A RICH HERITAGE OF CULTIVATING WORLD-CLASS LEARNERS

FORK SHOALS SCHOOL

916 McKelvey Road

Pelzer, South Carolina 29669

864.355.5000

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www.greenville.k12.sc.us/forksh/

Grades Served: K5-5th
Kim Reid, Principal
School District of Greenville County
W. Burke Royster, Superintendent
2024-25 through 2028-29

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Fork Shoals School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024–25 *(one year)*

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

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

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kim Reid	*Kim Reid*	4/22/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Emily Swearingen	*Emily S*	4/22/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amy Giles	*Amy Giles*	4/22/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 916 McKelvey Road, Pelzer, SC 29644

SCHOOL TELEPHONE: (864) 355-5000

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

Stakeholder Involvement for School Renewal

Position and Name

1.   Principal   Kim Reid

2.   Teacher   Melanie Foister

3.   Parent/Guardian   Brooke Clayton

4.   Community Member   Sean Sellars

5.   Paraprofessional   Donita Dill

6.   School Improvement Council Member Emily Swearingen

7.   Read to Succeed Reading Coach   Denise Alexander

8.   School Read To Succeed Literacy Leadership Team Lead   Amy Giles

9.   School Read To Succeed Literacy Leadership Team Member   Audrey Beck

10.   Assistant Principal   Jennifer Robinson

11.   PTA President   Whitney Payne

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

	Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))
☑ Yes ☐ No ☐ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☑ Yes ☐ No ☐ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☑ Yes ☐ No ☐ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
☑ Yes ☐ No ☐ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

☑ Yes ☐ No ☐ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
☑ Yes ☐ No ☐ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☑ Yes ☐ No ☐ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
☑ Yes ☐ No ☐ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
☑ Yes ☐ No ☐ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
☑ Yes ☐ No ☐ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

☑ Yes ☐ No ☐ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
☑ Yes ☐ No ☐ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
☑ Yes ☐ No ☐ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

Introduction

FORK SHOALS SCHOOL'S Strategic Planning Guide was developed to document the changes and progress Fork Shoals School has made while working to continuously improve everything we do. The Strategic Planning Guide provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This Strategic Planning Guide is a living document that describes **FORK SHOALS SCHOOL** and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The Strategic Planning Guide also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout **Fork Shoals School** during this time.

Self-Study Process

Teachers were involved in developing the narrative for our Strategic Planning Guide based on input from the whole staff and a group of parents Much of the narrative content came from discussions of the staff in the process of evaluating our work as we completed the self-assessment for our IB evaluation process. During these discussions, staff and parents were asked to contribute "evidence" of our progress—actual documents that show the changes in our practices. Data from staff, student, and parent surveys were also used as documentation of what we need to continue to do and what we need to develop further.

In the spring of 2023, teachers spent time working on our International Baccalaureate Primary Years Program self-study for our five year evaluation visit which occurred in September. Each group worked and reflected on a section, then we would all look at the other groups' work to give input in each section. We shared our process with parents, and parents also met with the IB evaluation team.   We developed needs based on the results from surveys that have been completed.   The goals were developed based on the needs assessments from student achievement and the ratings in each of the areas. We created strategies for each goal in planning for improvement. The goals and strategies will be monitored closely and updated on a yearly basis. Our teams consisted of:

Group 1 (Purpose: Environment & Student Support)
Brittany Roach–Kindergarten Teacher
Mandy Kennelly–1st Grade Teacher
Susannah Shirley–2nd Grade Teacher
Hope McNeely–4th Grade Teacher
William Taylor–Spanish Teacher
Riley Grant–Media Specialist

Group 2 (Purpose: Environment & Student Support)
Cathy Church–Kindergarten Teacher
Kelly Saddler–4th Grade Teacher
Morgan McCanless–1st Grade Teacher
Allie Graves–3rd Grade Teacher
Cheryl Bagwell–Special Education Teacher
Corey Cianfarano–Art Teacher

Group 3 (Student Support: Purpose & Environment)
Cynthia Costin–Kindergarten Teacher
Christina Moroney–1st Grade Teacher
Lorraine Hendley–Music Teacher
Brianna Jackson–3rd Grade Teacher
Ashlynn VanderSchel–4th Grade Teacher
Michelle Camden–Special Education Teacher

