

SCHOOL NAME *Simpsonville Elementary*

**SIMPSONVILLE ELEMENTARY SCHOOL**

**Mrs. Jackie Earle, Principal**

**SCHOOL DISTRICT OF GREENVILLE COUNTY**

**Dr. W. Burke Royster, Superintendent**

**SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29**

**SCHOOL RENEWAL ANNUAL UPDATE **FOR 2026-27****



**200 Morton Avenue**

**Simpsonville, SC 29681**

**864-355-8300**

**<http://www.greenville.k12.sc.us/simville/>**

**Pre-Kindergarten through 5<sup>th</sup> Grade**

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**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME: Simpsonville Elementary**

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2026-27 (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.

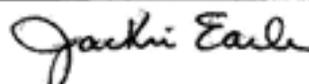
**Assurances for the School Renewal Plans**

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		4/14/2026
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

Mrs. Jackie Earle		4/14/2026
PRINTED NAME	SIGNATURE	DATE

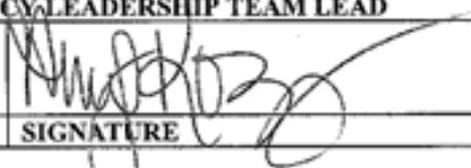
**CHAIRPERSON, BOARD OF TRUSTEES**

Dr. Carolyn Styles		4/14/2026
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mrs. JaQuinda Jackson		4/14/2026
PRINTED NAME	SIGNATURE	DATE

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Mrs. Amy Kozakiewicz		4/14/26
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 200 Morton Avenue Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-8300

PRINCIPAL E-MAIL ADDRESS: [jearle@greenville.k12.sc.us](mailto:jearle@greenville.k12.sc.us)

**Stakeholder Involvement for School Renewal**

Position and Name

1. Principal/Jackie Earle
2. Teacher/Carrie McAlister
3. Parent/Guardian/Colleen Staton
4. Community Member/Gabe Vicks
5. Paraprofessional/Patricia Idarraga-Quiros
6. School Improvement Council Member/JaQuinda Jackson
7. Read to Succeed Reading Coach/Amy Kozakiewicz
8. School Read to Succeed Literacy Leadership Team Lead/Amy Kozakiewicz
9. School Read to Succeed Literacy Leadership Team Member/Cassie Lemus
10. Assistant Principal/Nicholas King
11. Instructional Coach/Jennifer Greer
12. PTA President/Lindsey Barb
13. School Literacy Leadership Team for Read to Succeed: Amy Kozakiewicz (Lead/Literacy Specialist), Jackie Earle (Principal), Nicholas King (Assistant Principal), Jennifer Greer (Instructional Coach), Abi Hinton (Reading Interventionist), Molly Mathews (Primary Literacy Mentor), Rachel Vincent (Intermediate Literacy Mentor), Allison Landreth (K5 Teacher), Antoinette Boller (1<sup>st</sup> Grade Teacher), Melissa Smith (3<sup>rd</sup> Grade Teacher), Jean Wender (5<sup>th</sup> Grade Teacher), Carrie McAlister (Media Specialist), Shannon Miller (Special Education Teacher)

**ASSURANCES FOR SCHOOL RENEWAL PLANS**

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK-3</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4-12</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

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<input type="radio"/> N/A	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Collaboration</b> 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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmental Screening</b> 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b> 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Parenting and Family Literacy</b> 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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,</p>

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	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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**Note on missing data:**

***On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).***

## **INTRODUCTION to Our Strategic Plan/School Portfolio**

The Simpsonville Elementary Strategic Plan/School Portfolio was developed to document the progress our school has made while working to continuously improve all areas of instruction, our learning environment, and parent/community involvement. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. This strategic plan/portfolio is an evolving document that describes Simpsonville Elementary and includes actual evidence of our work. It describes who we are and our vision for the school. It describes our goals, plans, progress, and achievements in the context of student demographics. Furthermore, it describes our needs, challenges, and school partnerships.

The faculty is structured into teams and committees to involve all staff in decision making. These groups/committees are as follows: Instructional Leadership Team, Staff Lighthouse Team, Grade Level Teams, Action Teams (Leadership, Culture, Academics), and Literacy Leadership Team. These teams were involved in developing the narrative for our portfolio based on input from the whole staff. Much of the narrative content came from discussions by the staff in the process of evaluating our work using the AdvancedED Self-Assessment as well as other data sources. In future annual assessments, the staff will be asked to contribute evidence of progress, documenting changes in our practices.

Additionally, all of the stakeholders, including staff and community members, listed on page 3 were involved in the development of our Strategic Plan: SIC (School Improvement Council), PTA (Parent Teacher Association), GAC (Guidance Advisory Committee).



## **Executive Summary**

### ***Needs Assessment Summary for Student Achievement***

- We scored “Excellent” on our school report card for the past 2 years in a row.
- Our ELA and Math performance on 2025 SC READY is higher than the state and district averages.
- ELA performance increased from 69.6% in 2024 to 74.4% in 2025.
- Math performance decreased from 70.3% in 2024 to 68.6% in 2025.
- 2025 SC READY ELA performance was similar for all grade levels.
- 2025 SC READY data shows that 4<sup>th</sup> grade Math performance was significantly lower than that of 3<sup>rd</sup> and 5<sup>th</sup> graders.
- According to 2025 SC READY student subgroup data, the achievement level of females is higher in ELA; the achievement level of males is higher in Math.
- The Disabled subgroup was the lowest performing subgroup in ELA and Math in 2025.
- Students with Limited English Proficiency scored higher in Math than ELA in 2025.

### ***Needs Assessment Summary for Teacher and Administrator Quality***

- Teacher turn-over rate has increased to 11%.
- We have a strong mentoring program; we have trained mentors and regular meetings with new teachers.
- We have a trained mentor in every grade level and special area.
- All teachers participate in PD at the school level and the district level.
- Our school offers over 24 hours of site-based PD every school year.

