

AUGUSTA CIRCLE ELEMENTARY

Mimi Melehes, Principal

School District of Greenville County

Dr. Burke Royster, Superintendent

Scope of Action Plan 2024-25 through 2028-29



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Augusta Circle 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 assurance requirements including ACT 135 assurance pages.

SUPERINTENDENT

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

PRINCIPAL

Mimi Melehes	<i>Mimi Melehes</i>	4/11/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Meredith Papapieris	<i>Meredith Papapieris</i>	4/11/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Stephanie Gamble	<i>Stephanie Gamble</i>	4/11/24
PRINTED NAME	SIGNATURE	DATE

School Address: 100 Winyah Street, Greenville, SC 29605

School Telephone: (864) 355-1200

Principal Email Address: mmelehes@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Name and Position

1. Mimi Melehes, Principal
2. Mary Margaret Robertson, Teacher
3. Leann Woodall, Parent/Guardian
4. Cara Puntch, Community Member
5. Pam Lyda, Paraprofessional
6. Meredith Papapieris, School Improvement Council Member
7. Mary Anna Pastorek, Read to Succeed Reading Coach
8. Stephanie Gamble, School Read To Succeed Literacy Leadership Team Lead
9. Julie Wilson, School Read To Succeed Literacy Leadership Team Member
10. Bailey Edmonds, Assistant Principal
11. Carrie Naas, PTA Co-President

Literacy Leadership Team for Read to Succeed

<u>Position</u>	<u>Name</u>
Principal	Mimi Melehes
Assistant Principal	Bailey Edmonds
Instructional Coach	Stephanie Gamble
Literacy Specialist	Mary Anna Pastorek
Teacher	Ellen Wilson

Teacher	Caroline Aiken
Teacher	Mary Margaret Carter
Teacher	Mary Collins
Teacher	Caitlin Ricke
Interventionist	Nicole Bell
Interventionist	Julie Wilson
Media Specialist	Eileen Conway
Special Education Teacher	Kathy Lupinek

2024-2025 SC SDE Assurances

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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Collaboration</p> <p>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="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>Half-Day Child Development</p> <p>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="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK-3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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</p>

	chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

School Portfolio Title Page	1
SC SDE Cover Page	2
SC SDE Stakeholder Involvement Page	3
SC SDE Assurances	5
Table of Contents	8
Introduction	9
Executive Summary	11
School Profile	15
Mission, Vision, and Beliefs	19
Data Analysis and Needs Assessment	21
Action Plan	39

INTRODUCTION

Augusta Circle School Renewal Plan

Augusta Circle's School Renewal Plan was developed to document the changes and progress our school has made while working to continuously improve every aspect of our school. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability as we meet future challenges that face our school.

The categories used in this school renewal plan are based upon the Greenville County Strategic Planning checklist which is supplied to each school by the school district. These categories were selected because the philosophies will lead to Augusta Circle continuing to be a quality school. Within each category is a description of the intent of the category and a brief summary of where we are as a school.

The committees utilized in this school portfolio are –

- Executive Summary – Caroline Aiken (chair), Heathley Cassels, Polly Lisle, Emily Davis, Ashley Black, Rachel Miller, Eileen Conway, Mimi Melehes, Bailey Edmonds, Stephanie Gamble
- School Profile – Carroll Farmer (chair), Holtie Mitchell, Rebecca Register, Casey Vazquez, Mary Margaret Robertson, Thayer Berry, Nicole Bell, Suzanne Billings
- Mission, Vision, and Beliefs – Ellie White (chair), Lauren Owens, Kirby-Annah Philpot, Taylor Roberts, Lindsey Richardson, Denise Thomas, Maddie Sanders
- Data Analysis and Needs Assessment – Stephanie Gamble (chair), Cappy Riley, Meg Plexico, Julie Wilson, Margaret Murphy, Caitlin Ricke, Caroline King
- Action Plan – Mary Anna Pastorek (chair), Betsy Riddle, Anna Brabham, Mary Collins, Margaret Murphy, Ashley Black, Kathy Lupinek, Suzanne Billings, Mimi Melehes, Bailey Edmonds, Stephanie Gamble

This school portfolio is a living document that describes Augusta Circle and includes evidence of our work. It describes who we are, our mission and vision

for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning for the next five years.

Our Leadership Team for this year includes Ellen Wilson, Anna Brabham, Kirby-Annah Philpot, Casey Vazquez, Margaret Clark, Taylor Roberts, Julie Wilson, Thayer Berry, Stephanie Gamble, Mimi Melehes, Bailey Edmonds, and Margaret Murphy.

Members of our SIC include Nicole Bell, Samuel Boan, Will Brasington, Sarah D'Andrea, Grace Dukes, Jumaah Goldberg, Meredith Papapieris, Lindsey Powers, Cara Puntch, Hunter Reid, Josh Roach, Cara Sims, Leann Woodall, Mimi Melehes, and Bailey Edmonds.

Executive Summary

Needs Assessment and Findings for Student Achievement

- Based on SC Ready ELA assessment results, 89% of students scored in the meets and exceeds categories, which is 24.8% higher than the district average of 64.2%.
- Based on SC Ready Math assessment results, 85.9% of students scored in the meets and exceeds categories, which is 26.9% higher than the district average of 59%.
- Based on SC Ready Science assessment results, the percentage of fourth grade students scoring met or exemplary was 84.4%, which is 24.2% above the district.

Student Achievement Needs Assessment Based on Analysis

- Continue to implement goal setting strategies in our classrooms with students and parents
- Continue to prioritize teaching state standards
- Collect assessment data from Mastery View Predictive Assessments and common assessments in order to guide differentiated instruction
- Continue to provide common planning for all grades and continue implementation of Professional Learning Communities that analyze and plan based on common assessments
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional vertical communication needed between teachers
- Continue using a Reading Intervention teacher to assist with specific needs of kindergarten and first grade students based on tests results
- Continue to use our various technology applications for classrooms, including Dreambox Math, IXL and Accelerated Reader
- Provide enrichment activities with Field Trips off campus and virtual field experiences using technology

- Continue to implement the GCS Literacy Framework model as our language arts delivery system
- Provide guided math groups for small group instruction and Xtra math for basic math fact fluency
- Continue to provide social-emotional learning sessions for all grades
- Continue to provide rigorous science instruction using interactive notebooks and hands-on instruction.