Group 4 (Teacher Support: Curriculum & Culture)
Linda Stepler–1st Grade Teacher
Sara LaPage–3rd Grade Teacher
Nathan Stewart–Physical Education Teacher
Maggie Coker–5th Grade Teacher
Janna Reighard–Special Education Teacher
Leslie Fulcher–2nd Grade Teacher

Group 5 (Curriculum: Teacher Support & Culture)
Ellen Edwards–School Counselor
Cindy Cegledy–Kindergarten Teacher
Casey Altman–2nd Grade Teacher
Caitlin McManaway–3rd Grade Teacher
Claire Darnell–5th Grade Teacher
Audrey Beck–Reading Interventionist

Group 6 (Culture: Teacher Support & Curriculum)
Stukenborg–School Counselor
Amill–1st Grade Teacher
Foister–Kindergarten Teacher
Rosamilia–3rd Grade Teacher
Johnson–5th Grade Teacher
Garrett–Reading Interventionist

Group 7 (Approaches to Teaching: Approaches to Assessment & Students as Lifelong Learners)
Lydia Barnes–1st Grade Teacher
Teresa Finchum–Challenge Teacher
Taylor Hosea–2nd Grade Teacher
Jessica Chandler –4th Grade Teacher
Natalie Ninneman–5th Grade Teacher
Joanna Mullins–Math Interventionist

Group 8 (Approaches to Assessment: Approaches to Teaching & Students as Lifelong Learners)
Erin Connelly–1st Grade Teacher
Kathy Intile–Math Interventionist
Kacie Isbell–4th Grade Teacher
Barrett Taylor–5th Grade Teacher
Allyson McDowell–2nd Grade Teacher

Group 9 (Students as Lifelong Learners: Approaches to Assessment & Approaches to Teaching)
Kacie Richardson–2nd Grade Teacher
Denise Alexander–Literacy Specialist
Jessie Hatherlee–1st Grade Teacher
Katee Marlar–4th Grade Teacher
Sarah Malloch–Spanish Teacher

Executive Summary

Needs Assessments/Findings for Student Achievement:

Overall Fork Shoals School is achieving academically. For the 22-23 school year, our students scored above the district average and above the state average in Math. For the 22-23 school year, our students scored above the district average and well above the state average in ELA. For the 23-24 school year, students in second grade taking the Iowa Test of Basic Skills (Iowa) score above the 50th percentile compared to the national average.

We are addressing the gaps by working with students in small groups through our balanced literacy model, and we are using research- based reading intervention programs in the early grades. A shift to more of The Science of Reading is occurring,and our kindergarten and 1st grade teachers are using Reading Horizons as the basis for phonics instruction. Our interventionists and special education teachers are also using this program.   Moby Max is utilized for grades K5-5th. Moby Max is a program designed to close the gaps across all curriculum areas. We are also developing more parental involvement, increasing the use of technology through a personalized learning (1:1) initiative to address learning differences, and the need to integrate content areas and core subjects to improve higher order thinking, inquiry and application of concepts. Our staff is constantly looking at common assessment data to notice strengths and weaknesses within our student body as we continue to utilize Mastery View Predictive Assessments (MVPA). Teachers understand the ever-increasing diversity of needs of students and address them as effectively as possible.

Needs Assessment/Findings for Teacher and Administrator Quality

Fork Shoals has 100% highly qualified teachers. Many have masters degrees or are working on them, and five teachers are National Board Certified.

Needs Assessment/Findings for School Climate

Surveys are used to determine the level of agreement for various priority standards that drive our daily curriculum and improvement. Parents, teachers, and students are surveyed to get each area of opinion. Greenville County Schools gives the Survey yearly to 3rd through 5th grade students, all parents, and our entire teaching staff. The results are broken down by three areas that are surveyed. Overall, our teachers rate Fork Shoals School highly, especially compared to district averages.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	**Students**	**Parents**
Number of surveys returned	50	364	20
Percent satisfied with learning environment	100.0%	94.1%	100.0%
Percent satisfied with social and physical environment	100.0%	92.9%	100.0%
Percent satisfied with school-home relations	94.0%	98.0%	100.0%

In order to maintain this high level of approval, Fork Shoals School engages in the International Baccalaureate Programme which focuses on inquiry-based instructional practices. It also has a strong social and emotional factor that is integrated in the curriculum. Positive Behavior Interventions and Supports Model (PBIS), along with using the IB learner profile will continue to strengthen our students' behavior in school. Training in IB and PBIS for teachers and staff will ensure a high level of support and implementation in these research based models for academics and behavior. We have also began Conscious Discipline training this year as a school-wide initiative. Efforts have been made to include the Fork Shoals family (parents, teachers, staff, and community) in current decisions through School Improvement Council meetings and PTA Meetings.