### ***Needs Assessment Summary for School Climate***

- On our most recent school report card, we are above the district and state in every component of “Factors of School Climate”.
- We have seen a decrease to 31.7% of our students having received 2 or more referrals.
- Our current chronic absenteeism rate has decreased from 15.54% to 11.73%
- Our annual student retention rate has decreased from 1.4% to 1.2%.
- The percent of students served by the gifted and talented program has decreased to 13.10%
- We are in year 8 of the Leader in Me initiative and are recognized as a Lighthouse School for being an exemplar Leader in Me School.

## ***Overview of Simpsonville Elementary's significant challenges for the past three years:***

### **Significant challenges facing our school:**

- ▶ Even now, in 2026, we are still seeing the effects that the COVID-19 pandemic had on some of our students.
- ▶ Communicating with MLL parents continues to be a challenge. However, we are making significant progress with Hispanic Family Nights, in-house translators, and our parent information line.
- ▶ Time to carry out innovative ideas is always a challenge.
- ▶ Increased class sizes can complicate things at times.
- ▶ Keeping up with the technology proficiency level of our students is a challenge for a small number of staff members.

## ***Overview of Simpsonville Elementary's significant awards, results, and accomplishments from the past three years:***

### **Significant Accomplishments:**

- ▶ Awarded Lighthouse Status for being an exemplary Leader in Me School (maintained our Lighthouse Status through two re-certification cycles)
- ▶ Six National Board-Certified Teachers
- ▶ RAMP Award (Recognized ASCA Model School Counseling Program)
- ▶ National PTA School of Excellence
- ▶ State Award Winners in Reflections
- ▶ Papa John's Teacher Appreciation Award
- ▶ Golden Apple Award Winners
- ▶ Numerous Donor's Choose Grant Recipients
- ▶ Numerous PEP Grant Recipients
- ▶ Live Well Grant Recipient/Live Well Elementary School of the Year
- ▶ Safe Schools Award Winner
- ▶ 100% of students have a Leadership Role
- ▶ 100% of students participate in monthly clubs

## School Profile

"Simpsonville Elementary School is a neighborhood school working in partnership with committed parents, eager students and dedicated professionals striving to achieve success...nothing less." -SES Parent

Simpsonville Elementary is proud to be a Leader in Me Lighthouse School! This is an honor awarded to select LIM schools for their outstanding leadership. We are thrilled to be recognized as such. Simpsonville Elementary School is a pre-kindergarten through grade five public school. Our building currently houses 801 students and over 50 instructional staff members. We are 1 of 53 elementary schools in the Greenville County School District. Simpsonville Elementary School is located in Simpsonville, South Carolina. The facilities at Simpsonville Elementary School consist of 36 classrooms, 2 resource classrooms, 2 reading intervention classrooms, 1 MLL classroom, and 1 Gifted and Talented classroom. Additional rooms include space for speech therapy, occupational therapy and physical therapy services. Related arts classrooms/spaces include a media center, 2 art rooms, 2 music rooms, 1 gym, 1 STEAM Lab, 1 science lab, and a virtual field trip lab. Special features: All of our students have their own personal learning device (Chromebook). We also have contemporary interactive Promethean Boards in every classroom, a broadcast room for our morning news show, multiple outdoor dining areas, and separate playground areas for pre-school/kindergarten, primary, and intermediate grades.

- **School Mascot:** The Simpsonville Seal, "Lu-Seal"
- **Colors:** Blue and White
- **Tag Line:** Leading and Learning SEAL our Success!

Link to our current School Profile: <https://www.greenville.k12.sc.us/Schools/profile.asp?schoolid=simville>



## *Our School Community*

As you pull up to our school, an electronic marquee displays important dates and upcoming events. As visitors enter our school, they observe an attractive exterior, decorated with freshly planted flowers and seasonal wreaths. Our school's lobby is welcoming and comfortable. We have several hand-painted murals, including one with our Mission Statement. Students, teachers, and parents spend each day in an inviting facility where there is ample space for instruction and learning. The administration outlines expectations and provides regular feedback to staff regarding the classroom environment. Quality student work, labeled with a description and the state standard, is displayed on every hallway. Playground equipment is inspected regularly to comply with safety codes.

Our maintenance staff works hard to maintain our building and grounds. This staff takes pride in keeping the building clean and all equipment in working order. Maintenance of the school grounds and landscaping are included in custodial duties. Inspection results from energy audits are provided to the staff to create an awareness of energy saving efforts. To further ensure all issues are addressed, we use custodial inspections and survey results on the overall cleanliness of the school to make necessary modifications and improvements. The custodial staff, as well as school personnel, immediately reports all safety concerns, both inside and outside the building. Our well-maintained facility enables us to provide a safe learning environment for students and staff.

Our school utilizes the district Crisis Response Plan as well as daily operating plans to ensure the safety and well-being of students and staff. Evacuation maps are clearly posted in each room. Fire, lockdown, tornado, earthquake, and bus evacuation drills are held on a regular basis. Procedures are emphasized during classroom instruction on topics such as fire, bus, drug, personal, home and playground safety. Our school has several communication devices which contribute to a safe environment. For constant access, the administration, custodial, and office personnel use two-way radios. A telephone is available in each room as well as a two-way intercom system with an emergency call button. Security measures are used to ensure safety in our facility daily. A zoned officer from the Simpsonville Police Department patrols the school campus on a regular basis. Signs on all exterior doors state visitors are to report to the main office where they are required to sign in and out through and receive a visitor's badge indicating a reason for the visit. Safety is assured with time-stamped video cameras, fire and motion detectors, security alarms, a weather radio, and a two-way radio linked directly to security at the central office. Establishing a safe, secure environment for our students and staff is a priority.

We plan numerous opportunities to involve parents in their child's education. In addition to our PTA, we have an SIC Committee as well as a Parent Lighthouse Team. Parents are always welcomed to our building, but we also plan certain events and opportunities to encourage them to come to SES. The first event we host every year, Meet the Teacher, takes place a few days before school starts. This is an opportunity for students and their families to meet their teacher for the current school year. Other important family and community events include PTA Meetings, K5 Sneak Preview Night, Family Literacy Night, STEAM Night, Chorus Concerts, and more.

