

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Buena Vista 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

Dave Burgess	Dave Burgess	5/1/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Melissa Bache		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Joanne Arnett		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 310 S. Batesville Rd. Greer, SC 29650

SCHOOL TELEPHONE: (864) 355 - 2200

PRINCIPAL E-MAIL ADDRESS: deburgess@greenille.k12.sc.us

Stakeholder Involvement for School Renewal

Position and Name

1. Principal	Dave Burgess
2. Teacher	Kristen Wyatt
3. Parent/Guardian	Angelica Backer
4. Community Member	
5. Paraprofessional	Ashton Heitman
6. School Improvement Council Chair	Melissa Bache
7. Read to Succeed Reading Coach	Joanne Arnett
8. School Read To Succeed Literacy Leadership Team Lead	Joanne Arnett
9. School Read To Succeed Literacy Leadership Team Member	Ashley Long
10. PTA President	Lydsey Crandall
11. Assistant Principal	Kristen McFadden
12. Administrative Assistant	Natalee Phoenix

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Academic Assistance, PreK–3</p> <p>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, Grades 4–12</p> <p>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Technology</p> <p>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</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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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

The self-study process for this year's renewal began in February 2024 at Buena Vista. Our first step was to share general information with the staff. In early March, the staff began work to review the Portfolio Action Plan within their grade level teams and their goal-based teams. Buena Vista has five goal teams: ELA, Math, Science, Social Studies, and School Quality. Each goal team is designed to have representation from all grade levels and from our specialists' team. A final step was to gather "next step" suggestions and ideas from each staff member through a brainstorming/Needs Assessment meeting in April. In addition, information was shared and input was gathered from our PTA Board members and our SIC (School Improvement Council) members.

EXECUTIVE SUMMARY

Greenville County Schools (GCS) is widely recognized as a leader in public education. More than half of all teachers (57%) have a Master's Degree or higher in their field. Greenville is known for its cultural diversity and its support of the fine arts. Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The Parent Teacher Association (PTA) in Greenville County is the largest operating PTA unit in the state of South Carolina, raising more than \$3 million annually for Greenville County students. Buena Vista is extremely fortunate to have an active and involved parent/teachers' association. The school was built in 1984 and currently houses 828 students and 47 full-time and 10 part-time-time instructional staff members. In addition, we have 7 staff members serving students as para-professionals. Buena Vista Elementary is located in Greer, South Carolina

Instructional and organizational priorities at Buena Vista Elementary focus on the needs of developing lifelong learners and creating a school-wide culture of literacy. Following the tenets of Continuous Improvement and Total Quality Education teachers implement student learning goals and objectives. They also track student data and growth using quality tools such as lotus diagrams, consensograms, and affinity diagrams to assist in maximizing student learning. A balanced literacy program encourages direct reading instruction, student self-selected reading, writing instruction and practice with vocabulary development utilizing the Fountas and Pinnell reading delivery system. Examples of technology integration can be seen in every classroom at every grade level. Student Response Systems, Promethean Boards, iPads, laptops and chrome books are available and are used throughout the building at all grade levels. These all encourage students and teachers alike to use technology as a tool to increase student engagement, to offer opportunities for personalized, differentiated

learning and to increase academic success. Science instruction is driven by district science kits which are closely aligned to state science standards. We are fortunate to be able to offer our students a staffed STEAM lab to supplement science instruction and to heighten natural curiosity.

Assessment is developed according to the South Carolina Career and College Readiness Standards for Kindergarten through fifth grade in all subject areas. Our Discipline Committee implemented a new school-wide behavior system that will be effective for all of our school community.

Each year the staff reviews the school's long-range plans to determine areas of strength and needed emphasis in our curriculum. By analyzing students' performance on standardized tests, (Iowa Test of Basic Skills, ACT Aspire, SC Ready, MAP, the Palmetto Achievement of State Standards Test and MasteryConnect, we are able to identify areas of need and can set grade-level-specific and school-wide academic goals. The administration and instructional coach guide the staff through a review of the long-range plan each spring in order to plan for the following school year. The entire staff is trained in the Fountas and Pinnell balanced literacy delivery system and in the Lucy Calkins writing model. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability levels to maximize their academic potential. As a result, Buena Vista has received a state absolute report card grade of Excellent in multiple years in recent history. Our school has consistently maintained strong student achievement scores on the state PASS assessments and have been consistently recognized by the state department as a Gold award winner. Buena Vista typically is a leader in the district in the achievement scores for Reading, Math, Science, and Social Studies on SC Ready and PASS. The staff and administration, working together, have made a concerted effort to focus on the improvement of our subgroup achievement scores especially with the Disabled, Subsidized, and African-American categories of students.