Surveys for climate and culture were given to parents, teachers, students in grades three through five.

In order to continue to meet the Social/Emotional Needs of our students, our staff participated in two sessions of ACES and trauma-informed practices training, one session of District SEL training, one session of District Zones of Regulation and De Escalation training. We have also created a staff SEL committee that helps to develop additional resources for staff and students. We have implemented a school-wide SEL time at the beginning of each day. Teachers have been given resources to use for the SEL time. We have also focused on self-care for staff as a priority. We created a Wellness Room for teachers to take a mindful moment when needed throughout the day. Additionally, we implemented the district-wide SEL initiative by utilizing Rethink Ed for all kindergarten through 5th grade classes. Students in 3rd-5th grade took the Rethink Ed self assessment in the fall and spring to rate themselves across five social emotional domains. All teachers were given a Rethink Ed training at the beginning of this school year.

Beginning in the 2023-2024 school year, we began professional development on Conscious Discipline. This is an ongoing process with the first year being about adults with the e-Course "Handling Upset". We will begin sending teachers to trainings and workshops and continue the implementation into next year.

Significant Challenges:

Our third through fifth graders take the SC Ready ELA and Math assessments in the spring each year.   ELA has historically been a strength for our school. In 2023, 67% of our students scored meets or exceeds which was above the district and state average. SC Ready shows a trend of students needing to improve in the area of math. For the 2022-2023 school year, 57% of our students scored met or exceeds on math which was a 10% increase from the previous year. Fork Shoals School has implementing the Fountas and Pinnell Balanced Literacy program, but we have begun participation in professional development in line with the Science of Reading.   Teachers continued to develop lessons using the SC College and Career Ready standards to raise the expectations of students using higher order thinking skills and applying skills learned. The District Elementary Curriculum Landing Page is used by teachers when planning and district professional development is attended by a teacher from each grade level. We received a new report from IB after our evaluation visit and will visit it yearly to gage progress.

We still have gaps for achievement for our disabled students as well as our African-American and Hispanic students.

Accomplishments:

We have continued to make significant progress. Professional development and school resources have been spent with the goals and objectives as key criteria. The school staff, PTA, and School Improvement Council has been involved in the review and assessment of the Strategic Plan. We continue to make progress in addressing deficiencies and needs by implementing the International Baccalaureate Primary Years Programme. The school received its IB Authorization in 2005 and was evaluated in 2008, 2013, 2018, and again in 2023. Fork Shoals has three Top 10 district Teachers of the Year in the past five years. One of our 3rd grade teachers was named the District Emerging Teacher of the Year in 2022. Fork Shoals has received the PTA School of Excellence Award in 2017-2018 and 2020-2021. Our PTA is in the process of applying for the award again this year.

School Profile

School Community

Fork Shoals School is a public elementary school located in the southernmost part of Greenville County in the Piedmont of South Carolina. Founded in 1877, this school has gone from a one-room log cabin to a 90,000 square foot, state of the art educational facility and community resource center. The new facility was completed in 1998. Fork Shoals School currently has 773 students in Kindergarten through grade 5. We have 60 instructional members, 5 office staff members, and 2 administrators. Fork Shoals is one of 52 elementary schools in the School District of Greenville County.

Although our school is physically in Greenville County, the school's mailing address is Pelzer, South Carolina. The town of Pelzer; however, is in Anderson, South Carolina. Fork Shoals students are residents of a rural community with addresses from several small towns: Belton, Honea Path, Piedmont, Pelzer, Simpsonville, and Fountain Inn. Fork Shoals still has an agricultural base with many homes on farmland. There are also new subdivisions built with homes on a variety of lot sizes.