Needs Assessment and Findings for Teacher and Administrator Quality

- Our principal has led the school for the past five years and previously served as principal for another school for six years.
- Our Assistant Principal has been an administrator at our school for two years.
- Combined, the administrative leaders have 43 years of experience in education.
- Teacher retention rate was 95% in 2022-23, a decrease from 96% in 2019.
- Teacher attendance rate was 95% in 2022-23, the same as in 2019.
- 85% of our teachers have advanced degrees, an increase from 74% in 2019
- 100% of our teachers have continuing contracts
- All of our teachers are proficient in technology.

Needs Assessment/Findings for School Climate

In evaluating our school climate, we studied the results of our 2023 surveys. The survey questions asked about satisfaction concerning the learning environment, social and physical environment, and school-home relations.

- Out of the 34 teachers who completed the survey, all teachers were 100% satisfied with the learning environment and the social and physical environment. Teachers were 97.1% satisfied with school-home relations.
- 3rd, 4th and 5th grade students and their parents were included in the school survey. 92.6% of students in those grades participated in the survey.

- From the student surveys, students were 97.1% satisfied with the learning environment, 97.5% satisfied with the social and physical environment, and 99.6% satisfied with school-home relations.
- Parents were 97.4% satisfied with the learning environment, 97.4% satisfied with the social and physical environment, and 100% satisfied with school-home relations.

Significant Challenges (past 3 years)

- Continuing to demonstrate learning growth in the highest performing student sub-groups
- Meeting the diverse needs of students who need emotional and social support
- Achievement Gap between economically disadvantaged and non-economically disadvantaged

Significant Awards, Results, & Accomplishments (past 3 years)

- Excellent Report Card Rating
- Overall Highest Performing Elementary School in Greenville County
- Greenville Safe Kids School
- Star Energy School
- Governor's Award for Citizen Participation in Education
- National Blue Ribbon School of Excellence
- National PTA Award for Excellence – Parental Involvement
- PTA Council Unit For the Year
- Palmetto's Finest Award
- Red Carpet Award
- Safe Routes to School State Platinum Award
- SCPTA 100% membership Award for 50 Years
- Showcase School Award
- Artist-in-Residence grants

- South Carolina and Greenville County Honors Choir
- Professional development aligned with goal areas
- Updated texts and resources in grade level book rooms for reading instruction
- Provided materials and texts for classroom libraries
- Supported teacher initiatives for flexible seating in the classrooms
- Strong partnership with School Improvement Council and PTA for school-wide events and programs

SCHOOL PROFILE

School Community

Augusta Circle is a kindergarten through grade five public school built in 1923. Our school is one of 52 elementary schools in The School District of Greenville County. Augusta Circle is located in Greenville, South Carolina. Our principal is Mimi Melehes. Bailey Edmonds serves as our Assistant Principal. At the beginning of 2023-24 school year, 576 students enrolled in grades K5 through fifth grades and were served by 41 instructional staff members and 20 support staff.

School History:

- ACE is 100 years old – the oldest elementary school in the district. Major addition completed in 2002.
- The attendance zone is an urban community situated in the middle of the city.
- Many families in the community have a long ancestral history dating back several generations. It is not unusual for our students and teachers to have parents and grandparents who attended Augusta Circle.
- The building has been scheduled for demolition two times (1933 and 1974), but the neighborhood has fought to prevent its closure.
- The playground equipment was purchased by the city and the school. In exchange for the city's investment, we open the playground as a city park after school hours.
- In 2016, our school was presented with the Heritage Tree Award for the American Elm tree planted nearly 78 years ago by PTA members and students in honor of B.T. Gault, who resigned his position as a teacher and joined military forces in World War II.

Our School Community includes many factions. Local leaders who support our school community include: Greenville mayor, Knox White; SC State Representative, Bruce W. Bannister; School Board member, Anne Pressley; former US Secretary of Education, Dick Riley. We have a very active and

supportive PTA. Visit our [school PTA website](#) for more information about how they support our school. Our SIC meets monthly and serves as a think tank to improve our school.

Augusta Circle School Personnel Data

The staff at Augusta Circle includes: Augusta Circle's teaching staff includes 29 general education classroom teachers, one special education teacher, 2 interventionists, one media specialist, 0.8 media clerk, one art teacher, one music teacher, one physical education teacher, one speech teacher, six instructional aides, 1.8 STEAM lab teachers, one challenge teacher, one full-time substitute and one part-time ESOL teacher.

Additional personnel include the school principal, assistant principal, instructional coach, guidance counselor, literacy specialist/interventionist, school nurse, secretary, attendance clerk, custodians, and food services workers. Bus drivers and utility workers also provide services to students. Other support personnel available to assist in meeting the needs of Augusta Circle students include the district psychologist, mental health worker and occupational therapist.

Augusta Circle has 85% of our classroom teachers who have a master's degree or higher. Females make up 99% of our staff and 1% male on our faculty. 100% of our teachers are Caucasian. Our teacher attendance rate is 94%.

For 2023-24

- The average experience of our teaching staff is 13.2 years.
- 17% of teachers have 1-5 years of experience, which is a 9% increase from three years ago;
- 24% have 6-10 years of experience, which is a 11% decrease from three years ago;
- 22% have 11-15 years of experience, which is 7% increase from three years ago;
- 17% have 16-20 years of experience, which is a 2% increase from three years ago; and

- 20% have 20+ years of experience, which is a 11% increase from three years ago.

