



**Hughes Academy of
Science and Technology**

**Adrian Mayes
Greenville County Schools
Dr. W. Burke Royster**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Hughes Academy*

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	<i>W Burke Royster</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

<i>Adrian Mayes</i>	<i>Adrian Mayes</i>	4/26/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	<i>Dr. Carolyn J. Styles</i>	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Millie Thomasson	<i>Millie Thomasson</i>	4/26/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

<i>Kwaojo Campbell</i>	<i>Kwaojo Campbell</i>	4/26/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: *122 Deoylay Ave. Greenville SC 29605*

SCHOOL TELEPHONE: *(864)-355-6200*

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

Stakeholder Involvement for School Renewal

- 1. Principal: Mr. Adrian Mayes**
- 2. Teacher: Robert Sessions**
- 3. Parent/Guardian: Steph Burton**
- 4. Community Member: Pastor Matthew Long**
- 5. Paraprofessional: Anthony Gowens**
- 6. School Improvement Council Member: Millie Thomason**
- 7. Read to Succeed Reading Coach: Kwadjo Campbell**
- 8. School Read To Succeed Literacy Leadership Team Lead: Priscilla Joseph**
- 9. School Read To Succeed Literacy Leadership Team Member: Kwadjo Campbell**

OTHERS:

- 1.) Lauren Tenholder School Counselor Dept. Head**
- 2.) Marsha Patry Magnet Coordinator**
- 3.) Sallisha Dendy-Jones Instructional Technology Specialist**
- 4.) Genny Butler Special Education Dept. Head**
- 5.) Adrian Mayes Assistant Administrator**
- 6.) Priscilla Joseph Instructional Coach**

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Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Academic Assistance, PreK–3</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, Grades 4–12</p> <p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parent Involvement</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Staff Development</p> <p>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.</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>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).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>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.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>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.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>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.</p>

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

Introduction

Hughes Academy used the strategic planning process to include all stakeholders in developing the portfolio. Teachers gave input for our strategic plan. Other stakeholders helped develop strategies for success and provided input regarding our goals for the next five years. Our new leadership team and devoted staff are determined to improve student achievement, to gain and develop resources, and to build stronger relationships with our community.

Executive Summary

Hughes Academy of Science and Technology has been in existence and in the same physical location for 65 years. Our school was named for Charles E. Hughes, a beloved professor and principal in Greenville County. For over half a century, the numerous accomplishments of our school have been made possible through the conscious efforts of our teachers, parents, administrators and community members.

Student Achievement

After review and analysis of student performance data, our leadership team found that various subgroups of students in our school typically perform below school and district expectations (i.e. LEP, SPED, AA). In effort to close the achievement gap, our school has implemented the following programs and strategies:

- Reading intervention and literacy programs (i.e. Language Live, Read 180/System 44, literacy coaching, ESOL services, and inclusion services).
- Gifted and Talented course offerings - Implementation of STEAM and PBL units of instruction
- Remediation for students who are behind
- OnTrack interventions
- Math and ELA intervention classes
- Community partnerships with Urban League of the Upstate, Clemson University, Furman University, and students in our building to provide tutoring.
- Instruction and assessment based on content mastery

Teacher Administrator Quality

Most teachers at Hughes Academy hold Highly Qualified status. Ten percent of our staff are National Board Certified. Teachers continue to participate in professional development that promotes best practices. All members of our administrative team hold advanced degrees in educational leadership. Over half of our teachers hold advanced degrees, with several staff members currently pursuing additional degrees and certifications in the areas of school leadership, literacy, curriculum and instruction, and project based learning.

School Climate

Based on the school report card surveys, parent, student, and teacher feedback, as well as various other surveys given throughout the year, the majority of our stakeholders are satisfied

with our school's climate. In order to continue fostering a positive school climate, we have implemented the following strategies and programs:

- Collaborating with feeder elementary schools and high schools for transition support from elementary school and to high school.
- Expanding student and staff achievement celebration and recognition (i.e. ROCKstar students, Teacher of the Month, PBIS, quarterly reward days, teacher and student attendance awards) - Daily advisory time to support students.
- Initiating first semester parent meetings and community outreach events (i.e. PTSA Health Fair, Study Skills workshop, GPA lessons, Immersion Night, Magnet Night, Hughes Experience, Carnegie Math information session)
- Collaborating with the Urban League, OnTrack, Mentor Upstate to provide adult mentors for at-risk students.
- Extra-curricular clubs to encourage student involvement and sense of community.
- School Counselors work closely with grade level administrators and loop with the students for the three years they are in middle school.

