<div align="center">SCHOOL RENEWAL PLAN COVER PAGE</div>

SCHOOL NAME: Sterling School

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

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

Required Signature Page
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.
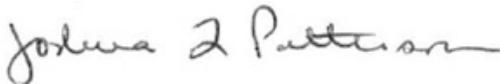
Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

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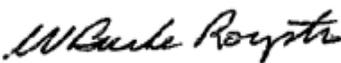
Dr. W. Burke Royster	*W Burke Royster*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Dr. Josh Patterson	*Joshua L Patterson*	5/1/2024
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

Catherine Schumacher	*Cathe...*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD
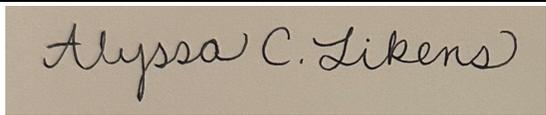
Alyssa Likens	*Alyssa C. Likens*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS:　　　　　　　99 John McCarroll Way, Greenville, SC 29607

SCHOOL TELEPHONE:　(864) 355-4480

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

Stakeholder Involvement for School Renewal

Position and Name

1.　　Principal: Dr. Josh Patterson

2.　　Teacher: Mrs. Beth Beard

3.　　Parent/Guardian: Mrs. Victoria Gosnell

4.　　Community Member: Mrs. Chloe McGoogin

5.　　Paraprofessional: Mrs. Angie Feltman

6.　　School Improvement Council Member: Mrs. Catherine Schumacher

7.　　Read to Succeed Reading Coach: Mrs. Alyssa Likens

8.　　School Read To Succeed Literacy Leadership Team Lead: Mrs. Alyssa Likens

9.　　School Read To Succeed Literacy Leadership Team Member: Mrs. Anna Doyle

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

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

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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))

X 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).
X 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).
X 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.
X 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.
X Yes ◯ No ◯ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
X Yes ◯ No ◯ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
X 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).
X 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.

X 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.
X 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.
X 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.
X 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.
X 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.

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Introduction

Sterling School is home to two programs: Sterling Elementary, serving 256 students 4k-5th grades, and Charles Townes Center, a select program for 457 highly gifted students (grades 3-8). The programs operate within a single school and will be guided by unified beliefs, vision, and mission.

The School's leadership team and teaching staff have worked this year to identify key areas for growth and intentional focus in order to continue to advance itself over the next five years. Student achievement data, staff and parent surveys, and feedback from the School Improvement Council were all used to help develop the current School Portfolio.

Executive Summary

Student Achievement

Students in the Sterling Program come to us from diverse backgrounds, cultures, and challenges. As a staff, we work to build the foundational skills and knowledge required to close the achievement gap between our students from poverty and our students from higher socioeconomic backgrounds. In order to do this, we plan to implement the following strategies:

- Ensure students have the necessary skills and supports to successfully read on grade level by third grade and to acquire prerequisite math skills for each grade level.
- Ensure math and literacy curriculum and instruction meet the needs of all learners through remediation, differentiation, and personalized learning.
- Create and implement professional learning experiences that teachers and staff can use to meet the needs of all students.

Teacher and Administrator Quality

Both the Sterling and Charles Townes Center Programs require highly trained faculty and support staff to meet the needs of our students. Highly gifted students require high levels of social and emotional support as well as a very rigorous, challenging, and personalized academic environment. Students from poverty require high levels of social and emotional support, intensive academic support, and personalized academic environment. To meet these diverse needs, Sterling School will implement the following strategies:

- Further community partnerships to encourage early interest in education among diverse student and community groups.
- Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.
- Provide differentiated professional development to faculty and staff.
- Collaborate across grade levels and programs to best serve each child and family.

- Continuously use benchmarks and other formative assessment data to inform instruction and tailor PD to meet the instructional needs of the faculty.

Climate

Surveys of students, parents, and staff indicate general approval of the education that students at Sterling School receive. However, data relating to student discipline indicates that more work needs to be done to help our students learn how to navigate peer relationships and we need to improve communication and collaboration between school and home. Specifically, Sterling School will:

- Utilize trauma-informed practices
- Continue training faculty and staff on responsive classrooms
- Integrate soft-skills and character education into content areas when appropriate
- Build upon the advisory curriculum for middle school students
- Streamline communication between school, PTA, and home
- Increase opportunities to partner with families and community organizations
- Continuously assess and address potential safety concerns
- Continue to build a unified school across both programs with such diverse populations and needs.
- Provide the instructional support required to promote success for all students, especially our struggling learners.
- Continuously improve instructional practices and remain innovative in meeting the academic needs for all of our students, especially our highly gifted learners.