Student Population Data

2023-2024 enrollment – grades 5K-5: **576**

Student Demographics:

- Caucasian – 89.06%
- African-American – 5.21%
- Hispanic – 2.6%
- Two or More Races – 2.3%
- Asian - 0.9%
- Pupils in Poverty – 14%
- Resource IEPs – 3.8%
- Speech IEPs – 2.6%
- 504s – 4.9%
- G & T – 48% of third, fourth, and fifth graders
- Male Students – 49.83%
- Female Students – 50.17%

Major Academic and Behavioral Features/Programs/Initiatives

- Mentor Greenville Volunteers
- Response to Intervention (RTI) for Grades K-3
- Full-time Literacy Specialist
- Full-time Early Reading Interventionist
- On Track approach for support of the whole student
- Gifted and Talented Education Program
- Professional Learning Communities
- Literacy Mentor teachers
- Professional Development trainings
- Vertical Teams
- STEAM Lab for Science, Technology, Engineering, Art, and Mathematics hands-on learning and curriculum integration
- Guidance Counseling Program
- Student Council Ambassadors
- ACERS (Augusta Circle Elementary Responsible Students) student leadership
- Student Safety Patrols
- Student Classroom Helpers
- Student led WACE News Show (morning school news show)
- Fountas and Pinnell Balanced Literacy, Grades K-5th
- Clubs: Girls on the Run, Chess Club, Recorder Club, Chorus, Challenge Island STEAM Club, Lego Robotics Club
- Grade Level Book clubs
- IXL Academic Program
- Accelerated Reader
- Battle of the Books
- Annual Artist-in-Residence
- Visiting Authors
- Day and Overnight Field Trips
- Virtual Field Trips
- Grade Level student programs and special events
 - K5 – Mothers Day Tea
 - 1st grade – The Rainforest
 - 2nd grade – The Big Chill
 - 3rd grade – SC Salute
 - 4th grade – Colonial Day
 - 5th grade – 5th grade Salute
- Veteran's Day Lunch
- Grandparents and Special Friends Week
- ACE Circus event
- Raise Craze Service projects
- Cultural Arts Week
- Spring into Health Week
- National Read Aloud Day
- National Read Across America Week
- Daily recognition and celebration of Black History Month and Women's History Month

Mission, Vision, and Beliefs

Mission: Our mission is to provide a quality educational environment, in cooperation with the home and community, which fosters learning and prepares students for lifelong learning and for ethical, productive participation in our democratic, multicultural, and global society.

Vision: Our vision is to be an exemplary, continuously improving educational organization in which all students achieve their maximum potential through a rigorous, engaging curriculum and support systems that cultivate and promote their well-being. Our vision includes curriculum, instruction, assessment, and environmental factors that support effective student learning.

Beliefs: Our beliefs represent the needs of our school community and our stakeholders and the needs of the school district as well. We believe...

- Students are the center of the educational process.
- All students can learn, at different rates, when provided with a variety of instructional approaches that appeal to their learning styles.
- Students should have equal access to educational opportunities.
- Students have the responsibility to be active learners.
- Students should have teachers, support staff, and a principal who are competent and who value their many needs.
- Students learn best in a safe, orderly, and inviting environment.
- The curriculum and instruction should be designed to meet the needs of all students.
- The educational experience should enable students to learn to communicate effectively, solve problems competently, act responsibly, and think critically and creatively.
- Education is the shared responsibility of home, school, and community.

- Parental involvement and volunteer services support and enhance the teaching and learning process.

DATA ANALYSIS AND NEEDS ASSESSMENT

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

SC Ready Data Results

The graphs below show SC Ready scores from 2023 comparing students from Augusta Circle Elementary, Greenville County School District and the State of South Carolina.

SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)

School 89.5% (231 / 258)



District 61.7% (20782 / 33670)



State 53.9% (184573 / 342443)



Mathematics - [Percent Met or Exceeding](#)

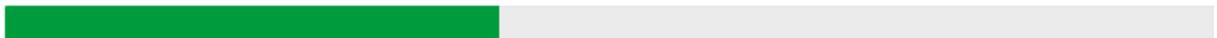
School 86.8% (224 / 258)



District 50.8% (17109 / 33670)



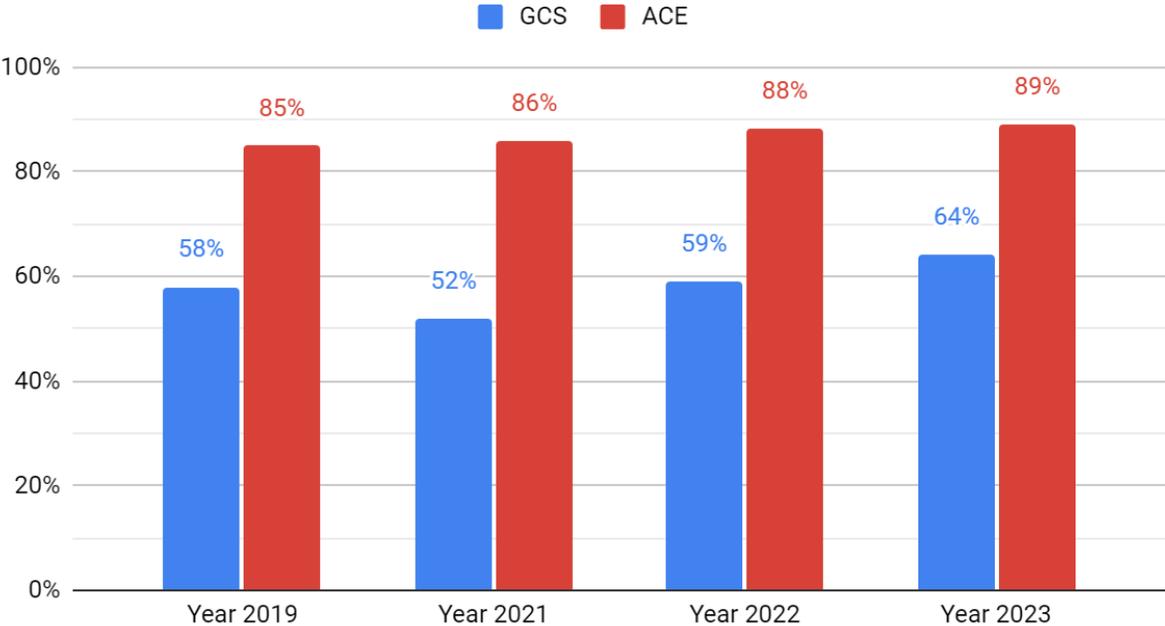
State 40.9% (139957 / 342443)



SC Ready ELA Results

The graph below shows SC Ready scores for Augusta Circle compared to norm data for Greenville County Schools. The data shows that Augusta Circle students meeting or exceeding for 2023 was 89% in ELA, which was a demonstrated increase in each of the last four years. When compared to the district, our students scored well above the district average in ELA.