Significant Challenges

- The challenges presented by the COVID-19 pandemic drastically changed how our teachers communicate, plan, instruct, and engage students.
- Supporting the social/emotional needs of students during this difficult time.
- Meeting the unique needs of the diverse population of learners at Hughes Academy.
- Due to physical challenges with facilities and infrastructures, our staff has worked hard to maintain a successful learning environment (i.e. broadband and Wi-Fi issues, HVAC issues, limited space due to location - impacting school traffic flow and ease of entry)

Significant Awards, Results, or Accomplishments:

- Palmetto Silver School Recipient
 - Superior ratings for strings and band students
 - Student artwork selected for Greenville County Drug Awareness Calendar - Student publications in local media
 - National Qualifiers in Junior Beta Club events
 - National Junior Beta Club School of Excellence and Leadership School
 - National Junior Beta Club School of Merit
 - Junior Beta Club State President
 - Special Olympic Gold, Silver, and Bronze Athletes
 - 6 National Board Certified Teachers
 - Increase in student enrollment from 848 in 2014 to 1031 in 2019
 - Increase in magnet applications from 127 in 2014 to 206 in 2018
 - Increasing the number of high school credit course offered from 6 in 2014 to 11 in 2019
- PTSA awards and recognitions in the last 4 years include:
- PTSA School of Excellence
 - PTSA Middle Finalist in Enrichment Programs
 - PTSA Middle Winner in Legislative Advocacy
 - PTSA Middle finalist in Student Involvement

- PTSA Middle Winner in Communication
- PTSA Outstanding Administrator of the Year Finalist
- PTSA Outstanding Support Staff of the Year Finalist
- PTSA Outstanding Teacher of the Year
- Middle School Winner
- PTSA Outstanding Local Unit of the Year Winner

SCHOOL PORTFOLIO

The community we serve is one of the most culturally diverse in Greenville County. Our school has been through many distinct transitions to meet the changing needs of the community we serve over our years of existence. The diversity of the socio-economic levels can create a challenging environment for meeting the educational and physical needs of all students. Hughes Academy is fortunate to have dedicated staff and parent and community volunteers to help meet these needs. The SIC meets regularly to ensure the community and school remain in sync. PTSA parents donate countless hours to provide for the needs of both students and staff.

It is a well-known fact that children from affluent families tend to find higher success rates in school, and while the gap has lessened, there still exists a large gap in achievement between races. The major goal of Hughes Academy of Science and Technology is to provide a solid and well-rounded education for each and every one of our students. We want to bridge the gap of student achievement between our diverse groups of students. One way we are addressing this is with a 8 vibrant mentoring program. Students who need positive adult role models are paired with community and business volunteers who have positive conversations over lunch. It is also common for our mentors to take a proactive role in helping their mentees with classroom assignments. We are proud of the work our mentors put into making connections with Hughes students and have seen the positive results both academically and personally in our students.

Each of our three grade levels has a dedicated administrator and school counselor. Our school is proud to have separate wings for each grade level. These separate wings provide students with a close-knit feel to help them deal with the changes that middle school life brings. Our counselors loop with the students so that students have the same school counselor for the three years they are at Hughes. These relationships enable the school counselors the time to really get to know the students so that they can help them successfully navigate through middle school. We feel that our resources and time are best spent in close proximity to our students; our first priority.

We have also implemented a school wide behavior management program using the acronym ROCK. This program is intended to help support a productive learning environment. We will promote a positive culture by infusing the acronym ROCK into everything we do, say, and how we think. ROCK stands for Respect, Order, Communication, and Kindness.

Respect: Thinking and acting in a positive way about yourself and others.