Through almost 150 years of growth and change, this community-based school has managed to hold on to its warm child-centered atmosphere. In the midst of 38 classrooms, each child is made to feel he/she is the brightest of the Fork Shoals "Freedom Stars". While retaining the feel of the old school, this facility boasts the latest technology in its science, art, music, multipurpose, and media centers. All students have chromebooks for personalized learning. The media center has a state of the art production studio currently used to broadcast the school's morning news program. Fork Shoals also offers a flexible schedule to enable maximum use of the library media center. The art room is equipped to meet the standards for elementary art and, in

addition, has a kiln room. The music room has portable risers, which are used for class time and in musical productions. The multipurpose room has adjustable basketball goals, a removable volleyball net, and other equipment to support a top-notch physical education program. In addition, each classroom has an interactive whiteboard (Promethean Board).

We are currently in a building project for expansion, and the new additions will be ready for the 2024-2025 school year. A new wing will be 4 additional preschool/kindergarten classrooms, an additional art room/makers space room, an additional music room, 10 first grade classrooms, boys and girls hallway restrooms, faculty restrooms, a resource room, and workroom. In addition, two second grade and two this grade classrooms are being added. Some additional office and resource spaces will be created from renovations of two current classrooms.   With the additions, both the front and back parking lots have been redone including a new bus and car loop to accommodate the growth.

The modern attributes of Fork Shoals are complimented by a strong sense of nature and life. Pristine pastureland and endless room to run surround the school. A butterfly garden graces a centrally located courtyard. A Nature Trail resides along the southern tree line of the school's property. Various play areas, baseball fields, basketball courts, walking track, fitness circuit, and modern playgrounds are all part of Fork Shoals' 22 acre complex. We also have two outdoor covered classroom areas.

The school's current enrollment configuration by grade level is as follows kindergarten has 105 students, grade one has 141 students, grade two has 122 students, grade three has 143 students, grade four has 119 students, and grade five has 143 students.

Our principal is Kim Reid. She has been principal since June 2012. Kim is a product of Greenville County Schools and attended Simpsonville Elementary, Plain Elementary, Bryson Middle, and Hillcrest High.   She attended the University of South Carolina-Spartanburg and received a Bachelor of Arts in Education. She is certified in Early Childhood and Elementary Education. She taught her first year in 1997-1998 as a first grade teacher at Fork Shoals. During that year, she was named the District Sallie Mae First Year Teacher.   The following year, she began teaching kindergarten and continued for the next six years. In 2000, she was named Fork Shoals Teacher of the Year. She graduated from Furman University with a Master of Arts with a Concentration in School Leadership in 2004. She then taught one year of second grade. During that year, she was named the Wal-Mart Teacher of the Year. Mrs. Reid left the classroom to be Fork Shoals School's first assistant principal in 2005, and in her third year, she was named the Assistant Principal of the Year for Greenville County Schools. For seven years, Mrs. Reid served as the assistant principal of Fork Shoals School.   In the spring of 2012, she was named the new principal of Fork Shoals beginning the 2012-2013 school year.

Our assistant principal is Jennifer Robinson.   She came to Fork Shoals in the Fall of 2023 as the new assistant principal after being in Laurens District 55 for the past 17 years serving as teacher and assistant principal. Mrs. Robinson graduated from Anderson University with a Bachelor of Science in Early Childhood and Elementary Education. Mrs. Robinson began her teaching career as a first grade teacher, but soon transitioned to teaching middle school. In 2008, Mrs. Robinson received a Master of Arts in Teaching and Learning from Kaplan University, now known as Perdue, and in 2012 she received her Educational Leadership certification from Winthrop University. Mrs. Robinson became an assistant principal at Hickory Tavern School in 2018. In 2021, she became the assistant principal over the Freshman Academy at Laurens District 55 High School until becoming the assistant principal at Fork Shoals in 2023.

Fork Shoals School has numerous groups that work collaboratively to ensure the students' needs are being met and the school is progressing forward with their goals. Fork Shoals School has a Leadership Council consisting of one teacher leader from each grade level including related arts and special education. The council also includes a literacy specialist, media specialist, school counselor, instructional coach, and assistant principal. The Leadership Council works along with the principal to make informed decisions concerning curriculum, instruction, assessment, and operational management of the school. The council meets in the summer for a two day retreat and then monthly during the school year. Each member of the team then reports back to their area to disseminate the information from the meeting. The school has a School Improvement Council which is comprised of parents, teachers, and community members. This group meets monthly to brainstorm, discuss, and act on initiatives to better the school. These meetings are open to the public and coordinated by an elected chairperson. Fork Shoals School has an active Parent Teacher Association. A board of five members along with the administration of the school meets monthly to discuss priorities for the school. These groups form a strong partnership within the school community to move the school forward and enhance the education for our students. The PTA provides on-going support through mini-grants, field trip scholarships, and as volunteers. They coordinate fundraisers and provide educational programs.

