Strategic Plan

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

Grades Served K3-5th

Greenbrier Elementary
"We are Kindness Leaders, Relationship Builders, and Successful Learners"
LeKeisha Brown, Principal
853 Log Shoals Road
Greenville, South Carolina 29607
864-355-5300
FAX 864-355-5327
www.grbrier.greenville.k12.sc.us

Greenville County Schools
W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Greenbrier Elementary

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.
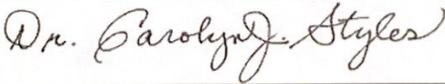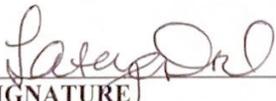
SUPERINTENDENT

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

PRINCIPAL
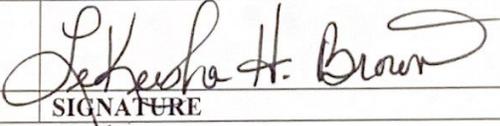
LeKeisha Brown	*LeKeisha H. Brown*	4/22/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Latoya Dial	*Latoya Dial*	4-23-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amanda Moreno	*Amanda Moreno*	4-22-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 853 Log Shoals Road, Greenville, SC, 29607

SCHOOL TELEPHONE: (864) 355-5300

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

POSITION	*NAME*
1. Principal	LeKeisha Brown
2. Teacher	Anna Dubberly
3. Parent/Guardian	Aisha Vance
4. Community Member	Anita Hart
5. Paraprofessional	Ellen Irick
6. School Improvement Council	Latoya Dial
7. Read to Succeed Reading Coach	Kelly Wamser
8. Read to Succeed Literacy Leadership Team Lead	Amanda Moreno
9. Read to Success Literacy Leadership Team Member	Shawnee Arrowood
10. Other:	

POSITION	*NAME*
RTI Teacher	Terria Donald
Assistant Principal	Jason Hudak
School Counselor	Jennifer Swift
School Counselor	Lindsay Moore

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.	

Greenbrier Elementary School Strategic Plan
TABLE OF CONTENTS

INTRODUCTION

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

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

Strategic Planning Process/Structure

The Strategic Planning Team

The Strategic Team, made up of the principal and Strategic Planning Facilitators, was established to:
- guide, enforce, and reinforce the school portfolio plan
- ensure the implementation of standards and the vision
- monitor progress and address concerns
- review data and plan for improvement
- encourage and model school wide-expectations
- update and review the school portfolio plan

Action Teams

- PTA
- School Improvement Council (SIC)

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

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

Instructional Teams

- Lighthouse Leadership Team
- Grade Level Teams

Lighthouse Leadership Team

Grade level chairs serve as Lighthouse Leadership representatives. As liaisons between the administration and their designated grade levels or teams, council member's responsibilities include:
- facilitating weekly grade level meetings
- coordinating grade level activities
- attending monthly meetings
- communicating team concerns, successes, and feedback
- participating in the development of budgetary proposals

Grade Level Teams

The purposes of grade-level teams are to maintain unity of curriculum, instruction, assessment, and to implement the standards at each grade level. Therefore, each teacher will:
- participate in meetings with his/her grade level
- coach and support the implementation of the standards
- study and support each other's implementation of *Best Practices*
- support grade level efforts to integrate writing across the curriculum
- plan instruction based on current common assessment data

Process for Communicating the Plan

The Greenbrier Strategic Plan and its components are communicated to all stakeholders via the following:
- plan components are shared with parents and community members at monthly SIC meetings
- plan components with parent, students, teachers, and community members at quarterly PTA meetings
- plan components are shared with teachers and faculty members at weekly faculty meetings as needed
- plan is available for viewing on the school website at www.greenville.k12.sc.us/gbrier

EXECUTIVE SUMMARY

Student Achievement Findings

SC READY ELA

School-wide 68.4% of students met or exceeded the expectation in the area of ELA. This compares to 64% for Greenville County. School-wide Greenbrier performed at or above the Greenville County average in all grade levels.

SC READY Mathematics

School-wide 60% of students met or exceeded the expectation in the area of Mathematics. This compares to 60% for Greenville County. 3rd grade performed above the district average.

Teacher and Administrator Quality Findings

During the 2023-2024 school-year, Greenbrier has a high level of staff diversity. Twenty-seven percent of the staff is comprised of individuals from minority ethnic groups. Nine percent of the staff is male.   100% of the Greenbrier teaching staff is highly qualified.