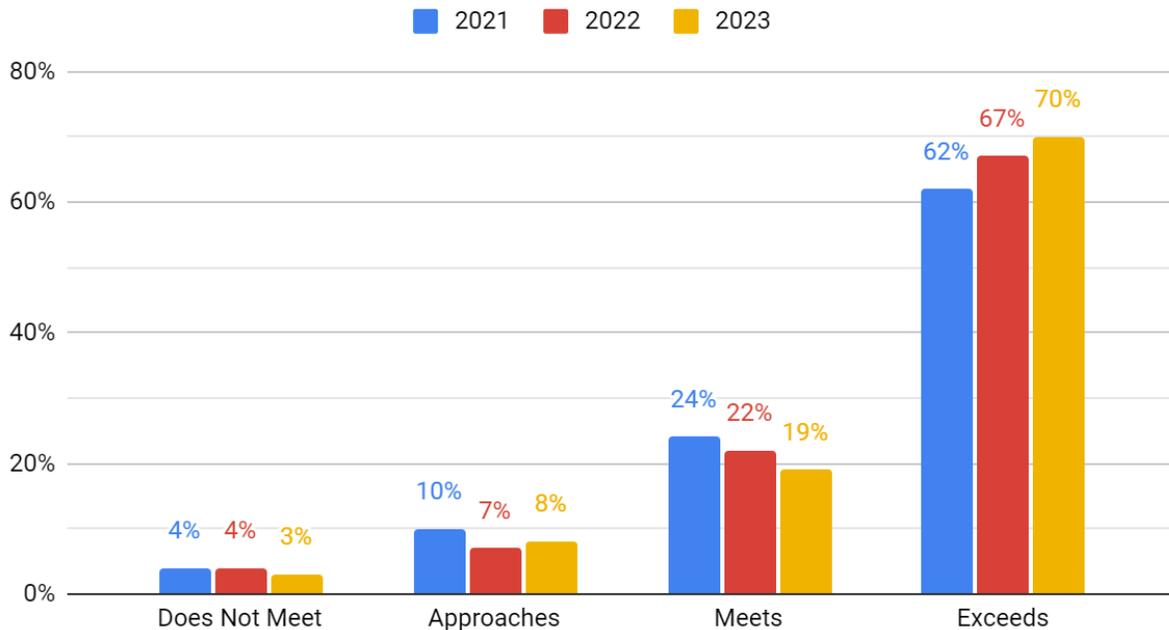
SC Ready ELA Meets & Exceeds Percentages



SC Ready ELA Results - Data by Performance Level

When looking at the data by performance level, it shows that students scoring meets or exceeds is significantly higher than those students scoring approaches or does not meet. As the meets category has decreased over the past three years by 5%, our students' scoring exceeds has increased by 8%. The combined number of students scoring in the does not meet and approaches categories have decreased in percentage over the past three years.

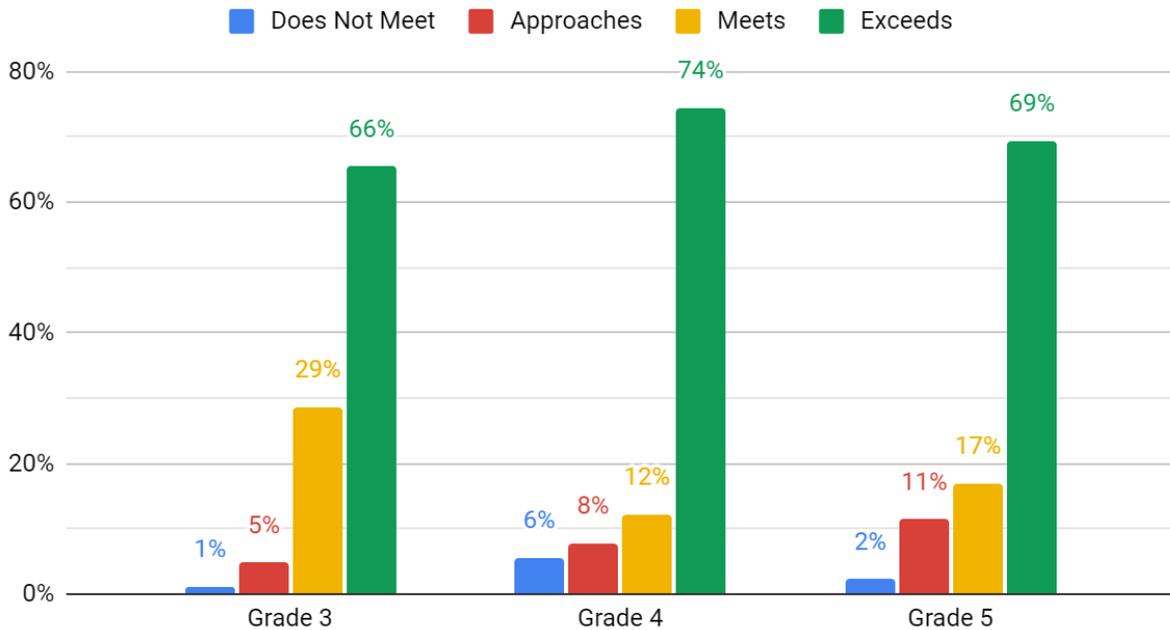
ACE SCReady ELA by Performance Levels



SC Ready ELA Results - Data by Grade Level

In 3rd grade, 95% of the students scored meets or exceeds. In fourth grade, 86% of students scored meets or exceeds. In 5th grade, 86% of students scored meets or exceeds. In 2022-2023, the data shows that fourth grade students' scoring exceeds in ELA is higher than third grade and fifth grade. Teachers have worked with the Instructional Coach and the Literacy Specialist in PLCs to plan for rigorous instruction and have collaborated together to reflect and analyze best practices being used across grade levels. 4th grade teachers are specifically looking to move students from the meets to exceeds range by the time those students are tested in 2024.