In addition to input from staff, family, and community stakeholders, we are proud to include our students in school-based decisions as well. Student voice is an element of the planning and implementing of all school events, decision making, etc.

## *School Community Teams*

**Parent Lighthouse Team-** As part of the Leader in Me, we have a Parent Lighthouse Team that meets once a month. The Parent Lighthouse Team is organized to enhance and support the educational experience at Simpsonville Elementary. This team helps to develop a closer connection between school and home by encouraging parent and student involvement, and to improve our school community. When beneficial, the Parent Lighthouse Team meets with our Staff and Student Lighthouse Teams.

**Parent Teacher Association (PTA)-** Parents are valuable resources for our students. Their efforts include serving as resource speakers, participating in career awareness sessions, American Education Week and Red Ribbon Week activities. Support is further provided through their involvement with Teacher Appreciation Week, health room assistance, Jump Rope for Heart, chaperones for field trips, book fair, clerical assistance, making copies for teachers, field days, securing needed classroom resources (e.g. computers, copier machines, classroom supplies). Volunteers are not limited to supporting extra and co-curricular activities, but are also directly involved in the classrooms as tutors in reading, math and other areas of the curriculum. With tight budget constraints, fundraising has become a high priority for our P.T.A. Board. They run several fundraisers each year in which they typically raise several thousand dollars for our school. The PTA uses that money to purchase the latest technology devices for our students, playground equipment, and more. One of the most important aspects of parental support comes from their commitment to assisting and encouraging their children to participate fully in the academic program of the school. PTA hosts popular family events, including an annual Daddy Daughter Dance and Mother Son Movie Night.

**School Improvement Council (SIC)-** The School Improvement Council (SIC) serves as an advisory committee to our principal and faculty. Our SIC plays a key role in the education of our children, bringing together parents, educators and community stakeholders to collaborate on the improvement of our school. Our SIC allows us to connect to the community and seek ideas to further enhance our community relations. Our SIC participated in the development of the five-year school improvement plan (ACT 135) and continues to monitor the implementation of the plan as well as evaluation of the improvements and innovations. This year, our SIC committee has also helped our school counselors with ideas and proposals for our established Guidance Advisory Committee.

## *School Leaders*



**Our principal is Mrs. Jackie Earle:** Mrs. Earle received her Elementary and Early Childhood Degree from Lander College and obtained her master's degree in Administration from Clemson University. She taught elementary and middle school for twelve years before serving as an Assistant Principal in several Greenville County schools over the course of six years. She served as Assistant Principal at Simpsonville Elementary for eleven years before taking on the role as principal in 2013. Mrs. Earle was married in 2004 and has a wonderful husband who works at Hillcrest High School. Mrs. Earle and her husband love spending time at their beach house with their dog.



**Our assistant principal is Mr. Nicholas King:** Mr. King joined our staff in August of 2021. He earned a bachelor's degree in Elementary Education from University of South Carolina Upstate and a master's degree in Educational Administration from the University of South Carolina. Mr. King served as the administrative assistant at Plain Elementary for two years prior to joining the Simpsonville Elementary staff. He taught for twelve years at Bethel Elementary, teaching both third and fourth grade. Mr. King and his wife have three children ages 14, 16, and 20 years old.



**Our Instructional Coach is Mrs. Jennifer Greer:** Mrs. Greer joined our staff at Simpsonville Elementary in August 2013. She earned a BS from USC Upstate and a M.Ed. in Elementary Education from Southern Wesleyan University. Mrs. Greer received her initial National Board Certification in 2010 and her National Board renewal Certification in 2020. She taught fourth and fifth grades at Bethel Elementary for eight years, where she was awarded 2009-10 Teacher of the Year. Mrs. Greer and her husband have a blended family that includes three children ages 11, 15, and 16 years old.

## *School Teams*

**The faculty of Simpsonville Elementary is structured into teams and committees in order to involve all stake-holders in decision-making.**

- Instructional Leadership Team
  - Consists of the principal, assistant principal, instructional coach, literacy specialist, and school counselors
  - Reviews grade level minutes, information shared from the central office, lesson plans, student achievement, teacher evaluations, and school activities and events
  - Discusses instructional and operational issues to be addressed with grade level leaders, families, communities, and other stake-holders
- Staff Lighthouse Team
  - Consists of the administrative team, grade level leaders, special education and related arts representatives
  - Discusses instructional and operational aspects of the school
  - Disseminate information to grade level/area teams
- Grade Level Teams
  - Consists of the team leader and teachers from their grade level
  - Participate in common planning and share best practices
  - Record minutes to be shared with the leadership team
- Action Teams (Leadership, Culture, Academics)
  - Every full-time teacher/staff member serves on one of these teams
  - Consists of representatives from each grade level and staff Lighthouse Team members
  - Plans and completes their Big Rocks to work on throughout the year
- Literacy Leadership Team
  - Consists of the principal, assistant principal, instructional coach, literacy specialist, reading interventionist, primary literacy mentor, intermediate literacy mentor, and special education representative
  - Reviews grade level minutes, information shared from the central office, lesson plans, student achievement, teacher evaluations, and school activities and events
  - Discusses instructional and operational issues to be addressed with grade level leaders, families, communities, and other stake-holders

## ***Student Support Services***

**Counseling Services-** Students receive a high level of support service from our full-time school counselors Ms. Kelley Latta and Mrs. Christie Carlson. Ms. Latta received a Psychology degree from Anderson University and her Education Specialist degree in Counselor Education from the University of South Carolina. While attending USC, Ms. Latta was elected to serve as the graduate representative for Chi Sigma Iota, a National Counseling Honors Society. This is Ms. Latta's fourth year at SES. She loves working with students and helping them identify positive methods to cope with various challenges. Mrs. Carlson received an Elementary Education degree from Furman University and an MA in Elementary Guidance & Counseling from Clemson University. She taught eighth and sixth grades at Bryson Middle School and fifth grade at Simpsonville Elementary School. Our Guidance program consists of guidance lessons in the classroom, small group guidance, character education and parent education. Individual planning includes consultation and placement input. Response services include individual counseling and small group counseling. System support includes planning, staff and community relations, and professional development. Our counselors teach the 7 Habits of Highly Effective Students. Our Guidance Advisory Committee, or GAC, is led by our counselors. This committee meets monthly to discuss ways to help students and counseling programs in our school. Simpsonville Elementary's counseling program is a recognized ASCA Model Program (RAMP) as designated from the American School Counselor Association.