Fork Shoals School envisions our families, staff, and community working together to improve student performance. This is a shared responsibility among all stakeholders in the school. We are committed to exploring and developing new strategies in which to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

When students enroll at Fork Shoals School, parents are given the opportunity to meet with the principal and tour the school to see staff and students in action. At the beginning of the school year, parents and students are invited to attend a Meet the Teacher Night. During this time they meet teachers and are given information about

how they can be involved in the school. Parents receive a weekly newsletter from teachers and all teachers have a website where information is kept up-to-date. Teachers also communicate via email through the Parent Backpack.   Parent volunteers play an important role in the success of our school. They work on fundraising, go on field trips, tutor, mentor, and help classroom teachers. Parents also have been a part of our afterschool clubs. Some clubs meet weekly while others meet monthly or for a set time during the year. Parents are kept informed of on-going events at our school by weekly teacher newsletters, school website, individual teacher websites,class Dojo, the school marquee, student handbook, local newspapers, principal's weekly eNews, telephones in the classrooms, weekly phone blasts from the principal, email, school Facebook page and Twitter account.   Parents are encouraged to attend and give input to Open House, book fairs, holiday program, parent workshops, All Arts Night, parent conferences, PTA General Assembly meetings, and an open door policy by the school's administrators.

Fork Shoals School works very closely with several organizations in the community. Fork Shoals Baptist Church and Hillside Baptist Church have been long time supporters of Fork Shoals School. We have a partnership with the American Heart Association with the Kids Heart Challenge Program in our PE classes. Each year we look to grow in our relationships with community organizations and increase with new ones.

We have continued to try and build relationships with our business community. After realizing that we had only minimal contact with businesses, we set out to establish more partners to help us carry out the vision at Fork Shoals. In the past, we have built relationships with Canebrake Fire Department, Greenville Technical College-Brashier Campus, Upstate Nursery, and Mentor Upstate. These businesses and programs help us in building productive citizens and future leaders. We have taken field trips to visit some area businesses integrating curriculum with career guidance. At the present time we are working to establish relationships with other businesses in our community. Lowe's has become a partner in the community. Our school has received a grant in the past, and we installed a fitness circuit by the old building. Through our PTA Spring Spectacular numerous businesses donate their products to make this event a huge fundraiser for the school. Each year we seek out new business partnerships to reach our school goals.

Fork Shoals School Personnel

Fork Shoals Elementary School boasts a dynamic faculty and staff with all 100% being highly qualified. Many have a Master's Degree, and five are National Board certified. We are a family of diverse backgrounds and talents working together for the benefit of all children. There are 38 classroom teachers and 6 paraprofessionals in grades K5 – 5th. We also have one multi-categorical special education self-contained classroom with one teacher and two paraprofessionals. Our student/teacher ratio is 17.5 to 1 in

kindergarten, 16 to 1 in 1ˢᵗ grade, 20 to 1 in 2ⁿᵈ grade, 24 to 1 in 3ʳᵈ grade, and 24 to 1 in 4ᵗʰ grade, and 24 to 1 5ᵗʰ grade. We enjoy the privilege of full-time related arts teachers in the areas of Art, Music, and Physical Education, as well as a part-time team two days a week. The children are learning about other cultures and languages with the help of our two full-time Spanish teachers for all primary and intermediate students. Our full time Media Specialist and a clerk implement a "flex schedule" to help enhance the library skills of all children in the school. Special assistance is provided for struggling students with the help of two resource teachers and two speech teachers. Fork Shoals has an Multi-language Learner teacher who works with students whose language spoken in the home is something other than English. We have two full-time school counselors. Fork Shoals has one challenge teacher who serves students 2.5 days a week.. All teachers at Fork Shoals teach using the IB Primary Years Program philosophy. Fork Shoals has predominantly female teachers. The exception is a male PE teacher. The school has one African-American reading interventionist, one African-American permanent substitute, and two teachers of Hispanic descent, and the rest are white. Additional personnel include the school principal, assistant principal, secretary, instructional coach, literacy specialist, a mental health counselor, attendance clerk, office clerk, one nurse, plant engineer, five custodians, one food service manager, six food service workers and eight bus drivers also provide services to students.