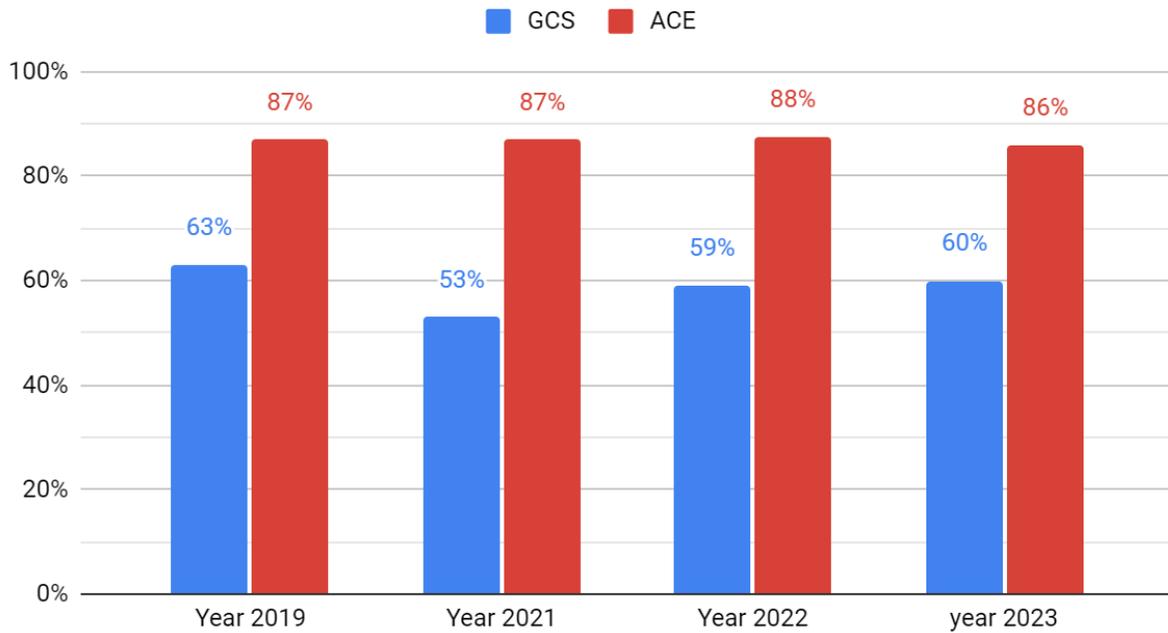
ACE ELA by Grade Level and Performance Level



SC Ready Math Results

The data shows that Augusta Circle students meeting or exceeding for 2023 was 86% in Math, which was down 2% from last year and an 1% decrease over the past two years. When compared to the district, our students scored well above the district average in Math.

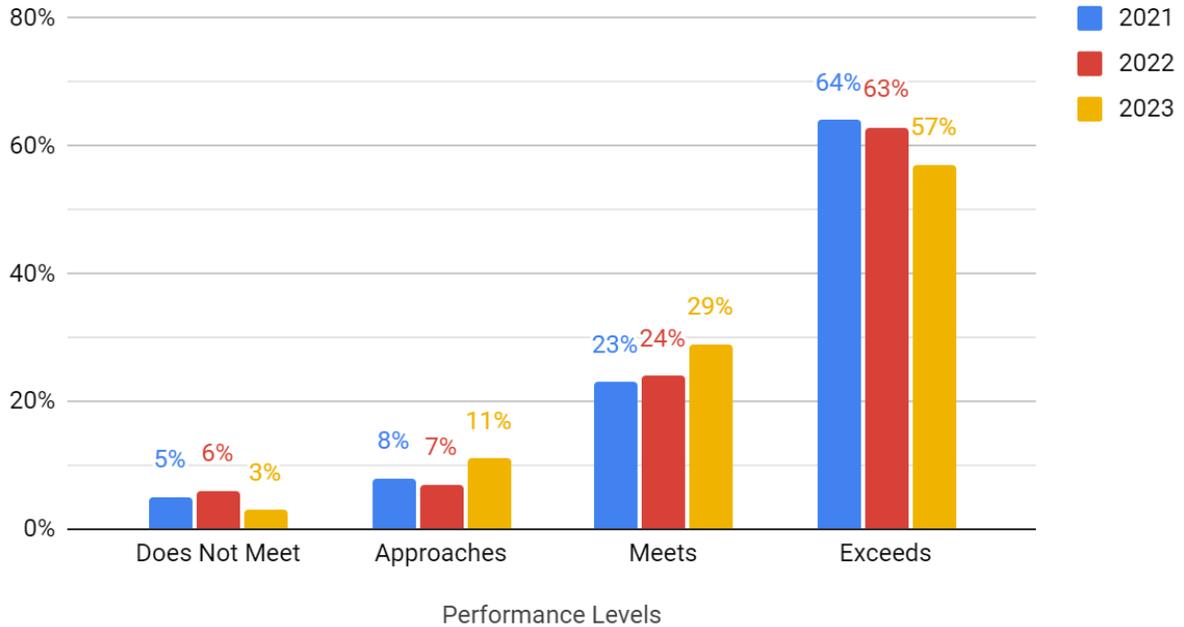
SC Ready Math Meets & Exceeds Percentages



SC Ready Math Results - Data by Performance Level

When looking at the data by performance level, it shows that students scoring meets or exceeds is significantly higher than those students scoring approaches or does not meet. As the does not meet category has decreased over the past three years by 3%, our students' scoring approaches has increased by 4%. Our students' scoring meets has increased by 11%, while our exceeds has decreased by 6%. All categories have shown improvement over pre-COVID performance levels.