**Literacy Specialist-** Our school's Literacy Specialist is Mrs. Amy Kozakiewicz. Mrs. Kozakiewicz is also our Read to Succeed Literacy Leadership Team Lead. Mrs. Kozakiewicz has served many roles here at Simpsonville Elementary, but she has always had a passion for literacy. She has second grade, fifth grade, special education, and reading intervention. Mrs. Kozakiewicz works collaboratively to implement a quality literacy program by actively supporting teachers. She also provides specialized instruction directly to students to support core classroom instruction. Mrs. Kozakiewicz lives here in Simpsonville with her husband and their 4 sons.

**School Psychologist-** Mrs. Colleen Cantrell is our on-site school psychologist. Mrs. Cantrell began practicing as a school psychologist for Berkeley County, SC in 2016 after receiving her M.A. in Psychology and Ed.S. at the Citadel. She received her B.S. in Psychology at the College of Charleston in 2008. After many years of living in the Charleston area, Mrs. Cantrell and her husband were excited to relocate to their native Greenville, SC in 2023 with their two young children.

**Mental Health Therapist-** Mrs. Blair O'Sheilds joined our school family in 2025 as our school-based mental health therapist. Mrs. O'Sheilds graduated with her Masters in Social Work from Florida Atlantic University and has worked as a school therapist for 5 years now. In this role, Mrs. O'Sheilds has the benefit of meeting students every day of the school week. Originally from South Florida, Mrs. O'Sheilds moved to Greenville, SC in 2021 where she currently resides with her husband and baby boy. Mrs. O'Sheilds is currently working towards full licensure as a LICSW-CP.

## School Personnel Data

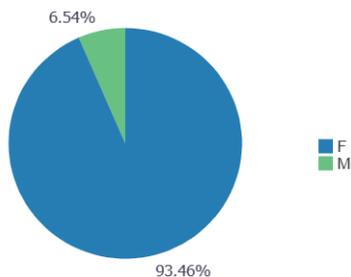
The staff at Simpsonville Elementary School includes 1 principal, 1 assistant principal, 1 instructional coach, 1 literacy specialist and 36 regular classroom teachers. We have two pre-k teachers and one pre-k special education teacher, 2 resource teachers and 2 special education self-contained teachers. We have 3 full-time related arts teachers, 3 part-time related arts teachers, 1.5 STEAM Lab teachers, and 1 media specialist. We have 2 guidance counselors, 1 mental health therapist, 1 MLL teacher, 1 Gifted and Talented teacher and 2 reading interventionists.

Support personnel available to assist in meeting the needs of Simpsonville Elementary School students include a district psychologist, a contract school nurse, and 3 speech and language specialists. Traveling occupational therapists and a physical therapist serve some of our younger students. We have 11 paraprofessionals serving as assistants in preschool, kindergarten, and special education classrooms. Additional personnel include the plant engineer, custodial staff, and food services workers. We also have staff who work our extended day program. Several bus drivers and utility workers also provide services to our students.

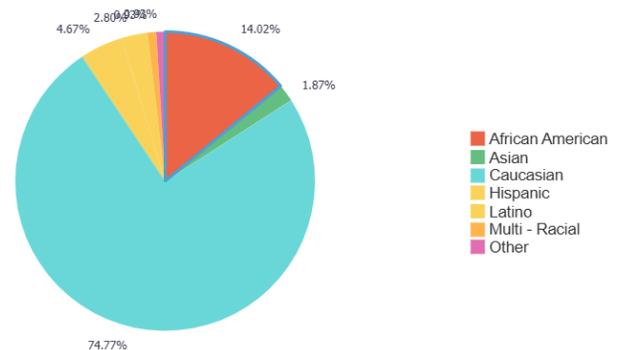
We have no teachers teaching with an out-of-field permit and all teachers are “highly qualified” under No Child Left Behind; 46.7% of our teachers have advanced degrees; 6 of our teachers are National Board Certified. Teacher attendance at Simpsonville Elementary for the 2024-2025 school year was 96.90%. All teachers achieve and maintain Technology Proficiency. All new teachers are assigned a trained mentor. Additionally, all new teachers meet with the instructional coach once a month. There is a trained mentor at every grade level in our building.

Race/Ethnicity	Admin		Other		Teacher		Employed	% of						
	F	M	F	M	F	M								
African American			9	0.0%	2	0.0%	4	0.0%	15	0.0%				
Asian			2	0.0%					2	0.0%				
Caucasian	1	100.0%	1	100.0%	28	0.0%	3	0.0%	46	0.0%	1	100.0%	80	0.0%
Hispanic			3	0.0%			2	0.0%					5	0.0%
Latino			2	0.0%			1	0.0%					3	0.0%
Multi - Racial			1	0.0%									1	0.0%
Other			1	0.0%									1	0.0%
<b>Grand Total</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>46</b>	<b>100.0%</b>	<b>5</b>	<b>100.0%</b>	<b>53</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>107</b>	<b>100.0%</b>

Staff by Gender



Staff by Ethnicity



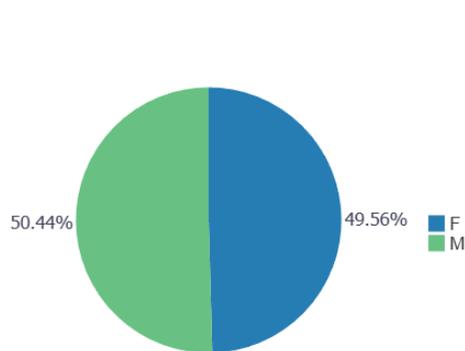
## Student Population Data

Student attendance rates at Simpsonville Elementary School have remained steady over the past few years. As of March 2026, the year-to-date Attendance Rate was 95.55%, an increase of 1.49 from March of 2025. Our current chronic absenteeism rate has decreased from 15.54% to 11.73%. The retention rate at Simpsonville Elementary is currently down to 1.2%. Simpsonville Elementary School's poverty index is currently 60.2%. We have a pull out MLL program that serves 12% of our student population. Currently, 13.0% of our students are served in the GT program and 17% of our students have disabilities and receive services from our special education teachers, including speech and occupational therapy.