The Buena Vista staff see themselves as professional and passionate educators. In 2024-2025, we look forward to maintaining our goal of highly qualified personnel. Our planned professional development will be directly aligned to student achievement and teacher professional desires. Our Faculty Meetings each Wednesday are now actual Professional Development meetings. Our staff identifies their most current needs, aligned with our school and district priorities and then most importantly, the majority of these PD sessions are taught by our very own teachers. We recognize our staff consistency as a strength in our program and appreciate that our new hires will allow us to enhance our quality programs. Since 2017 under the leadership of Principal, Dave Burgess collaboration and shared leadership has become a staple, a key to our continued success. We have had four staff members move into school administration, participate in the District Lead Program and we have 12 members of our

staff that have been presenters at National Conferences including the last two years at the National Blue Ribbon Schools Conference.

Our school climate continues to improve. All staff consider their safety and the safety of the students as paramount. In this year's state report card survey, one hundred percent of the staff responded that they felt safe at school. We look forward to maintaining this level of secure environment since we are already at or above district expectations.

Areas of concern with the age of the school facility and its condition continue to be an issue as a need for storage in classrooms to assist students with organization exists. No classrooms in the central building have built-in student cubbies or built in bookshelves for classroom libraries. We have invested in new classroom furniture, but there is still room for improvement regarding classroom storage

Significant honors in recent years have included the state department of education report card status of "A" for federal accountability, Gold award for achievement, and an Excellent rating for Academic Achievement and for Preparing Students for Success.

Our school has continued to improve technologically. Due to a very successful extended day program, supportive PTA, and an enrichment program, special facility upgrades have been made. Our vision is to maintain a 1:1 status so that every student has equal access to an individual learning tool. We continue to lead the District in the area of technology. We currently own 12 3-D printers, and we are excited to say that most of our students were able to create a file in Tinkercad and were able to print their object with the 3-D Printers this year. We have incorporated these into our STEAM Lab program, Gifted and regular classroom curriculums. Most recently we have purchased a laser printer which we are also integrating into all of our programs. We plan to establish classroom/grade level businesses utilizing the laser printer to make some of our products.

Our building is designed with clusters of classrooms placed in close proximity to each other. Currently, each cluster houses one grade level of classes. This allows grade level teaching teams to plan and teach together. Students move in flexible groups between classrooms, based on their demonstrated needs for enrichment or remediation in specific skills and subjects. The classroom environments are designed to nurture and enhance a child's natural curiosity and desire to learn through small group interaction, research projects, technology integration and the encouragement of student leadership and responsibility. All work is taught based on the State Standards but allows students to work at their developmental and demonstrated proficiency levels.

SCHOOL PROFILE

The Community of Greer, South Carolina

The city of Greer, population 30,000+, is situated between the cities of Greenville and Spartanburg. The community from which Buena Vista draws is situated on the outskirts of Greer, a suburb of Greenville, South Carolina. This is a community that has seen tremendous growth and change over the last decade due to growth of business and industry. There has been a surge in neighborhood development as a result.

The community offers many resources and strengths. Greenville County is home to Furman University, Greenville Technical College, North Greenville University, and Bob Jones University. There is also a large university center that offers classes from major state universities. These institutions provide pre-service teacher preparation and ongoing professional development support. The Greenville-Spartanburg International Airport and the Greenville Municipal Jetport service this area.

Greenville is known for its cultural diversity and its support of the fine arts. The South Carolina Governor's School for Fine Arts and Humanities is located in Greenville. The students of Buena Vista benefit from a variety of experiences provided by the Peace Center for Performing Arts, the Greenville County Library System, and The Greenville County History Museum and the Museum of Art.

Buena Vista is extremely fortunate to have an active and involved parent/teacher association. The PTA maintains several programs at our school such as Backpack Buddies, Scholastic News or other grade-level publications, and Bobcat Brain-Builders which is a parent-staffed tutoring program. Buena Vista volunteers work in the office, the health room, and the media center. They raise funds for our school through a variety of ways. Our PTA is an award winning organization. The PTA plays an integral part in Buena Vista's success.