Accomplishments

Over the last five years, Sterling School has made significant strides in our overall academic achievement. We are proud of our recent accomplishments as we have partnered with PTA, SIC, and our school community to strengthen the instructional programming we provide to all students.

- School Wide Recognitions
  - 2024 South Carolina PTA Outstanding Local Unit
  - 2024 Finalist SIC Riley Award for SIC Excellence
  - 2024 U.S. News & World Report
    - Best Elementary School (#16) AND Best Middle School (#1)
  - 2023 National Blue Ribbon Award School
  - 2021 VALUED Lives Award for School Excellence in Diversity
  - 2021 National PTA School of Excellence
  - 2019 South Carolina ASCD Whole Child Award School

- Student Recognitions
    - 2024, 2021, 2019 MathCounts, State Champion
    - 2024-2023 First Lego League Robotics, State Champions
    - 2023-2021, 2019 SCBDA (Band) Outstanding Performance Award
    - 2023-2021 SCMEA (Orchestra) Gold Outstanding Performance Award
    - 2023-2018 Elementary & Middle Jr. Beta State Convention Winners
    - 2023-2021, 2019 GCS Elementary & Middle Battle of the Books Champion
- Faculty/Staff Recognitions
    - 2024, 2023, 2021, 2019 Upstate Parent Magazine's "10 Educators Who Make a Difference"
    - 2023 SC Art Education Association Outstanding Administrator
    - 2023 Greenville County Schools School Administrator of the Year
    - 2022 PSSCA SC School Counselor of the Year
    - 2020 SC Art Education Association Art Educator of the Year
    - 2020 SC PTA Elementary Administrator of the Year
    - 2020 Greenville County Schools First Year Teacher of the Year

School Profile

The Sterling School contains two unique programs under one roof, the Sterling Program and the Charles Townes Center. As a school, the student population consists of a diverse group of learners. The Sterling Program, grades preK-5, features a more traditional community based option, attended by many students within the local Nicholtown Community, an historic African American neighborhood. The Sterling Program student population consists of approximately 80% from poverty and 75% are from ethnic minorities. The Charles Townes Center, students identified as highly gifted in grades 3-8, is attended by students across the entire district. The student make-up includes approximately 10% from poverty and 25% from ethnic minorities. School-wide, the student population consists of approximately 40% from poverty and 45% from ethnic minorities.

The two programs are guided by unified beliefs, vision, and mission, but with differentiated methods for meeting the respective needs. Our unique type of dichotomy provides an opportunity to capitalize on student collaboration and teamwork delivered by hands-on, inquiry-based instruction, integration of the arts, and a focus on research while utilizing current technology. Even though the demographics of each group are vastly different, students from both programs are afforded continued opportunities to engage and interact with one another. School leadership makes an intentional effort to unify the student experience while respecting the uniqueness of each program.

Resources are shared between programs and all students are offered opportunities to engage, challenge, and learn from each other in a manner that is culturally/personally affirming and academically rich. Fostering a sense of community where each student, teacher, and parent knows they are respected and valued is critical. The programs take advantage of the opportunity to experience education at its highest level. By participating in a joint endeavor, all members of Sterling School deepen their understanding of issues, which influence our community and country, gaining a keen perspective of the diversity that characterizes our world. Additionally, there are frequent opportunities for students to contribute to the exchange of ideas and knowledge, both within and beyond their learning community. Beyond the academic statistics, it is the emphasis of the parents and community that all students learn how to be independent, learners and leaders of their own lives.

One of Sterling School's most commendable efforts lies in its support and advocacy of meeting the needs of the Whole Child, a framework for ensuring that every child is healthy, safe, engaged, supported, and challenged. A Whole Child approach provides the framework for an environment in which each student receives a personalized educational experience that allows them to explore their world, be enriched, and excel both academically and emotionally as they prepare for challenges today and tomorrow. At the core, Whole Child requires strong partnerships between educators, families, and members of the community to ensure that each child receives the learning and schooling experience they need and deserve to realize their full potential.

Mission, Vision, and Beliefs
Sterling School seeks to create an environment in which each student receives a personalized educational experience that allows them to explore their world, be enriched, and allow them to excel both academically and emotionally as they prepare for the next challenge they face at school and in life.