Student Population

At the present time, the student enrollment at Fork Shoals School is made up mostly white (70.73%), 10.75% African-American, 7.77% Hispanic, 9.46% two or more races, and 1% other ethnicities.

Fork Shoals Demographics

The prior past three years show a rather constant enrollment in percentages by ethnicity. The enrollment numbers have also been similar over the past three years. Fork Shoals School attendance zone has numerous neighborhoods that still have potential for future homes to be built, and enrollment is expected to increase once those neighborhoods are complete.

Our Pupils in Poverty Index has remained at 52% the past two years.

Fork Shoals staffs' commitment to providing the most appropriate learning environment for every child can be seen in the number of children qualifying for special services. The percentage of students in special education has remained between 12%- 14% the past several years. This includes students who are speech only.

The chronic absenteeism rate for Fork Shoals School increased from 15.6 to 17.2 Parents continue to request change in assignment to come to our school; however, the number of available spaces changes from year to year and has become minimal with the potential growth in our area.

The student population consists of students with four home languages. These languages, in order of student enrollment, are English, Spanish, German, and Kurdish. Fork Shoals School has several funded programs, which focus on helping "at risk" students, and the special needs of all students. Specialized instruction provides this assistance, as well as, a part-time ML teacher for our students whose parents speak a language other than English in the home. Children with learning disabilities are served in inclusion and/or resource classrooms. We also have one self-contained special education classroom.   Fork Shoals School also has a gifted and talented program for identified students. This program served 18.0% in 2021-2022, 20% in 2022-2023, 19% in 2023-2024.   Fork Shoals School's retention rate is around 1.9 percent of the student body.

Academic Programs and Initiatives

International Baccalaureate Primary Years Programme (IB PYP)

Fork Shoals is an International Baccalaureate Primary Years School. We were authorized to offer this program in the spring of 2005 and had evaluation visits in the spring of 2008, spring of 2013, spring of 2018, and September 2023. Developed by educators from around the world, the Primary Years Programme (PYP) emphasizes internationalism and identifies what students from all cultures should learn in six subject areas: languages, social studies, mathematics, science and technology, the arts, and personal, social and physical education. Fork Shoals uses the South Carolina College and Career Readiness Standards and the Greenville County curriculum; however, teachers use the Primary Years approach to organize and teach curriculum through carefully planned and approved units of study. The goal of the International Baccalaureate Primary Years Programme is to develop learners who become inquirers,

thinkers, communicators and risk-takers who are knowledgeable, principled, caring, open-minded, balanced and reflective.

The development of the following skills is fostered:
- Thinking
- Communication
- Socializing
- Research
- Self-management

Students are encouraged to put what they have learned into practice through service to the school community, the local community and the global community.

Curriculum Initiatives

Fork Shoals School has a strong emphasis on literacy. We are implementing the Fountas and Pinnell balanced literacy model.   Teachers are also focusing on the teaching of the South Carolina College and Career Readiness Standards for reading, writing, listening, and speaking, and math.   The past two years have been focused on The Science of Reading for kindergarten and first grade students during phonics instruction.

Teachers use the District's Elementary Curriculum Landing Page to plan instruction and to also create school level consensus curriculum maps for the IB program. We use an online program, Moby Max, for students to work on skill deficits and/or challenge them based on their independent levels. Students earn points and individuals and classes in the lead are recognized. Fork Shoals teachers are provided with Science Kits, which contain a resource guide and materials that support the South Carolina Science Standards.   Science textbooks are used for frontloading knowledge and/or as a resource. Teachers provide hands-on math and science activities for the students and their parents to complete together.

Interventions

Response to Intervention Model (RTI)

Reading: All students in Kindergarten and 1st grade are benchmarked in the fall, winter, and spring for reading skills. The data gathered is used to provide intense reading intervention at a young age. Selected 2nd graders are also benchmarked based on

previous test scores. The intervention in reading is through the research based Early Reading Intervention Model. Students are served for 30 minutes of daily reading instruction based on their benchmark performance. The students are progress monitored every 10 to 15 days and their progress is tracked using the FastBridge database. The progress is evaluated constantly to ensure progress is being made or next steps are taken. Second graders are also monitored using MAP data in December. The RTI reviews the data. At Fork Shoals, a full-time literacy specialist and two full-time interventionists serve our first, second, and third graders.