Our Leaders

Mr. Burgess is in his eighth year at Buena Vista Elementary. Mr. Burgess served as one of our Assistant Principal in 2016-2017 and officially became Principal on July 1, 2017. Dave brings to Buena Vista Elementary 36.5 years' experience in administration with 29.5 years' experience as a Principal. His service has spanned from a small rural elementary school to an inner-city Kindergarten through 8th grade International Baccalaureate program. All schools under his guidance attained tremendous student achievement success. Buena Vista continues to be one of the top academic elementary schools in Greenville County.

Dave builds relationships through collaboration and shared leadership which empowers all involved to lead. He has found that as people lead, their expectations for themselves and those around them increases, and innovation occurs almost naturally. Bringing people together to create positive change is what he does best.

Our assistant principal is Kristen McFadden. This is her 14th year serving the Buena Vista community. She holds a Bachelor's degree in Elementary Education and a Master's degree in Educational Leadership from Clemson University. She has taught first grade and served for four years as an Administrative Assistant at Summit Drive Elementary before accepting the position as Assistant Principal of Buena Vista.

We welcomed Natalee Phoenix to our administrative team for the 2023-2024 school year. Ms. Phoenix earned her Bachelor's degree in Early Childhood Education from Winthrop University and her Master's degree in Educational Administration from The University of South Carolina, Columbia. She taught 1st and 4th grade in Columbia, SC before moving to Greenville County, summer 2023. Ms. Phoenix focuses on building relationships with students, staff, and families to ensure that all the needs of students are met. She is very passionate about educational equity and inclusive school settings.

History of Buena Vista

In southeastern Greenville County, twelve miles from the village originally known as Pleasantburg, was a rich section of land between the Enoree River and its tributary, Rocky Creek. From the earliest times, it had been known as Buena Vista. The origin of the name is unknown. This section was centered on what is today the crossroads of Pelham Road, SC Highway 14, and Batesville Road.

The land changed hands several times between 1810 and 1833. William Bates and Joshua Kilgore formed a partnership for a factory called, the Buena Vista Factory. Bates later opened another textile mill at the shoals of Rocky Creek called Batesville and the community was named the same. Five-pound packages of yarn were used as legal tender in an area short on money. Records from the post office show that between 1830 and 1860 around 400 people were in this area. Several structures dating from this period still survive: The William Bates House and one remaining house built for mill workers probably between 1812 and 1830.

In the mid 1840's Mr. Bates became partners with Thomas Cox and Henry P. Hammett to form William Bates and Company. In 1863, the Batesville Mill was sold in confederate currency to a Charleston, S. C. group. With the collapse of the confederacy, the mill returned to Bates' ownership.

William Bates died in 1872 and is buried in what is now the Ebenezer United Methodist Church cemetery. Henry Hammett continued the mill's operation after his death. The Civil War and

Reconstruction dealt a blow to the prosperity of Buena Vista. In 1879, the mill was sold to George Putnam, owner of Camperdown Mills on the Reedy River in Greenville. After his death, his daughter, Mary Putnam Gridley, assumed the management of Batesville Mill, becoming the only woman president of a cotton mill in the south. Mrs. Gridley successfully ran the mill until the early 1900's.

The mill changed hands several times until the late 1920's when it closed as a cotton mill. In the early 1970's it became a restaurant, The Old Mill Stream. The Old Batesville Mill then became Fatz Café, which burned in 1998.

In 1830, Mr. Arthur Barnwell, native of South Carolina, had become wealthy in Pelham, New York. Mr. Barnwell bought the factory at Buena Vista and renamed the mill town and mill, "Pelham". In 1880, he completed his home, a beautiful Queen Ann style house, across the river from the mill. The house, now a Bed and Breakfast Inn, still stands today.

The Pelham Manufacturing Co. remained in operation until 1935. After the closure of both the Pelham and Batesville Mills, the activity of the Buena Vista area began to decrease. Many former employees went to work in factories in Greenville, Greer, and Simpsonville. By the early 1960's Buena Vista was a quiet farming community with few reminders of the industrial past.

In the early 1970's a site on Batesville Road was chosen by the school district for a new elementary school to serve the burgeoning East Side. A district-wide contest was held in 1983 for the district elementary school students to compete to name the new school.

At Pelham Road Elementary, Mrs. Doris Hefners's fifth grade class had just been on a field trip to the Batesville/Pelham/Buena Vista area. Mrs. David Ward, present owner of the William Bates House and local historian, guided them. After learning of the history of the area, Mrs. Hefner's students discussed a number of names but picked "Buena Vista " as their entry for the contest. And in June 1983, the site officially became that of the future Buena Vista Elementary School.

