

Alexander Elementary School
Strategic Plan 2024-25 through 2028-29
Updated April 26, 2024
Patricia Paul , Principal



Greenville County Schools
Greenville South Carolina
Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Alexander Elementary

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Pat Paul		4-30-24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Josie Moore		4-30-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Juliana Smyth		4-30-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1601 W. Bramlett Rd., Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-1000

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	<u>Patricia S. Paul</u>
2. Teacher	<u>Madison Siekman</u>
3. Parent/Guardian	<u>Cinthia Garcia</u>
4. Community Member	<u>Eunice Guyton</u>
5. Paraprofessional	<u>Sandra Fragoso</u>
6. School Improvement Council Member	<u>Josie Moore</u>
7. Read to Succeed Reading Coach	<u>Juliana Smyth</u>
8. School Read To Succeed Literacy Leadership Team Lead	<u>Juliana Smyth</u>
9. School Read To Succeed Literacy Leadership Team Member	<u>Whitnee Grant</u>

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

Position	Name
Assistant Principal	Tyler Bennett
Title One Facilitator	Terri Pate

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes <input 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>

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Introduction

Alexander Elementary School



The motto of Alexander Elementary is “We Choose to Soar.” The Alexander Elementary portfolio documents our journey through the continuous improvement process. The portfolio provides our school community with an ongoing means for communication, continuous improvement and accountability. The portfolio also provides assurance to the public regarding the educational quality of our school by obtaining reaffirmation of our accreditation from Cognia. The categories used in this portfolio are based upon a model of continuous improvement, which is an expectation of our district and our state. These categories were selected because we believe these are merits for a strong foundation of a quality school. The categories utilized in this school portfolio are: Executive Summary, School Profile, Mission/Vision/Beliefs, Data Analysis and Needs Assessment Action Plan. The members serving on the school portfolio committee are as follows:

- Patricia Paul, Principal
- Dr. Whitnee Grant, Instructional Coach
- Juliana Smyth, Literacy Specialist
- Raydhira Abreu, Parent Involvement Coordinator,
- Josie Moore, SIC chair
- Tracy LeGrand, Title 1 Facilitator

Executive Summary

Student Achievement

Summarized findings of Student Achievement Academic goals are the foundation for the delivery of instruction within the classroom. At Alexander Elementary (AES), we make the necessary steps to ensure that all students are learning at their potential and continuing to show academic and behavioral growth. Within this document, our Action Plan identifies strategies that address student achievement, teacher/administrator quality, and school climate goal statements for the 2024-25 through 2028-2029 school years.

For the 2023-2024 school year, our 3rd-5th graders participated in SC Ready testing in ELA and mathematics. Their achievement is summarized below:

- 26% of third through fifth grade students met and/or exceeded the standard on SC READY ELA during the 2020-2021 school year.
- 20% of third through fifth grade students met and/or exceeded the standard on SC READY Math during the 2020-2021 school year.

Steps for Continual Improvement

- Continue to examine and monitor student progress and results as identified through standardized testing and MVPA Benchmarking
- Work extensively with our Special Education and ML district and school teams to create a stronger model for delivery of services including both inclusive and pullout services. We are working closely with the district to implement a program that will meet the individual needs of all special education and ML students by providing a continuum of services that include an array of service models (pull-out, Inclusion, Co-Teaching, itinerant) while providing yearlong professional development for all classroom teachers and service providers.
- Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices, and the continued use of effective instructional strategies in the classroom.
- Maintain a plan for purposeful, differentiated and meaningful staff development
- Training and implementation of LETRS/ Science of Reading
- Utilize district supported, standards-based curriculum with all students
- Provide support to teachers in the use of state standards
- Increase the knowledge of Multi-Tiered Support Services for Academic and Behavioral Goals

Teacher and Administrator Quality

- 100% of AES administration and staff are highly qualified
- Quality staff development is provided on campus and through Greenville County School District
- Professional development focus is in the area of Tier 1 Instruction and the GCS Instructional Protocol
- Staff development is designed to help teachers maintain highly qualified certification
- The Leadership Team, with input from the staff, has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program
- Technology staff development is provided to help teachers meet State Department technology proficiency as well as provide a student-centered approach to learning Needs Assessment for Teacher and Administrator Quality
- Increasing the use of student technology in all classrooms in all areas of the SAMR model
- Continuing to provide current and trending educational technology professional development
- Continuing to provide professional development in the area of Science of Reading
- Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities