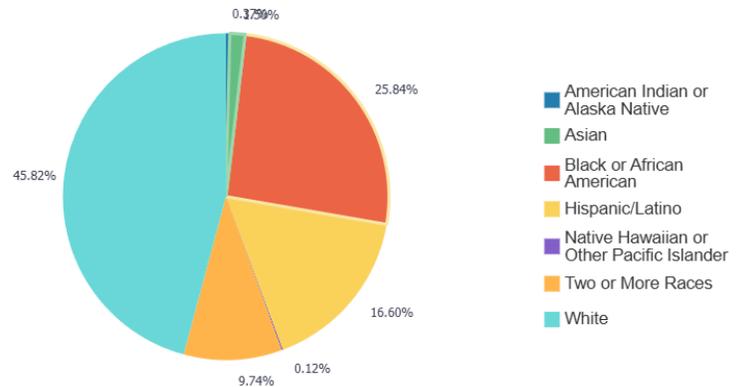
### Current (2025-2026) Enrollment Summary *\*as of March 2026*

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
PK3	16 M 11 /F 5	0 M 0 /F 0	3 M 1 /F 2	7 M 5 /F 2	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	6 M 5 /F 1	0 M 0 /F 0
PK4	49 M 29 /F 20	1 M 0 /F 1	18 M 9 /F 9	9 M 7 /F 2	0 M 0 /F 0	8 M 6 /F 2	0 M 0 /F 0	13 M 7 /F 6	0 M 0 /F 0
K	108 M 58 /F 50	3 M 2 /F 1	29 M 17 /F 12	17 M 7 /F 10	0 M 0 /F 0	14 M 7 /F 7	0 M 0 /F 0	45 M 25 /F 20	0 M 0 /F 0
1	131 M 56 /F 75	1 M 1 /F 0	38 M 12 /F 26	21 M 11 /F 10	0 M 0 /F 0	16 M 7 /F 9	0 M 0 /F 0	55 M 25 /F 30	0 M 0 /F 0
2	122 M 62 /F 60	1 M 0 /F 1	32 M 13 /F 19	24 M 11 /F 13	0 M 0 /F 0	4 M 1 /F 3	0 M 0 /F 0	61 M 37 /F 24	0 M 0 /F 0
3	126 M 59 /F 67	3 M 0 /F 3	32 M 20 /F 12	13 M 2 /F 11	2 M 1 /F 1	15 M 7 /F 8	1 M 1 /F 0	60 M 28 /F 32	0 M 0 /F 0
4	117 M 61 /F 56	0 M 0 /F 0	23 M 13 /F 10	19 M 14 /F 5	0 M 0 /F 0	10 M 4 /F 6	0 M 0 /F 0	65 M 30 /F 35	0 M 0 /F 0
5	132 M 68 /F 64	3 M 2 /F 1	32 M 13 /F 19	23 M 10 /F 13	1 M 1 /F 0	11 M 6 /F 5	0 M 0 /F 0	62 M 36 /F 26	0 M 0 /F 0
Total	801 M 404 /F 397	12 M 5 /F 7	207 M 98 /F 109	133 M 67 /F 66	3 M 2 /F 1	78 M 38 /F 40	1 M 1 /F 0	367 M 193 /F 174	0 M 0 /F 0

Students by Gender



Students by Ethnicity



## *Academic and Behavioral Programs*

**Leader in Me-** We are proud to be a Leader in Me Lighthouse School. We began this journey in August of 2018. Leader in Me is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. Through this transformation, the students and teachers live by the 7 Habits of Happy Kids.

**Student Leadership Roles-** We offer Leadership Roles to every one of our students. We truly believe that everyone can be a leader. Students can apply for a role they desire. They are then interviewed, hired, and trained to work in this position. We have classroom Leadership Roles and School-wide Leadership Roles.

**Student Lighthouse Team-** Our Student Lighthouse Team is made up of students from every grade level. These students meet regularly to plan school events, make school-based decisions, and more. This team is important to our school, especially for giving our students a voice in their learning community.

**On Track-** We have an OnTrack Team, aiming to support all students' attainment of knowledge, skills and characteristics for career and college readiness. The OnTrack Team is intended to address the needs of all students. A collaborative problem-solving team focused on keeping students on track for graduation. We utilize focus on evidence-based practices to make data-driven and student-centered decisions.

**RTI-Response to Intervention-** The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate, reading tools and strategies are taught so that children can become independent and successful readers on or above grade level. These lessons are taught by trained staff in small groups of approximately 5 children. Through frequent benchmarking data, individual student progress is monitored in each area tested, allowing teachers to see if students are on target for meeting end of the year reading goals.

**MLL Program-** The goal of Greenville County School's Multi-Language Learners (MLL) Program is to provide equal educational opportunities to students who have a primary or home language other than English. The primary focus is to provide an English-rich environment, providing opportunities to reach English language proficiency as soon as possible. In order for students to receive a fluent designation, they must be proficient in the listening, speaking, reading, writing and comprehension of the English language.

**Gifted and Talented Program-** Beginning in grade three, students who meet the state criteria may be placed in the academically gifted and talented program. This program is called "Challenge" in Greenville County. The mission of gifted education is to maximize the potential of gifted and talented learners by providing programs and services which match their unique characteristics and needs.