Buena Vista was dedicated on Sunday, November 17, 1985 with Dr. Roy Truby officiating. It was a new beginning but its name added ties to an eventful past of an historic community. Mrs. Judith F. Greene was the first principal of Buena Vista. She passed away in January of 1991. The school opened with 650 students. The school faculty was combined with faculty from Brushy Creek Elementary School.

Mrs. Barbara A. Barlow, 2nd principal, remained in that position from 1992 until January of 2001. Mrs. Brenda Byrd served as the interim principal from January to May of 2001. In May of 2001, Dr. Ann Mohr was appointed as principal of Buena Vista and began her tenure in the school year 2001-2002. Dr. Mohr remained in this position until her retirement in July 2017. The current enrollment is approximately 910 students. Buena Vista has been through many changes, and it continues to grow and change daily as we strive to educate the leaders of tomorrow.

Facilities

Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The school was built in 1984 and currently houses approximately 814 students and 59 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

The facilities at Buena Vista consist of 49 classrooms plus a science/STEAM lab, a cafeteria, a multipurpose room, and a library. Construction of a new wing addition was finished in the summer of 2005. The floor plan has a unique configuration; classrooms are clustered together around a common work area and conference room.



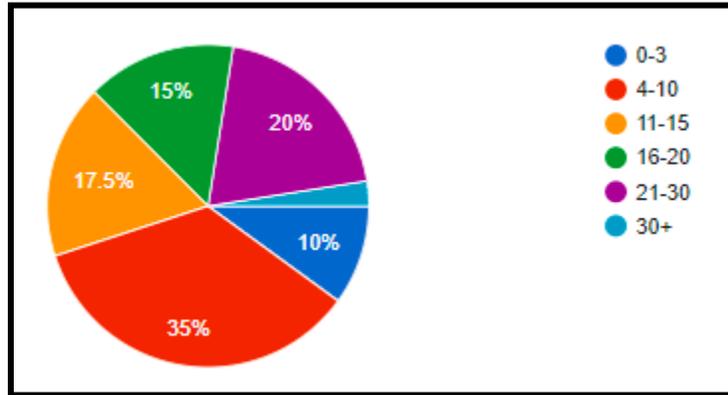
School Personnel Data

The staff at Buena Vista includes: 29 regular education teachers, 13 specialists, 4 special education teachers, two part time guidance counselors, 1 ESOL teacher, and an Instructional Coach. One of the most extraordinary strengths of this staff is its ability to deal with change. All teachers strive to create a classroom and school climate that is nurturing and conducive to learning for all students. There are currently 9 males and 68 females working at Buena Vista. Five staff members are African American, one is Hispanic, and 73 are Caucasian.

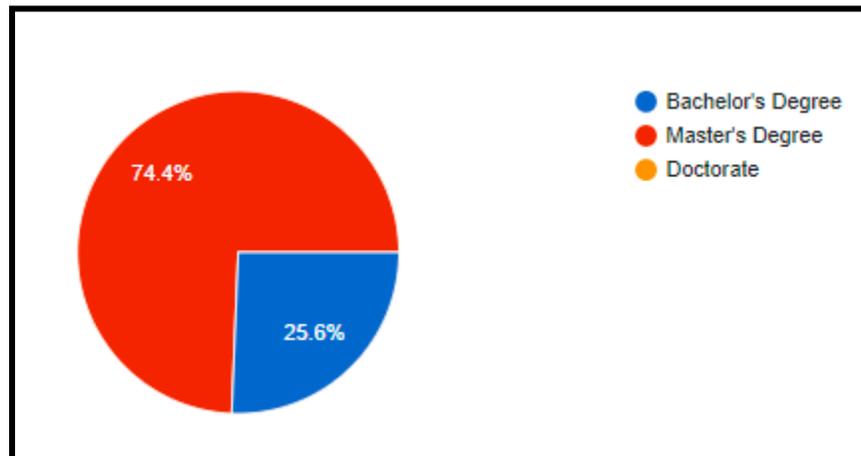
The following graphs show the teachers' overall number of years of experience as well as a comparison of degrees held by our teachers. In addition to this data, we also have three teachers who hold National Board Certificates and several teachers who are teaching as a second career. Thirty-five teachers

have successfully completed technology proficiency classes for educators, and our newest teachers are not yet required to take Intel as they wait for their professional certificates.