School Climate Summary

- Continue to look for ways to challenge our high-performing students Summarized Findings for School Climate Needs Assessment for School Climate (Parent Survey)
- According to our parent survey from the 2022- 2023 report card, 100% of parents indicated satisfaction with our learning environment.
- According to our parent survey from the 2022-2023 report card, 100% of parents indicated satisfaction with our school-home relations.
- We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Significant Challenges

- Achievement Gap between disabled and non-disabled in ELA and Math
- While school climate is trending in a positive manner, more work needs to be done to create consistent, overall school behavior expectations for students. To be proactive about behavior management in the tier 1 classroom setting, teachers may need more training in trauma-informed practices, positive behavior

management strategies, and ways to build positive school and classroom culture. Creating a more proactive and positive culture will help decrease behavior issues and increase student attendance. Parents need more information about grade level curriculum expectations, how they can help support student learning at home, and other ways they can engage and participate with their child's education. In particular, Spanish-speaking families need additional support to feel welcomed in the school community and understand how they can support student learning even in their native language.

Significant Awards and Accomplishments

- • Fresh Fruits and Vegetables Grant
- Strengthening Families Partnership
- Public Education Partners Literacy Night
- Annual Health Fair
- Kiwanis Terrific Kids Program
- Parenting Partners Program Lunch and Learn Programs
- Community Mentoring
- United Way Award
- Duke Energy Grant recipient
- Greenville Drive Reading All Stars Challenge Award

School Profile

School Community

In 1922, fourteen Greenville communities bound together for mutual education and civic advancement under the vision of Thomas Fleming Parker. The Parker District, as it would become, aimed to become a textile community where individuals could obtain employment and have comfortable homes, churches, schools, and opportunities to grow into whatever they wished to become. Alexander Elementary was built in 1965 and was named after Mr. Milton Osmond Alexander. Mr. Alexander was a respected supporter of the Parker District and the Woodside Mill community. Since 1965, Alexander Elementary has grown from just 20 teachers to over 45 under the leadership of 9 different principals. As Alexander Elementary continues to grow and progress, we are learning today

with tomorrow in mind, while never forgetting the important historical heritage of our community.

Alexander greatly values the community partnerships that support its staff and students. Some examples of these partnerships include the Greenville Rotary Club and local churches and businesses.

School Personnel

Alexander Elementary has 1 kindergarten for four year olds and 3 kindergartens for five year olds. In addition, there are 3 aids to assist our kindergarten teachers. There are 4 first grade teachers, 4 second grade teachers, 4 third grade teachers, 4 fourth grade teachers, and 3 fifth grade teachers. Additionally, there are two resource teachers and 2 ID MOD teachers. There are 4 paraprofessionals that assist the ID MOD classrooms. In addition, there are 4 full-time interventionists, 1 literacy coach, 1 instructional coach, 3 full-time ESOL teachers, a part-time challenge teacher, and 1 full-time media specialist. The speech therapist, art teacher, music teacher, and physical education teacher are at Alexander four days a week. Staff also includes a principal, assistant principal, attendance clerk, office clerk, school nurse, guidance counselor, Title I Facilitator, social worker, mental health counselor (Greenville Mental Health), and a full-time parent involvement coordinator. Alexander has a plant engineer, 3 environmental stewards, a cafeteria manager, and 4 café workers.

Student Population

Alexander has a diverse 91.5% of students receiving subsidized meals. Student population, with over 50% of the students being Hispanic. Less than 1% of the students at Alexander receive Gifted and Talented services. 10.4% of students classify for chronic absenteeism.

Demographics	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	422	441	364	395	437	497
African-American	31%	33%	33%	29%	32%	34%
Caucasian	11%	9.7%	11%	12%	12%	9%
Hispanic	51%	52%	32%	53%	48%	51%

Asian	0%	0.022%	0	0	0	0%
Other	6%	4.7%	24%	6%	1%	6%
Disabled	25%	18%	18%	19%	19%	16%
Subsidized Meals	90.05%	91%	100%	96%	91.5%	91.5%

Enrollment for 2023-2024 by grade level is as follows:

K4	K5	1st	2nd	3rd	4th	5th
23	84	83	87	72	89	59

Academic and Behavioral Initiatives

- OnTrack program to identify and supports students with academic, behavior, or attendance concerns
- Science of Reading model used in Kindergarten through 5th grade.
- Professional Learning Communities meet weekly to have data based conversations around student learning

Mission, Vision, and Beliefs

Mission

The mission of Alexander Elementary School is to build a community to Embrace, Engage, and Empower, Everyone, Every day!