Order: The arrangement or disposition of people or things in relation to each other according to a particular sequence, pattern, or method that makes your day easier.

Communication: The way people share their thoughts and feelings which is vital for building and maintaining relationships with friends and family, and for success in school and employment.

Kindness: Showing others they are valuable by how you treat them.

Hughes is a magnet school for Science, Technology, and Partial Spanish Immersion. We offer tracks of study in both technology and Spanish Immersion as part of our magnet program. In an effort to close another gap between what the corporate world needs in their workforce and how we educate our children, Hughes Academy of Science and Technology has implemented STEAM (Science, Technology, Engineering, Arts, Math). STEAM is a philosophy that provides students a project based learning experience. Students and teachers work together using the South Carolina state standards to incorporate multiple disciplines in providing solutions to real world issues. The STEAM holistic approach to teaching involves breaking the barriers of traditional individualized subject centered classes and creating cross-curricular, real world lessons with a project-based core. Through creating integrated units, our teachers facilitate learning environments that are fluid, dynamic, and relevant to solving problems of today and tomorrow. We have partnered with businesses who provide representatives to guide our students through real world applications. This allows our students to work in teams to problem solve which in turn develops 21 st century skills. Our strong technology program accents STEAM well, as students not only learn, but apply the knowledge they acquire through our wide variety of technology course offerings.

Our Spanish Immersion Program is one of a kind and features rigorous academic curriculum aligned with the Foreign Language Standards Balanced Literacy Framework. Participating students develop second language proficiency in an academic context under the direction of bilingualism and biliteracy taught in Spanish Language Arts and Social Studies. The program features a rigorous academic curriculum delivered through hands-on activities and opportunities for active involvement. Students develop the ability to think critically about the language and cultures across a broad range of subjects. The course offerings we have for our students are listed below.

6th Graders will take:	7th Graders will take:	8th Graders will take:
Spanish Language Arts	Spanish Language Arts (Spanish I High School Credit)	Spanish Language Arts (Spanish II High School Credit)
Social Studies in English	Social Studies in Spanish	Social Studies in Spanish
English GT or Literature Studies	English (Studies or GT)	English I Honors or English Studies

Science	Science	Science
Math	Math	Math
Elective #1	Elective #1	Elective #1
Elective #2	Elective #2	Elective #2

SCHOOL PROFILE

Hughes Academy Teaching Staff

- 67 teachers, with 57% holding advanced degrees
- 90.6% of teachers returned from the previous year.
- Our teachers held a 95.3% attendance rate, which is a 3.4% increase from the previous year.

Category	Data
Number of Teachers	67
Highly Qualified	62
Advanced Degree	36
Technology Proficient	34
African American Males	6
African American Females	4
Caucasian Males	9
Caucasian Females	37
Hispanic Males	1
Hispanic Females	2

Hughes Academy Student Population

Grade Level	Total in Grade	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Hispanic Latino	Two or more Races
6	329	0	7	111	0	115	74	17

7	345	0	8	112	0	115	87	18
8	340	2	5	105	1	117	83	19
Total	1014							

MISSION

Hughes Academy's Mission

The mission of our school is to provide a safe and positive learning environment, while striving to address the changes, pressures and uncertainties that middle school age student's experience. Our school program is designed to recognize the uniqueness of this growth stage that takes students from childhood to adolescence. Our primary commitment is to promote excellence in academics, fine arts, athletics and other areas of student interest. Our motto is:

One Team, One Vision, One Hughes

Our Beliefs:

- Every child deserves a high quality education and we will strive to meet the unique developmental needs of our middle school students.
- A quality middle school education is more than academic success. The school experience will provide opportunities to engage the "whole child."
- School curriculum and instructional practices will be based on current research, professional reflection and analysis of student performance.
- Hughes Academy will work together with parents and community stakeholders to provide the best possible experience for students.
 - All students can learn and should be actively engaged in the learning process

Our Shared Vision

Hughes Academy is a diverse and collaborative community developing growth-minded learners.