Experience as a Teacher



Teaching Degrees Held at Buena Vista



Additional personnel include the school principal, assistant principal, secretary, attendance clerk, office clerk, custodial staff, media specialist and media clerk, literacy specialist, interventionist, STEAM lab instructor and 5 food services workers. Six bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Buena Vista students include four kindergarten paraprofessionals, 2 special education paraprofessionals, the district psychologist, 1 school nurse, one speech and language pathologist, an occupational therapist, a part-time mental health counselor, and an English as a Second Language (ESOL) teacher. Our student/teacher ratio is 24 to 1 in Kindergarten, 22.1 to 1 in grades first through third, and 27.5 to 1 in grades four and five.

Buena Vista Elementary Students

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
0	139 M 68 /F 71	9 M 4 /F 5	24 M 9 /F 15	9 M 6 /F 3	0 M 0 /F 0	9 M 4 /F 5	0 M 0 /F 0	88 M 45 /F 43	0 M 0 /F 0
1	141 M 77 /F 64	6 M 4 /F 2	21 M 13 /F 8	7 M 4 /F 3	1 M 0 /F 1	11 M 7 /F 4	0 M 0 /F 0	95 M 49 /F 46	0 M 0 /F 0
2	146 M 80 /F 66	10 M 8 /F 2	21 M 10 /F 11	11 M 8 /F 3	0 M 0 /F 0	9 M 6 /F 3	0 M 0 /F 0	95 M 48 /F 47	0 M 0 /F 0
3	140 M 69 /F 71	8 M 3 /F 5	24 M 11 /F 13	7 M 4 /F 3	0 M 0 /F 0	8 M 4 /F 4	0 M 0 /F 0	93 M 47 /F 46	0 M 0 /F 0
4	142 M 81 /F 61	7 M 4 /F 3	15 M 4 /F 11	16 M 11 /F 5	1 M 0 /F 1	5 M 2 /F 3	0 M 0 /F 0	98 M 60 /F 38	0 M 0 /F 0
5	125 M 70 /F 55	8 M 4 /F 4	16 M 9 /F 7	3 M 2 /F 1	0 M 0 /F 0	4 M 4 /F 0	0 M 0 /F 0	94 M 51 /F 43	0 M 0 /F 0
Total	833 M 445 /F 388	48 M 27 /F 21	121 M 56 /F 65	53 M 35 /F 18	2 M 0 /F 2	46 M 27 /F 19	0 M 0 /F 0	563 M 300 /F 263	0 M 0 /F 0

Currently, the student enrollment at Buena Vista is made up of. 8 percent Hispanic, 60.1 percent Caucasian, 15.9 percent African-American, 10.2 percent Asian and 6.2 percent “Other”. The primary home languages, in order of student enrollment, are English, Spanish, and Indian dialects. Slight changes in demographics reveal a slight increase in the percentage of Caucasians Hispanic students with a slight decrease in our African American population. A strength of our school is our diversity. The changes in the other categories are statistically insignificant. Services are provided by a trained ESOL teacher to our ESOL student population. Currently, 22% of our student population falls below the poverty index. This number is based on the number of students who receive free and reduced priced meals and Medicaid. The level of FARMs (Free and Reduced Meals) has increased slightly over time.

Buena Vista and the school district strive to meet the needs of all children. Buena Vista Elementary has two self-contained, primary special education classrooms. We are continuing the Inclusion Model to meet the needs of our students with disabilities. Two part-time speech teachers work with students on a pullout schedule. An itinerant teacher for the hearing impaired, a physical therapist, and an occupational therapist work with identified students. The Challenge program includes identified students at grades 3-5. This district program is taught by a qualified teacher and follows a prescribed curriculum. Students participate in quarterly units of study that are curriculum based.

Communication between the home and the school is important to each child's success. Currently, 100% of the Buena Vista families report having computers in the home with internet access. The school maintains a website. Each teacher has an individual webpage where weekly newsletters and curriculum updates are posted. Each teacher and administrator has an e-mail account which provides easy access for communication.

Attendance and Mobility

Student attendance rates at Buena Vista have remained steady over the past few years. Buena Vista has an average student daily attendance rate of approximately 95.5% for 2021. The mobility rate is currently at about 5 percent. This number is based on the number of students moving in or out of our student population during the school year.