Math: SC Ready math data was reviewed by our instructional coach and math interventionists. Teacher input was also reviewed to determine students who should be served in our math intervention program. We have two full-time math interventionist who serves select students in grades two through five. They are also pushing into some classrooms for support as well. The Bridges Math intervention program is used. Students were given a pre-assessment to determine which module they should start on. Students receive 30 minutes of intervention a day and are progress monitored. In December, the instructional coach and math interventionists reviewed the progress data and changes were made for students entering the program if the data determined it necessary.

Tutoring

Selected students in all grades have had tutoring either before or after school by teachers on their grade levels. This was funded by the CARES money.

Summer Bridge Program

During the Summer of 2023, Fork Shoals held a Summer Bridge program for 40 rising 2nd - 4th graders. The program ran for four weeks. Students attended 4 days a week from 7:30 - 2:00 pm. The academic focus was on both reading and math. At the end of the program, a reading benchmark was administered to assess academic progress.

Positive Behaviors, Interventions, and Supports Model (PBIS)

PBIS addresses behavior school-wide. Fork Shoals School adopted this model of behavior support in 2008. The model is for students, teachers, assistants, support staff, administration and parents. It supports a safe, positive learning environment for our children. PBIS relies primarily on positive, proactive strategies rather than a reactive, punitive approach to behavior. The model teaches students how to do the right thing through modeling and reinforcing by the teachers and staff. There are three levels of intervention to support ALL students: 1) Primary/Universal – school- & classroom-wide systems that focus on all students, staff, and settings. 2) Secondary – specialized group

interventions for students with at-risk behavior. 3) Tertiary- individualized interventions for students with high-risk behavior. At Fork Shoals School there are three basic expectations that children and adults are expected to meet:

1. **Stay Safe**

2. **Take Responsibility &**

3. **Respect Everyone**

These expectations are modeled, posted, and reinforced in all areas of the school: classroom, cafeteria, bus, hallways, playground, and arrival and dismissal areas. Students are reinforced with STAR cards when they meet these expectations. Incentives are given out on a regular basis.

Conscious Discipline

Beginning the summer of 2023, a few teachers and administrators attended a one day workshop for Conscious Discipline. We then shared information with Leadership Council at the retreat. A grant provided by the Bradshaw Institute where we are able to work with district and other mentors to implement the program. The entire staff have participated in the online course Handling Upset where we focus on adult first. Some sessions have also been done in person. Two teachers attended a three day workshop in April, and two teachers and both administrators will be attending a week long institute.

On Track

Since 2018 Fork Shoals has utilized a multidisciplinary team approach to helping all students succeed and continue "On Track" to graduate .At the heart of the OnTrack process is the belief that when given the right supports and interventions, all students can succeed, and graduate from high school. Multidisciplinary OnTrack teams turn the belief into action, by using Early Warning Indicators to track the well-being of students, and to determine what needs to be done to support student success. In OnTrack team meetings, staff think and talk about interventions for specific students as part of the students' entire experience. Within the structure of OnTrack team meetings, staff utilize best practices in meeting protocols, collaboration, and use of data to inform decision-making, and ultimately,

implement interventions in the most effective way. Both the structure and the content of the OnTrack meeting allow for more nuanced, deeper conversation about students than normal grade group meetings.

Mission, Vision, and Beliefs

School Tagline
A Rich Heritage of Cultivating World-Class Learners

Mission Statement
The mission of Fork Shoals School is to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

Vision
By applying the IB Learner Profile, Fork Shoals School students will become active citizens with a deeper appreciation and understanding of the world to prepare them for the future.

Beliefs
We believe…

Curriculum

- Is integrated
- Has a real world purpose
- Must be supported with field experiences related to content
- Has a global application
- Is focused on students' strengths and weaknesses
- Is developmentally appropriate
- Presents various perspectives

Instruction

- Provides students the opportunity to be teachers
- Is inquiry based
- Is engaging

- Involves high levels of problem solving
- Provides for multiple modalities
- Is project based
- Values multiple intelligences
- Incorporates a network of community resources
- Uses technology to enhance effectiveness
- Is applicable to real life

Assessment

- Is ongoing
- Uses continuous observation
- Is meaningful
- Guides instruction
- Is clear, concise, and consistent
- Is authentic
- Uses rubrics
- Is standardized
- Provides an opportunity for reflection