[SC Report Card Hughes Academy](#)

ELA 2023 Scores

Grade	# Tested	Does Not Meet	Meets	Exceeds	Approaches
6	335	60	75	108	92

7	341	77	63	114	86
8	315	71	93	112	75

Math 2023 Scores

Grade	# Tested	Does Not Meet	Meets	Exceeds	Approaches
6	334	97	66	70	101
7	339	106	56	67	110
8	350	119	52	63	116

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 37% in 2022-23 to 56% 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 (MS)	44%	47%	50%	53%	56%
	41%	TBD	Actual (MS)					
	40%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	· Principal and IC	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Principal	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
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	· Principal, IC, and Teachers	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
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	· District Academics Team	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· District Academics Team	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Teachers	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
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	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
grade-level instruction and standards.					
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Admin, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
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	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Principal IC	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
4. Foster a collaborative relationship between schools and parents.	2024-2029	· Admin, Teachers, District Leadership	\$0		Positive Phone Calls/Events to welcome parents in to the building
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.

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 57% in 2022-23 to 72% 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 (MS)	60%	63%	66%	69%	72%
	57%	TBD	Actual (MS)					
	57%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
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	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Admin, Teachers	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
					Observation Data; SLO Data, PLC evidence.
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Admin, Teachers	\$0		Department Meetings
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Admin, Teachers, District Leadership	\$0		Masteryconnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data, PLC evidence.

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 <i>C=Continue, M=Modify, F=Finish</i>
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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	· Admin, Teachers, District Leadership	\$0		C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	· Principal, Counselors	\$0		C

Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.

1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	· Principal, Counselors, Instructional Coach	\$0		C
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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)	14.5%	14%	13.5%	13%	12.5%
	15%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: [Redacted]					
1. [Redacted]	2024-2029	.			

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	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 <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	Admin, Teachers, District Leadership	\$0		C
2. Establish consistency in teaching and reinforcing expectations and building	2024-2029	Admin, Teachers,	\$0		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
positive relationships, while allowing custom, school-based programming to meet this goal.		District Leadership			
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	· Admin, Teachers, Counselors	\$0		C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	· Admin, Teachers, Counselors	\$0		C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· Admin, Teachers, Counselors	\$0		C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	· Admin, Teachers, Counselors	\$0		C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Admin, Teachers, Counselors	\$0		C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication	2024-2029	· Admin, Teachers, Counselors	\$0		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
strategies to connect with those families.					
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Admin, Teachers, Counselors	\$0		C
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	· Admin, Teachers, Counselors, Instructional Coach	\$0		C
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Admin, Teachers, Counselors, Instructional Coach	\$0		C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Admin, Teachers, Counselors, Instructional Coach			C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	· Admin, Teachers, Counselors, Instructional Coach	\$0		C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	· Admin, Teachers, Counselors, Instructional Coach	\$0		C
3. Establish standard and reliable classroom practice and developmentally	2024-2029	· Admin, Teachers, Counselors,	\$0		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.		Instructional Coach			
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Admin, Teachers, Counselors, Instructional Coach	\$0		C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	· Admin, Teachers, Counselors, Instructional Coach	\$0		C

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	19.28%	17.28%	15.28%	13.28%	11.28%
	21.28%	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 <i>C=Continue, M=Modify, F=Finish</i>
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	· OnTrack Counselor, Guidance Clerk	\$0		C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Admin, Teachers, Counselors, Instructional Coach	\$0		C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· OnTrack Counselor, Guidance Clerk, Attendance Clerk	\$0		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District Leadership	\$0		C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· OnTrack Counselor, Guidance Clerk, Attendance Clerk	\$0		C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· OnTrack Counselor, Principal	\$0		C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	· OnTrack Counselor, Principal	\$0		C

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	· Front Office Staff	\$0		C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Principal	\$0		C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Instructional Technologist	\$0		C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and	2024-2029	· Principal	\$0		C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
promote parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Principal, Admin, Counselors	\$0		C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Principal, Admin, Counselors	\$0		C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	· Principal, Admin, Counselors	\$0		C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Principal, Admin, Counselors	\$0		C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	· Principal, Admin, Counselors	\$0		C