**Safety Patrols-** Simpsonville Elementary School continues to implement a strong Safety Patrol Program. Fifth grade students are chosen to help oversee the safety of our students as safety patrols. The primary purpose of the program is to enhance the safety of our students. In addition, this promotes the development of leadership skills and good citizenship qualities. A safety patrol's job is to model for students the safety rules that have been taught in the classroom, to encourage students in safe transitions throughout the building, and to assist students in and out of their vehicle during arrival and dismissal. Patrols receive instructions in safety guidelines and procedures during their training and regular patrol meetings.

**Jr. Beta Club-** Jr. Beta Club recognizes 5th grade students with high academic achievement and good character. Junior Beta promotes service back to the community. We meet once a month to carry out community service projects and fundraisers that support chosen causes. Our members are responsible for completing 10 hours of community service outside of the school day.

**Student Council-** Our Student Council is made up of second through fifth grade students. One member from each homeroom class is chosen as a representative. Some activities that the students participate in are making and delivering Valentine's for local nursing homes, pet food drives, canned food drives, and generally pitching in whenever a need arises around the school. Their motto is "Service in Simpsonville." Student Council also organizes and leads one fundraiser a year. The money raised from the fundraiser is used for projects around the school, such as purchasing mulch for playgrounds, buying new soccer goals for P.E., replacing the broken cement benches and tables in the front and the picnic area, and more.

**Good News Club-** The Good News Club is an opportunity offered to our students by a local church in our community. Through these weekly meetings, students receive character lessons and devotions.

**Coverly Clubs-** Every student in our school is a member of a student club. We host our monthly clubs during the school day so that every student can participate without the barrier of transportation or other potential barriers of after-school clubs.

**Chorus-** The SES Chorus is made up of 70 fourth and fifth graders who sing correctly on pitch. Interested students audition in the fall of each year. If accepted, rehearsals are held every Monday that we are in school from 2:30-3:15 p.m. The chorus has sung for many school and community events, including The Rotary Night of Singing at Brookwood Church, caroling at Greenville Memorial Hospital, Greenville Drive Baseball, Furman University, Hyatt Regency Hotel, The Springs Assisted Living, and more.

**Run Hard Club-** The Run Hard club is an eight-week running club offered to our students. This club equips students to run a 5K. During the season, students train twice a week with a focus on endurance training and the Run Hard Core Character Values.

**Data Teams/Data Centers/Data Wall-** Our school places a strong emphasis on data driven instruction. Each teacher serves on their grade level data team in which they analyze and discuss common assessments for the purpose of guiding their instruction and increasing student achievement. Each classroom has a Data Center in which teachers track their student's data and goal progression.

**Robotics Team-** Our school's Robotics Team competes in an international competition through Wonder Robots, Dash robots. This is a small group of 4th and 5th grade students that meet after school. They have competed in robotics competitions for the last 6 years and have made the finals every year.

**Extended Day Program-** Simpsonville Elementary offers an extended day program for our students after school. Our mission in the After-School Program is to provide each and every child with a safe and caring environment where they all can flourish. In addition, our mission is to also provide the after-school students with an environment that includes education, nourishment, and all other physical and mental needs. Students have the opportunity to work in our media center and computer lab in addition to getting homework help and enjoying outside play and/or craft activities.

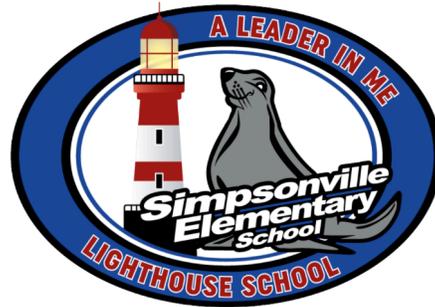
*\*These are just some of our major programs (not events)\**

## Mission, Vision, and Beliefs

### Mission Statement

We are...

Successful citizens  
Empowered with 21<sup>st</sup> century skills  
Academic achievers  
Leaders and life-long learners  
Simpsonville Strong



**Vision:** The vision of Simpsonville Elementary is to prepare students to be productive, respectful, and responsible.

**Beliefs:** At Simpsonville Elementary School, we believe...

- Each student has an equal and fundamental right to an education.
- All children have significant worth and should be provided the best educational opportunities for reaching their greatest potential.
- The educational process is a partnership among students, parents, educators, and the community.
- Each child, through his/her cultural diversity, contributes to an enriched society.
- A nurturing environment encourages success in learning.
- Early school success fosters continued positive learning/achievement.
- The primary focus of education is to provide the building blocks that facilitate growth and life-long learning.

**School Mascot:** Seal

**School Tagline:** Leading and Learning SEAL our Success!



## Data Analysis and Needs Assessment

### *Student Achievement Needs Assessment*

SCDE School Report Card:

<https://screportcards.com/>

School Test Scores:

<https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2025/district-scores-by-grade-level/?districtCode=2301&schoolCode=081>

### **SC READY 2025 Data**

#### **By Grade Level by Performance Level**

##### 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
3	114	6.1%	20.2%	34.2%	39.5%	73.7%	93.9%
4	129	12.4%	17.1%	30.2%	40.3%	70.5%	87.6%
5	114	11.4%	16.7%	33.3%	38.6%	71.9%	88.6%

##### Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations
3	114	12.3%	14.9%	41.2%	31.6%	72.8%	87.7%
4	129	15.5%	22.5%	22.5%	39.5%	62.0%	84.5%
5	114	12.3%	22.8%	27.2%	37.7%	64.9%	87.7%

## ***Teacher and Administrator Quality***

Professional Development is determined by student achievement, district initiatives, teacher evaluations, and staff surveys. Some offerings are required by the school and/or district, while others are optional in order to meet the needs of individual teachers. A professional development calendar is given to teachers indicating training opportunities offered at our school. This is a condensed version of our final plan, which also includes the presenter as well as date/time of the PD.