Vision

The Vision of Alexander Elementary is to produce scholars that are successful and empowered to compete globally based upon their own unique talents and interests.

Beliefs

We are respectful, responsible, and ready to learn. We believe all students can learn. All cultures are valued. Children have the right to learn in a safe, orderly, and nurturing environment. We are partners with our families and community. Children must be prepared to take their place in a changing world using technology and all available tools to become a functioning member of society. School staff is committed to continuous improvement in all aspects of the school environment. At Alexander, our teachers are reflective, knowledgeable, focused, compassionate, and team players.

Data Analysis and Needs Assessment

The focus of Alexander Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional programs focus on education as a shared responsibility between students, home, and staff. Alongside safety, student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long-range plans promote continuous improvement. Below is a summary of the SC Ready / SC PASS data from 2022-2023. Additional data can be found on the School Report Card [here](#).

English Language Arts

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations
3	83	47.0%	28.9%	12.0%	12.0%	24.1%
4	55	40.0%	36.4%	12.7%	10.9%	23.6%
5	54	33.3%	37.0%	22.2%	7.4%	29.6%

Math

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations
3	83	48.2%	27.7%	16.9%	7.2%	24.1%
4	55	63.6%	23.6%	7.3%	5.5%	12.7%
5	54	35.2%	42.6%	16.7%	5.6%	22.2%

Science

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations
4	55	52.7%	30.9%	10.9%	5.5%	16.4%

Teacher and Administrator Quality

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels.

In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

INDUCTION: First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year.

ANNUAL: Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them. Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT

Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook. Overview of the Performance Assessment System for Teachers (PAS-T) The PAS-T System has 8 Performance Standards Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

- | | |
|---|-------------------------|
| 1. Knowledge of Curriculum, Subject
Content, and Developmental Needs | 5. Learning Environment |
| 2. Instructional Planning | 6. Communication |
| 3. Instructional Delivery | 7. Professionalism |
| 4. Assessment | 8. Student Achievement |

Each Performance Standard is rated on a four point scale. 1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria. 2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria 3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results 4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria Information on a teacher's performance is collected using multiple data sources. Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. The district requires each teacher to participate in a minimum of 24 hours per year. At the school level, we provide teachers with a minimum of 12 of those hours.

Professional Development Plan

Alexander Theory of Action: If the leader provides professional development, resources, and actionable feedback, then the teacher will support student ownership by providing clarity through rigorous success criteria and explicit instruction on sharing your thinking and using self-assessment strategies, so that students will articulate, demonstrate, and reflect on their progress towards mastery of the learning targets.

October Focus: Increasing Teacher Clarity By Aligning Success Criteria to Learning Experiences

ELA Plan

Focus: Align Learning Target & Success Criteria to Access Points Teacher Think Aloud/Model, Guided Instruction, Collaborative Learning & Independent Learning

Math Plan

Focus: Create Success Criteria for each Learning Target in Unit pacing

Professional Learning Follow-Up

- Grant/Smyth/Shamis Coaching on Teacher Clarity of Access Points in Practice

Professional Learning Follow-Up

- Grant/Griffin Coaching on Teacher Clarity of Access Points in Practice

November Focus: Aligning Talk and Tasks (Student articulation, demonstration of learning) to Teacher Clarity (Learning Target & Success Criteria)

ELA Plan

Focus: Teacher clarity (learning target & success criteria) supports student talk

Math Plan

Focus: Align rigorous task to teacher clarity (learning target & success criteria)

Professional Learning Follow-Up

- Grant/Smyth/Shamis Coaching on Teacher Clarity & Support Student Talk in Practice
- Paul/DePalma enter comments on teacher clarity in Instructional Delivery on Mosaic
- November Instructional Rounds

Professional Learning Follow-Up

- Grant/Griffin Coaching on Teacher Clarity and rigorous tasks in Practice
- Paul/DePalma enter comments on teacher clarity in Instructional Delivery on Mosaic

December Focus: Aligning Talk and Tasks (Student articulation, demonstration of learning) to Teacher Clarity (Learning Target & Success Criteria)

ELA Plan

Focus: Teacher clarity (learning target & success criteria) supports student talk and demonstration of learning

Math Plan

Focus: Connect the success criteria to intentional sharing of metacognition (during the I Do) and intentional questioning (during the We Do/You Do Together)