ACE SCReady Math by Performance Levels

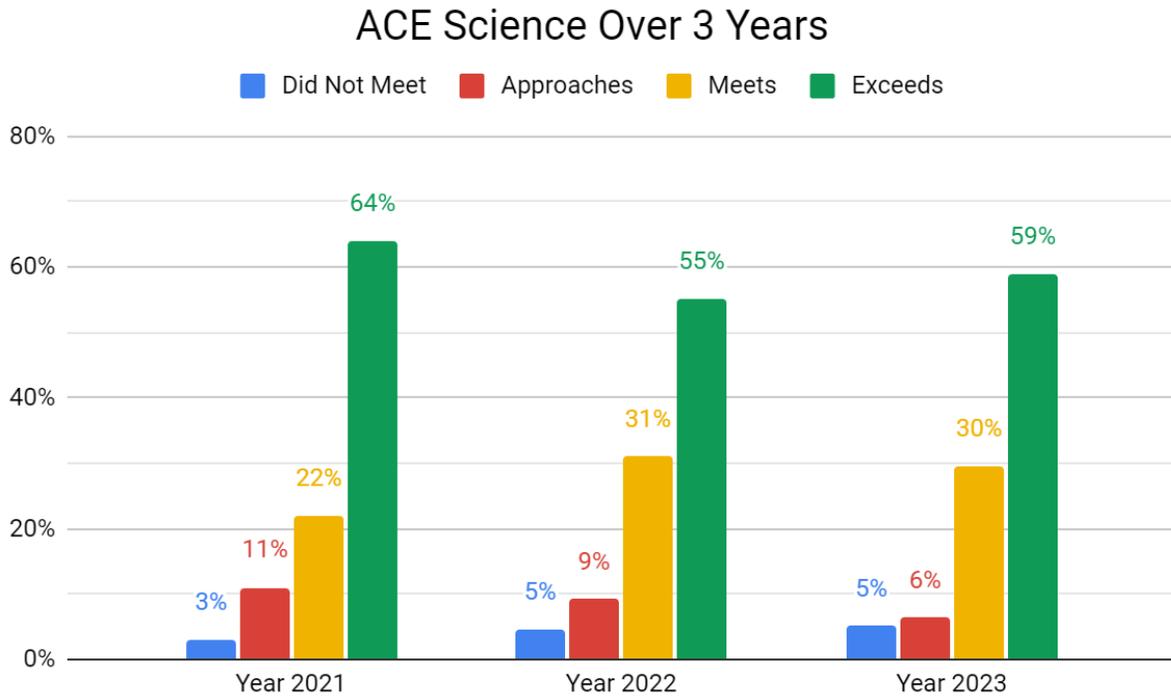


SC Ready Math Results - Data by Grade Level

In 3rd grade, 87% of the students scored meets or exceeds. In fourth grade, 88% of students scored meets or exceeds. In 5th grade, 83% of students scored meets or exceeds. Fourth grade math percentage for exceeds surpasses both third and fifth grades.

SC Ready Science Data Results

Fourth grade students are tested in science each year. The graph below shows SC Science scores from the previous 3 years. In 2023, Students from Augusta Circle scored 89% in the meets or exceeds categories, which is 24.2% higher than students in our district.



Teacher and Administrator Quality

Teachers and Administrators are expected to develop and/or maintain a high quality of professional skills. Our teachers and administrators participate in continuing education on an annual basis to grow in our profession. Each year, our professional development plan is steered toward our goals and any new initiatives that the district implements from year to year and is also designed to reflect teacher and student needs in our building based on surveys.

Augusta Circle Elementary DRAFT Professional Development Plan 2024-25

June				
Date	Description	Facilitators	Location	Time
June 11	Grade Level PLC - 5th Grade	Stephanie Gamble	Conference Room	8:00 am
June 12	Grade Level PLC - 1st Grade	Stephanie Gamble	Conference Room	8:00 am
June 13	Grade Level PLC - 5K Grade	Stephanie Gamble	Conference Room	8:00 am
July				
Date	Description	Facilitators	Location	Time
July 11	LETRS Training	Stephanie Gamble	Media Center	8:00 am
July 29	2nd Grade PLC	Stephanie Gamble	Conference Room	8:00 am
July 30	4th Grade PLC	Stephanie Gamble	Conference Room	8:00 am
July 31	3rd Grade PLC	Stephanie Gamble	Conference Room	8:00 am
August				

Date	Description	Facilitators	Location	Time
August 1	BOY Staff Meeting	Mimi Melehes	Library	8:00 am
August 2	ACE New Teacher training	Stephanie Gamble	Conference Room	8:00 am
August 2	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	1:00 pm
August 5	LETRS Training	Stephanie Gamble	Media Center	8:00 am
August 6-7	PLCs Grade Levels	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Conference Room	Various Times
August 12	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
August 14	New Math Language Roll-out	Stephanie Gamble	Media Center	2:45 pm
August 19	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
August 21	ACEing Instruction, Collaboration, and Communication PD: Session 1	Stephanie Gamble	Media Center	2:45 pm
August 26	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
August 26	K5-2nd Data Meeting: Fastbridge	Bailey Edmonds, Stephanie Gamble	Teacher Classroom	1:30 pm
August 28	PLCs with all Admin (K5, 1st, and 2nd)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Grade Level Planning Rooms	Related Arts Block
August 1-30	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning

September

Date	Description	Facilitators	Location	Time
September 4	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
September 9	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm

September 9	MAP Proctor Training: 1st Grade	Stephanie Gamble Bailey Edmonds	Teacher Classroom	12:30 pm
September 16	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
September 18	ACEing Instruction, Collaboration, and Communication PD: Session 2	Mimi Melehes, Bailey Edmonds Stephanie Gamble, Buist Lide	Media Center	2:45 pm
September 23	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
September 24	Learning Walks: Grades 2-5	Stephanie Gamble	Classrooms	8:00 am
September 30	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
September 1-30	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
October				
Date	Description	Facilitators	Location	Time
October 1	SLO Goal Setting	Mimi Melehes, Stephanie Gamble	Teacher Classrooms	Related Arts Blocks
October 2	PD: Generative AI	Kevin Roper	Library	2:45 pm
October 7-22	Professional Pairings (Teacher-Teacher Observation & Collaboration)	Stephanie Gamble	Teacher Classrooms	Instructional Class Times
October 7	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
October 9	CogAT/Iowa Test Training	Bailey Edmonds Stephanie Gamble	Teacher Classroom	10:50 am
October 14	LETRS Training	District Trainer	Media Center	8:00 am
October 16	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
October 21	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
October 23	Professional Pairings PD:	Stephanie Gamble	Teacher	2:45 pm

	Share Excellent Sightings		classroom	
October 28	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
October 29	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
October 1-31	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning

November

Date	Description	Facilitators	Location	Time
November 6	1st & 5th Grade Level Unit Planning and PLC	Stephanie Gamble	Conference Room	$\frac{1}{2}$ day per grade level
November 7	2nd Grade Observes 4th Grade	Stephanie Gamble	Teacher Classrooms	10:00 am
November 7	K5 & 3rd Grade Level Unit Planning and PLC	Stephanie Gamble	Conference Room	$\frac{1}{2}$ day per grade level
November 8	3rd Grade Observed 5th Grade	Stephanie Gamble	Conference Room	8:00 am
November 11	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
November 12	2nd & 4th Grade Level Unit Planning and PLC	Stephanie Gamble	Conference Room	$\frac{1}{2}$ day per grade level
November 13	Technology PD: Guest Teacher Leader	Stephanie Gamble	Media Center	2:45 pm
November 18	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
November 25	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
November 27	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
November 1-30	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning

December

Date	Description	Facilitators	Location	Time
December 2	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
December 5	PLCs with Admin (5K-5th Grades)	Grade Level Chair	Teacher Classrooms	During grade level planning
December 9	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
December 11	ACEing Instruction, Collaboration, and Communication PD: Session 3	Mimi Melehes, Bailey Edmonds Stephanie Gamble	Media Center	2:45 pm
December 16	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
December 1-20	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning

January

Date	Description	Facilitators	Location	Time
January 6	LETRS Training	District Leader	Media Center	8:00 am
January 13	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
January 14	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
January 22	ACEing Instruction, Collaboration, and Communication PD: Session 4	Mimi Melehes, Bailey Edmonds Stephanie Gamble	Media Center	2:45 pm
January 27	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
January 29	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
January 1-31	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning

February

Date	Description	Facilitators	Location	Time
------	-------------	--------------	----------	------

February 3	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
February 4	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
February 10	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
February 12	ACEing Instruction, Collaboration, and Communication PD: Session 5	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
February 19	Staff PD: Data Dive	Mimi Melehes, Bailey Edmonds	Media Center	2:45 pm
February 24	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
February 1-28	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
March				
Date	Description	Facilitators	Location	Time
March 3	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
March 5	ACEing Instruction, Collaboration, and Communication PD: Session 6	Stephanie Gamble	Media Center	2:45 pm
March 10	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
March 12	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
March 24	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
March 25	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
March 26	Staff PD: 5 Languages of Appreciation	Stephanie Gamble	Media Center	2:45 pm
March 31	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm

March 1-31	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
April				
Date	Description	Facilitators	Location	Time
April 7	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
April 9	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
April 14	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
April 15	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
April 21	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
April 23	ACEing Instruction, Collaboration, and Communication PD: Session 7	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Media Center	2:45 pm
April 28	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
April 1-30	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning
May				
Date	Description	Facilitators	Location	Time
May 5	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
May 6	PLCs with Admin (5K-5th Grades)	Mimi Melehes, Bailey Edmonds, Stephanie Gamble	Teacher classroom	Common planning
May 7	Guiding Coalition Meeting	Mimi Melehes, Bailey Edmonds	Conference Room	2:45 pm
May 12	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
May 14	ACEing Instruction, Collaboration, and	Stephanie Gamble	Media Center	2:45 pm

	Communication PD: Session 8			
May 19	ACE Staff LETRS Training	Stephanie Gamble	Media Center	2:45 pm
May 1-15	Weekly PLCs in each grade 5k-5th	Grade Level Facilitators	Teacher Classrooms	Common planning

Staff Personalized Professional Learning

A Professional Book Study will be offered as an optional professional learning opportunity for staff members. The book study will serve as a support in the personal growth and development of individuals as leaders and colleagues.

Coaches/Grade Level Support

Instructional Coaches will collaborate with teachers during their grade level meetings and weekly PLCs to plan for curriculum, pacing, and instruction and promote student learning through student-centered coaching moves. Coaches include Instructional Coach, Literacy Specialist, and Instructional Technology Coach.

Staff Google Classroom used to communicate and house curriculum and instructional resources, technology tools, and professional links.

Additional Professional Development Opportunities:

- District Professional Development Sessions
- District Curriculum Meetings
- Upstate Consortium
- Upstate Technology Conference
- Summer Academy Sessions
- Roper Mountain Science PLUS

School Climate Needs Assessment

In evaluating our school climate, we studied the results of the surveys in our [SDE School Report Card](#).

The latest survey results are from 2022-23 school report cards. Student surveys were given to 3rd, 4th, and 5th grade students. Parent surveys were given to parents of 3rd-5th grade students. Teacher surveys were given to all teachers in our school. The survey questions asked about satisfaction concerning the learning environment, social and physical environment, and school-home relations.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	34	241	39
Percent satisfied with learning environment	100.0%	97.1%	97.4%
Percent satisfied with social and physical environment	100.0%	97.5%	97.4%
Percent satisfied with school-home relations	97.1%	99.6%	100.0%

Results of Teacher, Student, and Parent Opinion Surveys

Learning environment of our school

- Students - 97.1% were satisfied, which was 0.7% lower than the previous year.
- Parents - 97.4% were satisfied, which was 0.2% higher than the previous year.
- Teachers – 100% were satisfied, which was 2.9% higher than the previous year.

Social and physical environment

- Students – 97.5% were satisfied, which was a 0.9% increase from 2022.
- Parents – 97.4% were satisfied, which was a 0.3% increase from 2022.
- Teachers – 100% were satisfied, which was a 2.9% increase from 2022.

School-home relations

- Students – 99.6% were satisfied, which was a 1.4% increase from 2022.
- Parents – 100% were satisfied, which was a 10.3% increase from 2022.
- Teachers – 97.1% were satisfied, data from 2022 was not available (N/A).

In analyzing our school climate survey data, it is evident that teachers are the most satisfied with our school climate by scoring 97-100% satisfaction in all areas of school climate. Students were highly satisfied with our school climate with percentages at 97% or higher in all areas. Parents scored high on satisfaction with 97-100% in the areas of learning, social, and physical environments.