School Climate Findings

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

Significant Challenges

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

Significant Awards, Results, and Accomplishments

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

SCHOOL PROFILE

School Community

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

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

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

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

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

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

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

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

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

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

Greenbrier's current community partnerships include:

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

School Personnel

Greenbrier Staff	
Teachers with Advanced Degrees	53.2%
Continuing Contract Teachers	100%
Teacher Returning from Previous Year	88.4%
Teacher Attendance Rate	92.4%

Source: SC School Report Card

Staff by Ethnic Distribution

| African American	Caucasian	Hispanic	Latino	Asian
21.9% (23)	71.43% (75)	1.9% (2)	1.9% (2)	1.9% (2)

Staff by Gender

Male	Female
8.57% (9)	91.43% (96)

Student Population

Currently, for the 2023-2024 school year, we have 875 students enrolled at Greenbrier with an average daily student attendance of 94.41%.

Student Enrollment by Ethnic Distribution

At the present time, the student body at Greenbrier Elementary is composed of 395 White, 277 African American, 82 Hispanic, 27 Asian, and three Native American/Alaskan Native students. 91 students are classified as two or more races. Enrollment by ethnicity is represented by percentages in the circle graph that follows.
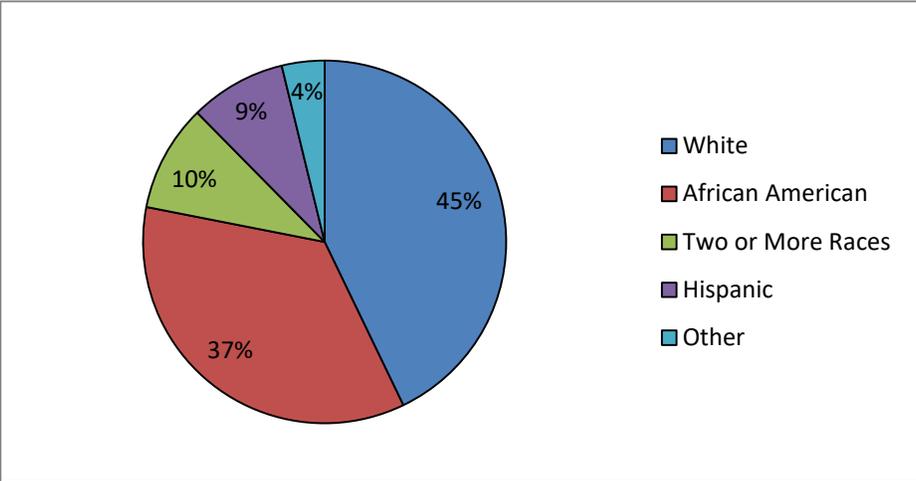
Special Education and Other Services

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

Enrollment of Special Education Students	
Autistic	41
Developmental Delay	28
Intellectual Disability (mild)	1

Intellectual Disability (moderate, profound)	3
Other Health Impairment	9
Specific Learning Disability	46
Multiple Disabilities	2
Speech or Language Impairment	53
Orthopedic Impairment	1
Enrollment of ESOL Students	
Newcomers	10
Served Daily	33
Consult Service	8
Enrollment of Gifted and Talented Students	
3rd Grade	19
4th Grade	19
5th Grade	15

Pupils in Poverty

Over the past five years, the total percentage of students identified as Pupils in Poverty has remained around 50%. Fifty-eight percent of Greenbrier students were identified as Pupils in Poverty as reported on the 2022-2023 School Report Card.

Major academic and behavioral features/programs/initiatives

Official Leader in Me (LIM) School

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

Professional Learning Communities and Collaborative Teams

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

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

RTI Reading Program

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

Junior Beta Club

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

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

Morning Show

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

TTTBK Program

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

Chorus: Voices of Greenbrier

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

Safety Patrol

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

Kindness Leader of the Month

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

OnTrack

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

MISSON, VISION, AND BELIEFS

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

Mission

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

Shared Vision

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

Values and Beliefs

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

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

School Report Card
https://screportcards.com/overview/?q=eT0yMDlzJnQ9RSZzaWQ9MjMwMTEwMQ
School Test Scores
https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2023/district-scores-by-grade-level/?districtCode=2301&schoolCode=101

SC READY
The SC READY assessment was given to students in grades 3-8 in Spring 2023. Students were assessment in the areas of Reading, Mathematics, and Writing.

SC Ready by Grade 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	Mean Score	Standard Deviation
3	116	17.2%	8.6%	27.6%	46.6%	74.1%	82.8%	517.6	126.7
4	134	14.2%	19.4%	24.6%	41.8%	66.4%	85.8%	559.9	123.9
5	145	13.1%	22.1%	29.7%	35.2%	64.8%	86.9%	594.3	108.0

School-wide 68.4% of students met or exceeded the expectation in the area of ELA. This compares to 64% for Greenville County. School-wide Greenbrier performed at or above the Greenville County average in all grade levels.

Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	116	9.5%	19.8%	31.9%	38.8%	70.7%	90.5%	504.7	112.2
4	133	18.8%	24.8%	19.5%	36.8%	56.4%	81.2%	509.5	114.4
5	145	15.2%	32.4%	33.1%	19.3%	52.4%	84.8%	545.0	93.9

School-wide 60% of students met or exceeded the expectation in the area of Mathematics. This compares to 60% for Greenville County. 3rd grade performed above the district average.