This effort is achieved through a whole child approach. The five tenets that encompass the framework are based on Abraham Maslow's Hierarchy of Needs. Maslow arranged his needs into a hierarchy to illustrate the foundational requirement of one need in order to successfully strive and obtain the next. Reflecting Maslow's hierarchy, ASCD's Whole Child tenets are arranged in a hierarchy: Healthy, Safe, Engaged, Supported, and Challenged. If the child is not healthy, then how can that child be expected to be engaged or challenged in classroom activities? If the child does not feel physically or emotionally safe, then how can that child truly be expected to think freely, collaborate with others, and explore their boundaries? While one tenet does not need to be perfected before working on the others, there is still an underlying understanding that an imperfect previous tenet will hamper further growth and progress.

We ensure the actualization of the tenets through a rigorous, inquiry-based curriculum that is data-informed and personalized to our students' varying needs. Our school is focused on providing tailored instruction through a framework of guided practice, project/inquiry based learning, and blended instruction (to support our school's 1:1 initiative). Teachers also receive training/support around best practices in social emotional learning: advisory for middle school, trauma-informed training/practice, Zones of Regulation and restorative practices.

Our school strives to meet the current needs of students while successfully preparing students for life beyond high school. Implementing a whole child approach to education and ensuring that every child is safe, healthy, supported, engaged, and challenged must be more than rhetoric. Research and common sense support the advancement of student's social, emotional, and academic development. Thus, bringing the vision of Whole Child into reality requires the active support of all stakeholders.

Data Analysis and Needs Assessment
Sterling School **SC READY ELA**: 87% Meets or Exceeds
Sterling Elementary Program SC READY ELA: 58% Meets or Exceeds
Charles Townes Center Elementary Program SC READY ELA: 99% Meets or Exceeds
Charles Townes Center Middle Program: SC READY ELA: 100% Meets or Exceeds

Sterling School **SC READY Math**: 86% Meets or Exceeds
Sterling Elementary Program SC READY Math: 57% Meets or Exceeds
Charles Townes Center Elementary Program SC READY Math: 100% Meets or Exceeds
Charles Townes Center Middle Program: SC READY Math: 100% Meets or Exceeds

Sterling School **SC READY Science**: 83% Meets or Exceeds
Sterling Elementary Program SC READY Science: 48% Meets or Exceeds
Charles Townes Center Elementary Program SC READY Science: 100% Meets or Exceeds
Charles Townes Center Middle Program SC READY Science: 100% Meets or Exceeds

Sterling School Algebra I End-Of-Course Exam: 100% Meets or Exceeds

Action Plan

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 87.6% in 2022-23 to 92.6% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.0% 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)	88.6%	89.6%	90.6%	91.6%	92.6%
	87.6%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Principal, Instructional Coach, & School Level ILT	$0	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· School Level ILT, Classroom Teacher(s), &	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
		Special Service Faculty			
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	· School Level ILT, Classroom Teacher(s), & Special Service Faculty	$0	N/A	C
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	School Level ILT, Faculty & Staff	$0	N/A	C
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	School Level ILT, Faculty & Staff	$0	N/A	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	School Level ILT, Faculty & Staff	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029·	School Level ILT	$0	N/A	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029·	School Level ILT	$0	N/A	C
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·	School Level ILT	$0	N/A	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029·	School Level ILT	$6,000	District PD Allocation	C
3. Ensure ongoing, continuous improvement of student achievement through the	2024-2029·	School Level ILT	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Professional Learning Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between schools and parents.	2024-2029	· All stakeholders	$1,000	Local Funds & Grants	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· IC & ILT	$1,000	Local Funds & Grants	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 87.9% in 2022-23 to 92.9% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% 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)	88.9%	89.9%	90.9%	91.9%	92.9%
	87.9%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Principal, Instructional Coach, & School Level ILT	$0	N/A	C
2. Provide appropriate resources and support for	2024-2029	· School Level ILT, Classroom	$2,250	Local Funds	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
early learners to ensure all students are reading on grade level by 3rd grade.		Teacher(s), & Special Service Faculty			
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024-2029	· Principal, Instructional Coach, & School Level ILT	$0	N/A	C
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	· School Level ILT, Classroom Teacher(s), & Special Service Faculty	$0	N/A	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	· School Level ILT & Classroom Teacher(s)	$0	N/A	C
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
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· School Level ILT & Classroom Teacher(s)	N/A		C
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	· School Level ILT & Classroom Teacher(s)	N/A	N/A	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	School Level ILT & Classroom Teacher(s)	N/A	N/A	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· School Level ILT & Classroom Teacher(s)	N/A	N/A	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Classroom Teachers	N/A	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Teachers and ILT	N/A	N/A	C
7. Support intentional unit and lesson planning to	2024-2029	· ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.					
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20,	2024-2025	· Director of Early Intervention and Student Support ·	N/A	N/A	Waiver