The lowest score from teachers was 97.1% showing a slightly lower satisfaction rate on school-home relations. To improve in school-home relations, teachers, administrators, and support staff can:

- Increase efforts to reach out in communication to parents to keep them informed of school events, classroom learning, and opportunities to be involved in school, classroom, or community events/activities.
- Open, positive communication on a regular basis to provide support to parents and their families.
- Frequent communication may include:
 - scheduled conferences (in person, virtually, or phone call)
 - phone calls
 - emails
 - weekly newsletters
 - letters/notes home
 - classroom and/or school social media posts
 - up-to-date school and teacher websites

Student Behavior

Augusta Circle had 7 behavior referrals in the previous school year. Of those 7 students, 3 received a 2nd referral in the same year. 99% of students did not have a behavior referral, but 42.86% of students who received 1 referral went on to receive additional behavioral referrals.

Attendance, Absenteeism, Truancy

In 2023-24, 25 of 564 students have chronic absenteeism, which is 4.43%. 95.57% of students attend school regularly.

Parent/Teacher Conferences

100% of families have participated in at least one parent teacher conference during the school year.

Volunteer Hours

In 2022-2023, our school logged 6675 volunteer hours worked in our building by level 1 and level 2 volunteers.

Backpack Accounts

Our district utilized the Backpack system to send messages to families. We have 538 accounts created for our 576 students, which is 94% of families who can be contacted with a backpack message.

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 **86.9 %** 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 Math 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 Math SCDE School Report Card			Projected (ES)	88.9%	89.9%	90.9%	91.9%	92.9%
	86.9%	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	· Mimi Melehes , Stephanie Gamble			
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Mimi Melehes, Stephanie Gamble			
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	· All 3rd-5th grade teachers, Stephanie Gamble			

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"> · District Math Coordinators 			
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"> · District Math Coordinators 			
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> · All 3rd-5th teachers 			
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"> · Mimi Melehes, Stephanie Gamble, Bailey Edmonds 			
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"> · Mimi Melehes, Stephanie Gamble, Bailey Edmonds 			
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"> · Mimi Melehes, Stephanie Gamble, Bailey Edmonds 			

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	· Stephanie Gamble			
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Mimi Melehes, Stephanie Gamble, Bailey Edmonds			
4. Foster a collaborative relationship between schools and parents.	2024-2029	· Mimi Melehes, Stephanie Gamble, Bailey Edmonds, all teachers and staff			
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· Stephanie Gamble, Margaret Murphy			

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 **89 %** in 2022-23 to **95 %** 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)	91%	92%	93%	94%	95%
	89%	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	• Mimi Melehes, Stephanie Gamble			
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	• Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek			
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district	2024 - 2029	• Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek, all teachers			

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.					
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"> · Stephanie Gamble, Mary Anna Pastorek; all teachers, interventionists 			
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"> · Stephanie Gamble, Mary Anna Pastorek, all 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"> · Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek 			
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"> · Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek 			
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"> · Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek 			
4. Progress Monitor intervention outcomes to determine the most	2024-2029	<ul style="list-style-type: none"> · Stephanie Gamble, Mary Anna Pastorek, all teachers 			

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"> · All teachers 			
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> · Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek 			
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"> · Stephanie Gamble, Mary Anna Pastorek 			
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, which was approved by the SCDE in 2016. By adding three students to each	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>class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.</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"> • District ELA 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"> • All ELA teachers 			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Stephanie Gamble, Mary Anna Pastorek, Kathy Lupinek			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· All ELA teachers			
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek, Bailey Edmonds			
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· Margaret Murphy Stephanie Gamble, Mary Anna Pastorek			
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	· Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek			
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Stephanie Gamble			
3. Build capacity for consistent implementation of the GCS ELA Instructional Framework.	2024-2029	· Mimi Melehes, Stephanie Gamble, Mary Anna Pastorek			
4. Monitor students' needs in order to determine and use the best	2024-2029	· All ELA teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
instructional practices to achieve mastery of ELA skills.					
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Stephanie Gamble, Mary Anna Pastorek			

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	.			

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	4.5%	4%	3.5%	3%	2.5%
	5%	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: Retain HQ Teachers					
1. Foster Connections and use specific appreciation language to reach teachers	2024-2029	· Mimi Melehes, Bailey Edmonds, Stephanie Gamble			

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <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	· Mimi Melehes, Bailey Edmonds			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· Mimi Melehes, Bailey Edmonds			
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	· Mimi Melehes, Bailey Edmonds, Suzanne Billings			
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	· Mimi Melehes, Bailey Edmonds, Suzanne Billings			
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	· Mimi Melehes, Bailey Edmonds, Suzanne Billings, Ali Hill			
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	· Mimi Melehes, Bailey Edmonds, Suzanne Billings			
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	· Mimi Melehes, Bailey Edmonds, Suzanne Billings, all teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds, Suzanne Billings 			
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> · All teachers 			
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	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds 			
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> · Mimi Melehes 			
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds, Suzanne Billings 			
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	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds 			
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	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds 			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· All teachers			
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Mimi Melehes, Bailey Edmonds, Suzanne Billings, all teachers			
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	· Mimi Melehes, Bailey Edmonds, Suzanne Billings, all teachers			

GOAL AREA 3 – Performance Goal 2

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 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)	3.93%	3.68%	3.43%	3.18%	2.93%
	4.43%	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Mimi Melehes, Bailey Edmonds			
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Mimi Melehes, Bailey Edmonds			
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and	2024-2029	· Mimi Melehes, Bailey Edmonds			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
follow-up on individual Attendance Intervention Plans.					
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> District Leadership Mimi Melehes, Bailey Edmonds 			
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	<ul style="list-style-type: none"> Mimi Melehes, Bailey Edmonds, Suzanne Billings 			
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> Mimi Melehes, Bailey Edmonds, Suzanne Billings 			
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<ul style="list-style-type: none"> Mimi Melehes, Bailey Edmonds, Ali Hill 			

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	· Mimi Melehes, Bailey Edmonds			
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Mimi Melehes, Bailey Edmonds, Suzanne Billings, Stephanie Gamble			
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Mimi Melehes, Margaret Murphy			

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: 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	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds, Suzanne Billings, SIC committee, PTA Executive Board 			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds, Suzanne Billings 			
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds, PTA, SIC 			
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	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds, Suzanne Billings 			
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds, Stephanie Gamble 			
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	<ul style="list-style-type: none"> · Mimi Melehes, Bailey Edmonds 			