%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
<b>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.</b>					
Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> <li>Administrative Team</li> </ul>	No Cost	n/a	c
Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<ul style="list-style-type: none"> <li>Grades K-3 Faculty</li> </ul>	TBD	General	c
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	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	TBD	General	c
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	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	TBD	General	c
<b>Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
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	<ul style="list-style-type: none"> <li>District Instructional Team</li> </ul>	No Cost	n/a	c
Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> <li>All Instructional Stakeholders</li> </ul>	No Cost	n/a	c
Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
<p>R43-205 GCS Strategic Plan Strategy</p> <p>G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify.</p> <p>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p>	2024-2025	<ul style="list-style-type: none"> <li>Director of Early Intervention and Student Support</li> </ul>			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
<p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 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.</p>					
<p><b>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.</b></p>					
<p>Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p>	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
<p>Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.</p>	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	TBD	General	c
<p>Utilize resources for differentiated support and acceleration for all students.</p>	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	TBD	General	c

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> <li>Administrative and Instructional Team</li> </ul>	No Cost	n/a	c
Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	TBD	General, Local	c
<b>Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
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	<ul style="list-style-type: none"> <li>Administrative, Instructional and Teacher Leadership Teams</li> </ul>	No cost	n/a	c
Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> <li>Administrative, Instructional and Teacher Leadership Teams</li> </ul>	No cost	n/a	c
Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> <li>n/a</li> </ul>	n/a	n/a	c
Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No cost	n/a	c
Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> <li>Administrative and Instructional Team</li> </ul>	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 <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> <li>School Counselors</li> </ul>	No Cost	n/a	c
If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to	2024-2029	<ul style="list-style-type: none"> <li>n/a</li> </ul>	n/a	n/a	c



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Tiger Town, Student Teacher placements and other opportunities for a path to education.					
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
Ensure elementary school career programs include teaching as a choice.	2024-2029	<ul style="list-style-type: none"> <li>School Counselors</li> </ul>	No Cost	n/a	c

## GOAL AREA 2 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> Reduce teacher turnover by 0.5 percentage points annually through 2029.
<b>Interim Performance Goal:</b> 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%	5%	Actual (District)					
			Projected (School)	9.5%	9%	8.5%	8%	7.5%
	10.4%	10.1%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
<b>Action Plan for Strategy #1: Ensure a supportive atmosphere for staff members to encourage retention of professional staff.</b>					
Ensure supports (mentors, monthly support meeting for new teachers, coaching cycles) are in place to support teachers.	2024-2029	<ul style="list-style-type: none"> <li>Administrative and Instructional Team</li> </ul>	No Cost	n/a	c

## GOAL AREA 3 – Performance Goal 1

<p><b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe &amp; Healthy Schools, etc.)* (* required)</p>
<p><b>Performance Goal 1:</b> 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.</p>
<p><b>Interim Performance Goal:</b> Meet annual targets below.</p>

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%0	Actual (District)					
			Projected (School)	41%	39%	37%	35%	33%
		42.31%	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
<b>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.</b>					
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	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
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	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
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	<ul style="list-style-type: none"> <li>Administrative and Instructional Team</li> </ul>	No Cost	n/a	c
Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
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	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					
Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
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	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
<b>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.</b>					
Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
<b>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.</b>					
Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Inappropriate Behavior, while maintaining accountability for these actions.					
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	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	No Cost	n/a	c
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	<ul style="list-style-type: none"> <li>All Faculty</li> </ul>	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)	15%	14%	13%	12%	12%
		15.7%	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
<b>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.</b>					
Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> <li>Administration and Attendance Clerk</li> </ul>	No Cost	N/A	C
Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> <li>Administration and Attendance Clerk</li> </ul>	No Cost	N/A	C
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					
Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> <li>Administration and Attendance Clerk</li> </ul>	No Cost	N/A	C
Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> <li>Administration and Attendance Clerk</li> </ul>	No Cost	N/A	C
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
Communicate to students, parents, and caregivers about the impact of	2024-2029	<ul style="list-style-type: none"> <li>Administration and Attendance Clerk</li> </ul>	No Cost	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
chronic absenteeism, truancy, and missed days on achievement.					
Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> <li>Administration and Start with Adults Learning and Modeling Action Team</li> </ul>	No Cost	N/A	C
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	<ul style="list-style-type: none"> <li>Administration and Nurse</li> </ul>	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
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Number of Visitors and Volunteers in Raptor System		Projected (District)	317,534	327,060	336,872	346,978	357,387
	308,285	Actual (District)					
		Projected (School)	5,598	5,765	5,937	6,115	6,298
	5,435	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
Increase parent and guardian utilization of Backpack.	2024-2029	<ul style="list-style-type: none"> <li>Administration and Attendance Clerk</li> </ul>	No Cost	N/A	C
Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> <li>Administration, PTA, and Start with Adults Learning and Modeling Action Team</li> </ul>	No Cost	N/A	C
Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> <li>Administration</li> </ul>	No Cost	N/A	C
<b>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.</b>					
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	<ul style="list-style-type: none"> <li>Administration, PTA, and Start with Adults Learning and Modeling Action Team</li> </ul>	No Cost	N/A	C
Develop collaborative partnerships focused on addressing barriers to student	2024-2029	<ul style="list-style-type: none"> <li>Administration, SIC, and Start with Adults Learning</li> </ul>	No Cost	N/A	C



Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
and family engagement, understanding of school expectations, and student opportunities.		and Modeling Action Team			
Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> <li>Administration and Start with Adults Learning and Modeling Action Team</li> </ul>	No Cost	N/A	C
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	<ul style="list-style-type: none"> <li>Administration, OnTrack Team, and Start with Adults Learning and Modeling Action Team</li> </ul>	No Cost	N/A	C
Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> <li>Administration, PTA, and Start with Adults Learning and Modeling Action Team</li> </ul>	No Cost	N/A	C
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	<ul style="list-style-type: none"> <li>Administration and SIC</li> </ul>	No Cost	N/A	C