### **2025-2026 Professional Development Plan:**

<b>Title</b>	<b>Description</b>	<b>Correlation to School Goals</b>
Collaborating and Co-Teaching for English Learners	Teachers will participate in training on working with MLs students and co-teaching with our MLL teacher for the purpose of inclusion	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
On Track	Our school psychologist will lead a training on the On Track process.	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Academic Discourse in the Elementary Classroom	Teachers will participate in a professional learning opportunity on various strategies that can be implemented in their classrooms.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
LETRS Training	Teachers will participate in 120 hours of LETRS training as part of the professional learning needed for the state-mandated R2S endorsement.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Math Training Series: Process Standards & Vocablulary	Teachers will participate in a professional learning opportunity on the new math standards, including vocabulary.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Math Training Series: Standards Alignment	Teachers will participate in a professional learning opportunity focused on the alignment of the new math standards.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Math Training Series: R.A.I.S.E. Protocol	Teachers will participate in a professional learning opportunity on the new district protocol for math.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality

*\*This table contains only planned Professional Development opportunities and training sessions. This table does not include orientations, team-building meetings, planning meetings, faculty meetings, PLC meetings, data meetings, assessment trainings, etc. all of which occur on a regular basis.*

## School Climate Needs Assessment

- **Student Behavior Data:**

Location	#Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
Simpsonville Elementary School (292)	786	41	13	31.7

- **Attendance, Absenteeism, and Truancy:**

Student attendance rates at Simpsonville Elementary School have remained steady over the past few years. As of March 2026, the year-to-date Attendance Rate was 95.55% for the current school year. Our current chronic absenteeism rate is 11.73% which, down from 15.54% the previous year. The percentage of students receiving 2 or more referrals for the 2024-25 school year was 31.7% which has also decreased from 35.96% in 2023-24.

- **Parent/Teacher Conferences:**

100% of our teachers held student-led conferences with families during the fall of 2025. Student-led conferences are also scheduled for the spring of 2026.

- **Visitors/Volunteers:** During the 2024-25 school year, we had a total of 4,110 visitors and volunteers at SES; 553 visitors and 3,557 volunteers.

- **Backpack Activity:**

# Parent Contacts	# Parent Contacts (30 days)	% Parent Contacts (30 days)	# Parent Contacts (School Year)	% Parent Contacts (School Year)
794	439	55.29%	670	84.38%

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
801	697	87.02%	419	52.31%	492	61.42%

Link to 2025-2026 SCDE School Report Card: <https://screportcards.com/>

Simpsonville Elementary  
2026-2027  
School Renewal Plan Template  
2024-2029

## 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 62% in 2022-23 to 77% 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)	65%	68%	71%	74%	77%
	62%	72.4%	Actual (ES)	68.6%				
	59.9%	61.2%	Actual (District)	63.5%				

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: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Instructional Leadership Team			C= School's ELA and Math goal
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Instructional Leadership Team Teachers Guided Coalition/PLCs			C= WIG (Wildly Important Goals) Statements and scoreboards
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 Teachers Guided Coalition/PLCs			C= WIG (Wildly Important Goals) Statements and scoreboards

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 #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>					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	District Academic Specialists			C= GCSD Landing Page/Curriculum Maps
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	District Academic Specialists			C= GCSD Landing Page/Curriculum Maps
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Teachers Guided Coalition/PLCs			C= PLC meeting minutes, item analysis, lesson plans, observations
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			C= Observations in Mosaic, Learning Walks and Instructional Rounds schedules/data collection
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			C= Observations in Mosaic
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
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			C= ILT meeting minutes, data analysis

<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b> <i>C=Continue, M=Modify, F=Finish</i>
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Leadership Team	Substitutes, conference fees, travel expenses	PD Budget	C= PD survey (teacher input) results, observation data, PD plan
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	Instructional Leadership Team			C= PLC observations
4. Foster a collaborative relationship between schools and parents.	2024-2029	Instructional Leadership Team Staff Lighthouse Team			C= Documentation, calendar of events, collection of resources shared
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Instructional Leadership Team Staff Lighthouse Team			C= Calendar of events, collection of resources shared

## GOAL AREA 1 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>68%</u> in 2022-23 to <u>83%</u> in 2028-29.
<b>Interim Performance Goal:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>3%</u> 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)	71%	74%	77%	80%	83%
	68%	70.9%	Actual (ES)	74.4%				
	64.2%	63.2%	Actual (District)	70.4%				

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: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.</b>					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Instructional Leadership Team			C= School’s academic goals
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	Instructional Leadership Team Teachers Literacy Specialist Reading Interventionists			C= Lesson plans, observations, PLC meeting minutes, progress monitoring
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district	2024 - 2029	Literacy Specialist Reading Interventionists			C= District screeners, summative assessments, classroom observations

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
screeners, summative assessments and classroom observations.					
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	Instructional Leadership Team Teachers			C= Lesson plans, observations, PLC meeting minutes
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	Instructional Leadership Team Teachers	Ribbons and incentives for participation and progress	General Funds	C= Lesson plans, observations, PLC meeting minutes
<b>Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	Instructional Leadership Team Teachers Guided Coalition/PLCs			C= Observations, lesson plans
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 Teachers Guided Coalition/PLCs			C= Data analysis
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Leadership Team District Academic Specialists			C= Coaching notes, PLC meeting minutes
4. Progress Monitor intervention outcomes to determine the most	2024-2029	Instructional Leadership Team Teachers Literacy Specialist Reading Interventionists			C= Progress monitoring data, PLC meeting minutes

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
effective strategies for increasing student success.					
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Teachers Guided Coalition/PLCs			C= Lesson plans, observations, PLC meeting minutes
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Instructional Leadership Team Teachers Guided Coalition/PLCs			C= Lesson plans, observations, PLC meeting minutes
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Coach Teachers Guided Coalition/PLCs			C= Lesson plans, observations, PLC meeting minutes
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase	2024-2025	Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>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>1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p>	<p>2024-2029</p>	<p>Instructional Leadership Team Teachers Guided Coalition/PLCs</p>			<p>C= Lesson plans, observations, PLC meeting minutes, data analysis</p>
<p>2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.</p>	<p>2024-2029</p>	<p>Teachers Literacy Specialist Reading Interventionists</p>			<p>C= Lesson plans, observations, PLC meeting minutes</p>