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· School ILT Classroom Teachers	N/A	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Classroom Teachers	N/A	N/A	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Classroom Teachers	N/A	N/A	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Classroom Teachers	N/A	N/A	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional	2024-2029	· ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
rounds, and classroom observations.					
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· Greenville County Department of Academics and Instructional Technology	N/A	N/A	C
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	· ILT, GCSD Academics Dept.	N/A	N/A	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· GCSD Academics Dept., ILT	N/A	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· GCSD Academics Dept., ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· GCSD Academics Dept., ILT	N/A	N/A	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· GCSD Academics Dept., ILT	N/A	N/A	C

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

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

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

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)	12.5%	12%	11.5%	11%	10.5%
	13%	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: The leadership team will utilize the Upbeat Survey Data to monitor teacher satisfaction and inform decision making on improving school climate and culture.					
1. Utilize the UpBeat survey results as a biannual measure of faculty and staff well being.	2024-2029	ILT	N/A	N/A	C

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)					
	47%		Projected (School)	45%	42%	40%	38%	36%
	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.					
1. Implement district framework based on student-centered	2024-2029	· ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
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.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C
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	· ILT, Faculty and Staff	N/A	N/A	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	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
proportion of behavior incidents.					
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	· ILT	N/A	N/A	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	· ILT, Faculty and Staff	N/A	N/A	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	· ILT, Faculty and Staff	N/A	N/A	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C
3. Discuss social, emotional, and behavioral development	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
within parent/teacher/student conferences.					
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	· ILT, Faculty and Staff	N/A	N/A	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	· ILT	N/A	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· ILT,Counselors	N/A	N/A	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	· ILT, Faculty and Staff	N/A	N/A	C
2. Identify and address the underlying need communicated in incidents of	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.					
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· ILT, Faculty and Staff	N/A	N/A	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	· ILT, Faculty and Staff	N/A	N/A	C

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
	8%		Projected (School)	7%	6%	5%	4%	3%
	8%	TBD	Actual (School					

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Student Support Clerk	N/A	N/A	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	· Student Support Clerk	N/A	N/A	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· GCS	N/A	N/A	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	· Student Support Clerk and Administration	N/A	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· ILT, School Counselors	N/A	N/A	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to	2024-2029	· ILT, School Counselors, Student Support Clerk	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
send students to school and when not to send them (ex. fever, lice, etc.).					

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–Sum of volunteer hours and Parent Conference Sign-ins from Raptor

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)					
	7,130	7,272	Projected (School)	7,415	7,558	7,700	7,843	7,985
	7,130	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	· ILT and Attendance Clerk	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· ILT and Attendance Clerk	N/A	N/A	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· ILT and Attendance Clerk	N/A	N/A	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 promote parent and community involvement in schools.	2024-2029	· ILT, School Counselors	N/A	N/A	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· ILT, School Counselors	N/A	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting	2024-2029	· ILT, School Counselors	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
through internal and external partnerships.					
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	· ILT, School Counselors, ML Support	N/A	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· ILT, School Counselors	N/A	N/A	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	· ILT	N/A	N/A	C