Professional Learning Follow-Up

- Grant/Smyth/Shamis Coaching on Teacher Clarity & Support Students demonstrating learning through talk and tasks in Practice
- Paul/DePalma enter comments on teacher clarity and student talk in Mosaic

Professional Learning Follow-Up

- Grant/Griffin Coaching on intentional metacognition and questioning in Practice
- Paul/DePalma enter comments on teacher clarity & students demonstrating learning through rigorous tasks in Mosaic

January Focus: Teacher clarity (learning target & success criteria) supports student articulation demonstration and self-assessment of learning

ELA Plan

Focus: Teacher clarity (learning target & success

Math Plan

Focus: Student clarity and self assessment

criteria) supports student articulation, demonstration & self-assessment of learning	
<p>Professional Learning Follow-Up</p> <ul style="list-style-type: none"> Grant/Smyth/Shamis Coaching on student articulation, demonstration & self-assessment of learning in Practice Paul/DePalma enter comments on student demonstrating learning in talk and tasks in Mosaic 	<p>Professional Learning Follow-Up</p> <ul style="list-style-type: none"> Grant/Griffin Coaching on student articulation, demonstration & self-assessment of learning in Practice Paul/DePalma enter comments on intentional metacognition and questioning in Mosaic
<p>February Focus: Teacher clarity (learning target & success criteria) supports student articulation demonstration and self-assessment of learning</p>	
<p style="text-align: center;"><u>ELA Plan</u></p> <p>Focus: Teacher clarity (learning target & success criteria) supports student articulation, demonstration & self-assessment of learning</p>	<p style="text-align: center;"><u>Math Plan</u></p> <p>Focus: Teacher clarity (learning target & success criteria) supports student articulation, demonstration & self-assessment of learning</p>
<p>Professional Learning Follow-Up</p> <ul style="list-style-type: none"> Grant/Smyth/Shamis Coaching on student articulation, demonstration & self-assessment of learning in Practice Paul/DePalma enter comments on student articulation, demonstration & self-assessment of learning in Mosaic 	<p>Professional Learning Follow-Up</p> <ul style="list-style-type: none"> Grant/Griffin Coaching on student articulation, demonstration & self-assessment of learning in Practice Paul/DePalma enter comments on student articulation, demonstration & self-assessment of learning in Mosaic
<p>March Focus: Teacher clarity (learning target & success criteria) supports student articulation demonstration and self-assessment of learning</p>	
<p style="text-align: center;"><u>ELA Plan</u></p> <p>Focus: Teacher clarity (learning target & success criteria) supports student articulation, demonstration & self-assessment of learning</p>	<p style="text-align: center;"><u>Math Plan</u></p> <p>Focus: Teacher clarity (learning target & success criteria) supports student articulation, demonstration & self-assessment of learning</p>
<p>Professional Learning Follow-Up</p> <ul style="list-style-type: none"> Grant/Smyth/Shamis Coaching on student articulation, demonstration & self-assessment of learning in Practice Paul/DePalma enter comments on student articulation, demonstration & self-assessment of learning in Mosaic 	<p>Professional Learning Follow-Up</p> <ul style="list-style-type: none"> Grant/Griffin Coaching on student articulation, demonstration & self-assessment of learning in Practice Paul/DePalma enter comments on student articulation, demonstration & self-assessment of learning in Mosaic
<p>April-May Focus: Teacher clarity (learning target & success criteria) supports student articulation demonstration and self-assessment of learning</p>	

School Climate

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement.

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	39	186	3
Percent satisfied with learning environment	94.9%	88.6%	100.0%
Percent satisfied with social and physical environment	94.9%	87.7%	100.0%
Percent satisfied with school-home relations	97.4%	92.5%	100.0%

Please follow the following link to view 2022-2023 SDE School Report Card:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTAyOA>