<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b> <i>C=Continue, M=Modify, F=Finish</i>
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Teachers Literacy Specialist Reading Interventionists			C= Lesson plans, observations, PLC meeting minutes
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Instructional Coach Teachers Guided Coalition/PLCs			C= Lesson plans, observations, PLC meeting minutes
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Instructional Leadership Team			C= Observations in Mosaic, Learning Walks and Instructional Rounds schedules/data collection
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 District Academic Specialists			C= Lesson plans, observations, PLC meeting minutes
<b>Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Instructional Leadership Team Instructional Coach			C= Observations, coaching logs
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Instructional Leadership Team			C= Mentor matches, mentor meetings, new teacher meetings with IC
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Instructional Leadership Team			C= Lesson plans, observations, PLC meeting minutes

<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b> <i>C=Continue, M=Modify, F=Finish</i>
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			C= Data analysis
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team District Academic Specialists			C= PD plan

## GOAL AREA 2 – Performance Goal 1

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 1:</b> 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (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)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)	100%				
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)	100%				

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>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	Instructional Leadership Team School Counselors			C= Career Week activities/resources
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	Instructional Coach			C= Student Teacher placement sheet, collaboration documentation
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	Instructional Leadership Team School Counselors			C= Career Week activities/resources

## GOAL AREA 2 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input 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 (School)	3.5%	2%	2.5%	2%	1.5%
	4%	6%	Actual (School)	11%				
			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)	10.0%				

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: Provide support to all teachers, especially those new to the profession.</b>					
1. Continue to hold monthly mentoring meetings with new teachers.	2024-2029	Instructional Coach			C= Mentor meeting agendas
2. Assign a trained state mentor to all applicable new teachers.	2024-2029	Instructional Leadership Team Instructional Coach			C= Mentor matches
3. Continue coaching cycles with all teachers.	2024-2029	Instructional Coach			C= Coaching Cycle log/notes

## GOAL AREA 3 – Performance Goal 1

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

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

**Interim Performance Goal:** Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (School)	37.47%	35.47%	33.47%	31.47%	29.47%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (School)	31.7%				
			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
	60.8%	60.1%	Actual (District)	61.3%				

*\*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 <i>C=Continue, M=Modify, F=Finish</i>
<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>					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders	2024-2029	Instructional Leadership Team			C= School-wide discipline plan

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	Instructional Leadership Team Teachers Staff LHT			C=Leader in Me/SEAL Time
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 Teachers Staff LHT			C=Leader in Me/SEAL Time
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 Teachers			C= New teacher meeting agendas, Coaching Cycle schedule/logs
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 Teachers			C= Reports, logs, and other various documentation
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 Teachers Staff LHT			C=Leader in Me/SEAL Time
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	Instructional Leadership Team Teachers Staff LHT			C= Communication logs, evidence of and records of connection activities

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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 Teachers Staff LHT			C= Copy of expectations shared
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	Instructional Leadership Team Teachers/Students Staff LHT School Counselors			C= Student-led conferencing
<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>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	Staff LHT			C= Covey Clubs (all students)
2. Increase leadership opportunities within the school during the school day.	2024-2029	Staff LHT			C= Leadership Roles (all students)
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Instructional Leadership Team Staff LHT			C= List of community partnerships and activities
<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>					
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 Teachers			C= School-wide discipline plan
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate	2024-2029	Instructional Leadership Team Teachers			C= Log of action, associated consequence, and accountability

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Behavior, while maintaining accountability for these actions.					
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 Teachers			C= Teacher’s shared classroom management plans, meeting minutes
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Instructional Leadership Team Teachers Staff LHT			C= Leader in Me/SEAL Time
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 Teachers School Counselors			C= Lunch Bunch groups with school counselors, Leadership Role

## GOAL AREA 3 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> By 2029, reduce the percentage of students who are chronically absent* by 10 points.
<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 Student Services			Projected (School)	15.34%	13.34%	11.34%	9.34%	7.34%
	17.34%	15.54%	Actual (School)	94.06%				
			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)	17%				

\*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 <i>C=Continue, M=Modify, F=Finish</i>
<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>					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	Instructional Leadership Team			C= Log of parent notes, meeting minutes, data collection
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	Instructional Leadership Team			C= Evidence of implantation documented
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	Instructional Leadership Team			C= Evidence of implantation documented, data collected
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	Instructional Leadership Team District			C= Training agendas, portal earnings
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	Instructional Leadership Team			C= Documentation of communication
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	Instructional Leadership Team Staff LHT			C= Meeting minutes, action-items and evidence of implementation
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	Instructional Leadership Team			C= Resources shared

## 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
GCS Education Technology Support (ETS)			Projected (School)	6684.32	6.884.85	7091.40	7304.14	7523.26
	N/A	6,489.63	Actual (School)	4,110.0				
			Projected (District)	317,534	327,060	336,872	346,978	357,387
	N/A	308,285	Actual (District)	297,350				

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: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack.	2024-2029	Instructional Leadership Team			C= Incentivize, usage logged and tracked
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	Instructional Leadership Team Staff LHT			C= Meeting minutes, incentive plans, participation logged and tracked
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	Instructional Leadership Team			C= Documentation of this information shared with families, systems permanently set up

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 #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>					
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 Staff LHT			C= Community Partners List
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 Staff LHT			C= Meeting minutes, plans, list of partnerships
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	Instructional Leadership Team Staff LHT			C= Meeting minutes, plans, list of partnerships
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
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 Staff LHT MLP			C= Meeting minutes, lists of supports/resources
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	Instructional Leadership Team Staff LHT			C= Lighthouse Team meeting minutes
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 Staff LHT			C= SIC roster/meeting minutes