Learning Environment

- Is safe
- Is community based
- Encourages parent/family involvement
- Encourage students to take risks
- Is inviting
- Is educationally stimulating in all areas of the school.
- Uses all of the available educational assets
- Focuses on the positive
- Has multilevel resources
- Has varied resources

Data Analysis and Needs Assessment

Student Achievement

Fork Shoals relies on test scores from the South Carolina Ready (SC Ready), the South Carolina Palmetto Assessment of State Standards (SCPASS), and the Iowa Basic Skills (Iowa) Test to assess student achievement. Fork Shoals School sets high achievement expectations for our students.

MATH	2021	2022	2023	District Total
Does Not Meet	28%	19%	18.8%	18.4%
Approaching	26%	24%	24.1%	21.8%
Meets	26%	33%	32.0%	26.2%
Exceeds	21%	24%	25.1%	33.6%

ELA	2019	2021	2022	2023	District Total
Does Not Meet	14.9%	23%	16%	13.4%	17.3%
Approaching	23.1%	25%	21%	20.6%	18.4%
Meets	31.8%	27%	31%	22.1%	22.1%
Exceeds	31.4%	25%	33%	43.9%	41%

SC Ready Science

SC Ready Science is our statewide assessment for science. This test was given to our 4th grade students in the spring of 2023.. The SCPASS Science test categorizes students into four areas: Exceeds, Meets, Approaching, and Does Not Meet.

PERCENT MEETING STANDARD ON SCReady Science

SCIENCE	2021	2022	2023	District	State
Does Not Meet	25%	17.8%	14.5%	25.1%	32.6%
Approaching	21%	22.5%	17.4%	17.8%	21.6%
Meets	26%	24.8%	35.5%	24.7%	24.7%
Exceeds	29%	34.9%	31.2%	31.7%	20.4%

Teacher and Administrator Quality

Fork Shoals 2021-2022 Professional Development Schedule

SDE School Report Card

Fork Shoals 2020-2021 Report Card

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 57.3% in 2022-23 to 72% 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)	60%	63%	66%	69%	72%
	57.3%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	·			
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	·			
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	·			
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	·			
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	·			
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	·			
5. Track trend data on teacher observations in the district observation tool to plan for	2024-2029	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
professional learning and individualized coaching.					
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	.			
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	.			
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	.			
4. Foster a collaborative relationship between schools and parents.	2024-2029	.			
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	.			

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from __67.5___ % in 2022-23 to __82.5___% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA 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 ELA SCDE School Report Card			Projected (ES)	70.5%	73.5%	76/5%	79.5%	82.5%
	67.5%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	·			
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	·			
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	·			
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	·			
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	·			
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	·			
3. Provide support for implementing data driven reflective conversations	2024-2029	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
to improve teaching practice (district, school, and individual data).					
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	·			
5. Implement a range of assessment methods that measure student understanding.	2024-2029	·			
6. Ensure vertical articulation of grade level content and practices.	2024-2029	·			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	·			
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	2024-2025	· Director of Early Intervention and Student Support		Waiver	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or 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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	·			
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	·			
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	·			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	·			
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	·			
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	·			
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop	2024-2029	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
the knowledge and skills to support all students in building necessary reading skills.					
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	·			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	·			
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	·			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	·			

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	·			
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	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	.			

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	4.5%	4.0%	3.5%	3.0%	2.5%
	5%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: 					
1. 	2024-2029	·			

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	27.55%	24.55%	22.55%	19.55%	16.55%
	29.55%	TBD	Actual (School)					

On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a	2024-2029	.			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
representative multi-disciplinary steering team of school and district-level leaders 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	.			
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	.			
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	.			
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	.			
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	.			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	·			
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	·			
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	·			
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	·			
2. Increase leadership opportunities within the school during the school day.	2024-2029	·			
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	·			
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption,	2024-2029	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
disobedience/defiance, and inappropriate behavior.					
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	·			
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	·			
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	·			
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	·			

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%	TBD	Actual (District					
			Projected (School)	15.39%	13.39%	11.39%	9.39%	7.39%
	17.39%	TBD	Actual (School					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	·			
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	·			
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	·			
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	·			
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	·			
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	·			

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	·			
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	·			
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	·			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	·			
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	·			
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	·			
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	·			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	·			