MS

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 sustain 100% in 2022-23 to 100% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will sustain 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)	100%	100%	100%	100%	100%
	100%	TBD	Actual (MS)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Principal, Instructional Coach, & School Level ILT	$0	N/A	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· School Level ILT, Classroom Teacher(s), & Special Service Faculty	$0	N/A	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of	2024-2029	· School Level ILT, Classroom Teacher(s), &	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
learning (i.e., incorporate math into science experiments, art projects, or literature analysis).		Special Service Faculty			
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	School Level ILT, Faculty & Staff	$0	N/A	C
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	School Level ILT, Faculty & Staff	$0	N/A	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	School Level ILT, Faculty & Staff	$0	N/A	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all	2024-2029·	School Level ILT	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
students have access to 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·	School Level ILT	$0	N/A	C
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·	School Level ILT	$0	N/A	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029·	School Level ILT	$6,000	District PD Allocation	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029·	School Level ILT	$0	N/A	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	· All stakeholders	$1,000	Local Funds & Grants	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· IC & ILT	$1,000	Local Funds & Grants	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 100% in 2022-23 to 100% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will sustain 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)	100%	100%	100%	100%	100%
	100%	TBD	Actual (MS)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Principal, Instructional Coach, & School Level ILT	$0	N/A	C
2. Provide appropriate resources and support for	2024-2029	· School Level ILT, Classroom	$2,250	Local Funds	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
early learners to ensure all students are reading on grade level by 3rd grade.		Teacher(s), & Special Service Faculty			
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024-2029	· Principal, Instructional Coach, & School Level ILT	$0	N/A	C
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	· School Level ILT, Classroom Teacher(s), & Special Service Faculty	$0	N/A	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	· School Level ILT & Classroom Teacher(s)	$0	N/A	C
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*
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· School Level ILT & Classroom Teacher(s)	N/A	N/A	C
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	· School Level ILT & Classroom Teacher(s)	N/A	N/A	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	School Level ILT & Classroom Teacher(s)	N/A	N/A	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· School Level ILT & Classroom Teacher(s)	N/A	N/A	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Classroom Teachers	N/A	N/A	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Teachers and ILT	N/A	N/A	C
7. Support intentional unit and lesson planning to	2024-2029	· ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.					
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20,	2024-2025	· Director of Early Intervention and Student Support ·	N/A	N/A	Waiver

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· School ILT Classroom Teachers	N/A	N/A	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Classroom Teachers	N/A		C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Classroom Teachers	N/A	N/A	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Classroom Teachers	N/A	N/A	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional	2024-2029	· ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
rounds, and classroom observations.					
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· Greenville County Department of Academics and Instructional Technology	N/A	N/A	C
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	· ILT, GCSD Academics Dept.	N/A	N/A	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· GCSD Academics Dept., ILT	N/A	N/A	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· GCSD Academics Dept., ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· GCSD Academics Dept., ILT	N/A	N/A	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· GCSD Academics Dept., ILT	N/A	N/A	C

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☑Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*   *(* required)*
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

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

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

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.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· School Counselors	N/A	N/A	C

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)	13.1%	12.6%	12.1%	11.6%	11.1%
	13.6%	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: The leadership team will utilize the Upbeat Survey Data to monitor teacher satisfaction and inform decision making on improving school climate and culture.					
1. Utilize the UpBeat survey results as a biannual measure of faculty and staff well being.	2024-2029	ILT	N/A	N/A	C

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	60.5%	TBD	Actual (District)					
Behavior Incidents	33.3%		Projected (School)	31.3%	29.3%	27.3%	25.3%	23.3%
after their first referral*	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.					
1. Implement district framework based on student-centered	2024-2029	· ILT	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
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.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C
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	· ILT, Faculty and Staff	N/A	N/A	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	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
proportion of behavior incidents.					
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	· ILT	N/A	N/A	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	· ILT, Faculty and Staff	N/A	N/A	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	· ILT, Faculty and Staff	N/A	N/A	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C
3. Discuss social, emotional, and behavioral development	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
within parent/teacher/student conferences.					
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	· ILT, Faculty and Staff	N/A	N/A	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	· ILT	N/A	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· ILT,Counselors	N/A	N/A	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	· ILT, Faculty and Staff	N/A	N/A	C
2. Identify and address the underlying need communicated in incidents of	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.					
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	· ILT, Faculty and Staff	N/A	N/A	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· ILT, Faculty and Staff	N/A	N/A	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	· ILT, Faculty and Staff	N/A	N/A	C

GOAL AREA 3 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	1.3%	1.2%	1.1%	1.0%	0.9%
	1.4%	TBD	Actual (School					

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Student Support Clerk	N/A	N/A	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	· Student Support Clerk	N/A	N/A	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· GCS	N/A	N/A	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	· Student Support Clerk	N/A	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· ILT, School Counselors	N/A	N/A	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to	2024-2029	· ILT, School Counselors, Student Support Clerk	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
send students to school and when not to send them (ex. fever, lice, etc.).					

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)	7,415	7,558	7,700	7,843	7,985
	7,130	7,272	Actual (School)	TBD	TBD	TBD	TBD	TBD

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
methods, involvement opportunities, and resources for students.					
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· ILT and Attendance Clerk	N/A	N/A	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 promote parent and community involvement in schools.	2024-2029	· ILT, School Counselors	N/A	N/A	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· ILT, School Counselors	N/A	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· ILT, School Counselors	N/A	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· ILT, School Counselors, ML Support	N/A	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· ILT, School Counselors	N/A	N/A	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	· ILT	N/A	N/A	C