Teacher and Administrator Quality

Greenbrier Professional Development Schedule
2024-2025

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

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

School Climate Data

2022-2023 Referral Data

#Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
882	129	57	44.19%

2022-2023 Chronic Absenteeism Data

Total Student Count	Chronic Absentee Count	Chronic Absenteeism Rate
881	132	14.98%

Parent and Community Involvement Data

Parent/Teacher Conferences	100%*
Volunteer Hours	481
Backpack Account Logins	Not Available

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

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 60% in 2022-23 to 75% in 2028-29.

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	63%	66%	69%	72%	75%
	60%	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.					
Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	• Administrative Team	No Cost	n/a	
Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	• All Faculty	No Cost	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	• All Faculty	No Cost	n/a	
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.					
Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	• District Instructional Team	No Cost	n/a	
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 Instructional Team	No Cost	n/a	
Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	• All Faculty	No Cost	n/a	
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	• Administrative and Instructional Team	No Cost	n/a	
Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	• Administrative and Instructional Team	No Cost	n/a	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	• Administrative, Instructional Team, and Teacher Leadership Teams	No Cost	n/a	
Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	• Administrative and Instructional Team	TBD	Local, General	
Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	• Administrative Team and Faculty	No Cost	n/a	
Foster a collaborative relationship between schools and parents.	2024-2029	• All Faculty	No Cost	n/a	
Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	• All Faculty	TBD	Local	

GOAL AREA 1 – Performance Goal 2

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

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

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	70%	72%	74%	76%	78%
	68.4%	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.					
Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	• Administrative Team	No Cost	n/a	
Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	• Grades K-3 Faculty	TBD	General	
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	• All Faculty	No Cost	n/a	
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	• All Faculty	TBD	General	
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	• All Faculty	TBD	General	
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	• All Faculty	No Cost	n/a	
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	• District Instructional Team	No Cost	n/a	
Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	• All Instructional Stakeholders	No Cost	n/a	
Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	• All Faculty	No Cost	n/a	
Implement a range of assessment methods that measure student understanding.	2024-2029	• All Faculty	No Cost	n/a	
Ensure vertical articulation of grade level content and practices.	2024-2029	• All Faculty	No Cost	n/a	
Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	• All Faculty	No Cost	n/a	
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.	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*
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.					
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.					
Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	• All Faculty	No Cost	n/a	
Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	• All Faculty	TBD	General	
Utilize resources for differentiated support and acceleration for all students.	2024-2029	• All Faculty	TBD	General	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	• All Faculty	No Cost	n/a	
Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	• Administrative and Instructional Team	No Cost	n/a	
Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	• All Faculty	TBD	General, Local	
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
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	• Administrative, Instructional and Teacher Leadership Teams	No cost	n/a	
Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	• Administrative, Instructional and Teacher Leadership Teams	No cost	n/a	
Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	• n/a	n/a	n/a	
Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	• All Faculty	No cost	n/a	
Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	• Administrative and Instructional Team	No cost	n/a	

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.					
Share with students and community members on pathways and alternative pathways to education.	2024-2029	• School Counselors	No Cost	n/a	
If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to	2024-2029	• n/a	n/a	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Tiger Town, Student Teacher placements and other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
Ensure elementary school career programs include teaching as a choice.	2024-2029	• School Counselors	No Cost	n/a	

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)	9.5%	9%	8.5%	8%	7.5%
	10%	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: Ensure a supportive atmosphere for staff members to encourage retention of professional staff.					
. Ensure supports (mentors, monthly support meeting for new teachers, coaching cycles) are in place to support teachers.	2024-2029	• Administrative and Instructional Team	No Cost	n/a	

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)	TBD	TBD	TBD	TBD	TBD
	TBD	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.					
Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	• All Faculty	No Cost	n/a	
Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	• All Faculty	No Cost	n/a	
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	• All Faculty	No Cost	n/a	
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	• Administrative and Instructional Team	No Cost	n/a	
Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	• All Faculty	No Cost	n/a	
Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	• All Faculty	No Cost	n/a	

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.					
Make home-school relationships a priority through frequent connection and communication.	2024-2029	• All Faculty	No Cost	n/a	
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	• All Faculty	No Cost	n/a	
Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	• All Faculty	No Cost	n/a	
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.					
Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	• All Faculty	No Cost	n/a	
Increase leadership opportunities within the school during the school day.	2024-2029	• All Faculty	No Cost	n/a	
Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	• All Faculty	No Cost	n/a	
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.					
Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	• All Faculty	No Cost	n/a	
Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and	2024-2029	• All Faculty	No Cost	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Inappropriate Behavior, while maintaining accountability for these actions.					
Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	• All Faculty	No Cost	n/a	
Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	• All Faculty	No Cost	n/a	
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	• All Faculty	No Cost	n/a	