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 20% in 2022-23 to 51% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% 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)	31%	36%	41%	46%	51%
	20%	TBD	Actual (ES)					
	60%	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 math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> principal district leadership 	n/a	n/a	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> instructional coach K5-5th grade classroom teachers special education teachers 	n/a	n/a	
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	<ul style="list-style-type: none"> instructional coach district and Title I academic specialists 	n/a	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> · instructional coach · district and Title I academic specialists 	n/a	n/a	
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	<ul style="list-style-type: none"> · instructional coach · district and Title I academic specialists 	n/a	n/a	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> · instructional coach · literacy specialist · K5-5th grade classroom teachers · intervention teachers · special education teachers 	n/a	n/a	
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	<ul style="list-style-type: none"> · principal · assistant principal · instructional coach · Title I instructional facilitator 	n/a	n/a	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> · principal · assistant principal · instructional coach · Title I instructional facilitator 	n/a	n/a	
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	<ul style="list-style-type: none"> · principal · assistant principal · instructional coach · Title I instructional facilitator 	n/a	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> · principal · assistant principal · instructional coach · Title I instructional facilitator 	n/a	n/a	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> · principal · assistant principal · instructional coach · Title I instructional facilitator · Title I academic specialists 	n/a	n/a	
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · principal · assistant principal · instructional coach · Title I instructional facilitator · all teachers · parent involvement coordinator 	n/a	n/a	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> · principal · assistant principal · instructional coach · Title I instructional facilitator · all teachers · parent involvement coordinator 	n/a	n/a	

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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 26% in 2022-23 to 57% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 5% 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)	37%	42%	47%	52%	57%
	26%	TBD	Actual (ES)					
	64%	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 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	<ul style="list-style-type: none"> • principal • district leadership 	n/a	n/a	
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<ul style="list-style-type: none"> • principal • assistant principal • instructional coach • literacy specialist • Title I instructional facilitator • K5-3rd grade classroom teachers • special education teachers 	n/a	n/a	
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district	2024 - 2029	<ul style="list-style-type: none"> • principal • assistant principal • instructional coach • literacy specialist 	n/a	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
screeners, summative assessments and classroom observations.		<ul style="list-style-type: none"> · K5-5th grade classroom teachers · intervention teachers · MLP teachers · special education teachers 			
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	<ul style="list-style-type: none"> · instructional coach · literacy specialist · K5-5th grade classroom teachers · intervention teachers · MLP teachers · special education teachers 			
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	<ul style="list-style-type: none"> · instructional coach · literacy specialist · K5-5th grade classroom teachers · intervention teachers · MLP teachers · special education teachers 			
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> · Instructional leadership team 			
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	<ul style="list-style-type: none"> · Instructional leadership team 			
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> · Instructional leadership team 			
4. Progress Monitor intervention outcomes to determine the most	2024-2029	<ul style="list-style-type: none"> · Instructional leadership team 			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
effective strategies for increasing student success.					
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> • classroom teachers 			
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> • classroom teachers • support staff 			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> • Instructional coach • Literacy Coach 			
<p>8. R43-205 GCS Strategic Plan Strategy</p> <p>G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify.</p> <p>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students</p>	2024-2025	<ul style="list-style-type: none"> • Director of Early Intervention and Student Support 			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.</p>					
<p>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.</p>					
<p>1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> • Instructional Leadership team 			
<p>2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> • classroom teachers 			
<p>3. Utilize resources for differentiated support and acceleration for all students.</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> • interventionists • classroom teachers • MLP teachers • special education teachers 			
<p>4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> • interventionists • classroom teachers • MLP teachers • special education teacher 			
<p>5. Provide actionable feedback on instructional delivery and the student experience using learning</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> • Instructional leadership team 			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
walks, instructional 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	<ul style="list-style-type: none"> · instructional leadership team 			
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	<ul style="list-style-type: none"> · instructional leadership team 			
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> · principal · Assistant principal 			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> · Instructional leadership 			
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> · all certified teachers 			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> · instructional coaches · admin 			

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>
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	<ul style="list-style-type: none"> · Title 1 facilitator · Parent involvement facilitator · admin 			
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	<ul style="list-style-type: none"> · admin · 			
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	<ul style="list-style-type: none"> · 			

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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)	21%	20.5%	20%	19.5%	19%
	22%	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: Recruit and retain staff members who are committed to remaining at the Alexander school community.					
1. Implement Elevate model to include 3-year teacher commitment	2024-2029	<ul style="list-style-type: none"> · instructional leadership team · district leadership 			

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
Interim Performance Goal: Meet annual targets below.

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <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			
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· admin			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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			
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			
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			
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 · guidance counselor · mental health counselor			
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	· social worker · PIF · TIF · admin			
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	· social worker · PIF · TIF · admin			
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· social worker · PIF · TIF · admin			
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· admin			
2. Increase leadership opportunities within the school during the school day.	2024-2029	· admin			
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· admin · TIF · PIF			
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 · PIF · TIF			
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			
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	· admin · classroom teachers			
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· admin			
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop	2024-2029	· guidance · admin · mental health			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
healthy regulation and decision-making skills.					