Major Programming Features and Awards

- Gold Award, "Excellent" on report card
- RtI Reading Intervention at K and 1(serves approximately 65 students per year)
- Full-time Literacy Specialist to support lowest readers in grades 1, 2 and 3
- In house Professional development by members of the Literacy team and/or the Literacy Specialist to ensure that instructional strategies in reading remain consistent and appropriately rigorous across all grade levels.
- In House professional development by members of the technology team or staff members who attended ISTE in 2019 to share best practices in all areas of technology.
- IXL and First in Math - web-based programs, offer support and enrichment opportunities for all students.
- Triple I (Immediate, Intensive Intervention) Data driven, student-centered intervention and enrichment offered weekly by grade level and by subject.
- Implementation of Fountas & Pinnell Balanced Literacy Model in all classrooms
- Implementation of Lucy Calkins Writing in all classrooms
- Half-time Interventionist for identified students needing additional support in math.(*Student Centered Coaching*)
- STEAM Lab instructor targets SEPs, builds on student curiosity, enhances traditional standards-based classroom instruction
- Bobcat Brainbuilder's Program (in-house tutoring for students of all ages)

- Extended Day Program Enrichment Clubs in math, science, Health/Wellness/Fitness, technology
- Faculty Initiatives with Collaborative Learning Communities and *7 Habits of Highly Successful People* (both of which directly impact student learning)
- Healthy School Initiative and member of the CATCH program
- SHI grant winner 2014
- Learning Community-our classrooms are organized in clusters of 6 classes around a central open area. This allows teachers to flexibly group students based on demonstrated performance (MAP, unit pre- and post-testing, Mastery Connect, etc.) Students in each cluster participate in PBL units each year; each PBL is designed to include a STEM/STEAM component.
- Related arts enrichment program to enhance opportunities for students in grades 2-5
- Annual Artist in Residence, visiting author, and Battle of the Books to enhance instruction
- Established as a Covey, Leader In Me program.

Mission, Vision and Beliefs

The mission of Buena Vista Elementary School is to educate students while supporting them socially and emotionally as they develop into responsible 21st Century learners.

The vision of Buena Vista Elementary School is to offer a challenging, progressive, character-building, SC College and Career Ready curriculum that enables students to become self-directed learners. We envision students who have a well-developed self-esteem and are open-minded. Our students will become creative problem solvers and independent thinkers who are prepared for the challenges of the 21st Century.

Our Beliefs

1. We believe all members of the Buena Vista community are active learners.
2. We believe social, emotional, and intellectual skills can be learned.
3. We believe a supportive learning environment is characterized by safety, mutual respect, communication, and collaboration among all stakeholders.
4. We believe learning occurs for a variety of reasons, including high expectations, mastery of skills, curiosity, and preparation for the future.

5. We believe learning occurs best through a wide variety of experiences targeting different ability levels and styles of learning, modeling, and technology-rich experiences with hands-on and real-life applications.
6. We believe learning is enhanced by applied technology, the integration of the arts, and a research and project-based curriculum.
7. We believe ongoing assessment and the tracking of long term goals are critical to continuous improvement. We believe assessment results should be shared.

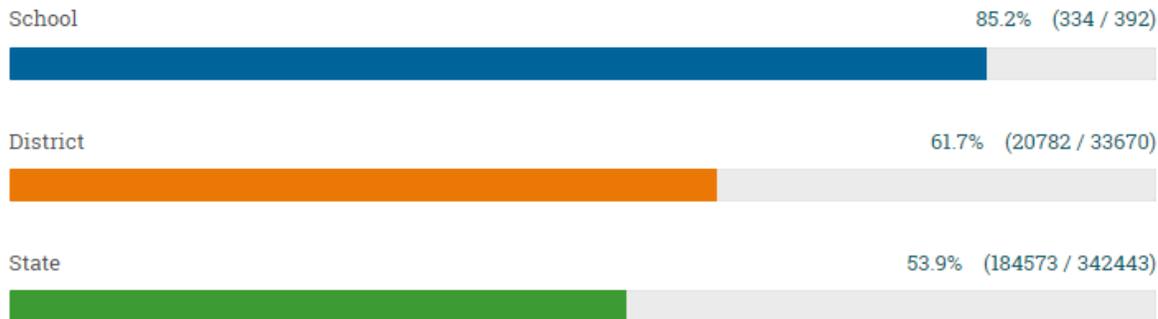
DATA ANALYSIS AND NEEDS ASSESSMENT

The following graphs show our SC-Ready data from the spring 2023 administrations. The first four figures show the percentage of students scoring in percent met or exceeding performance level as compared to similar students in the district and in the state. The next two figures share results by grade level.

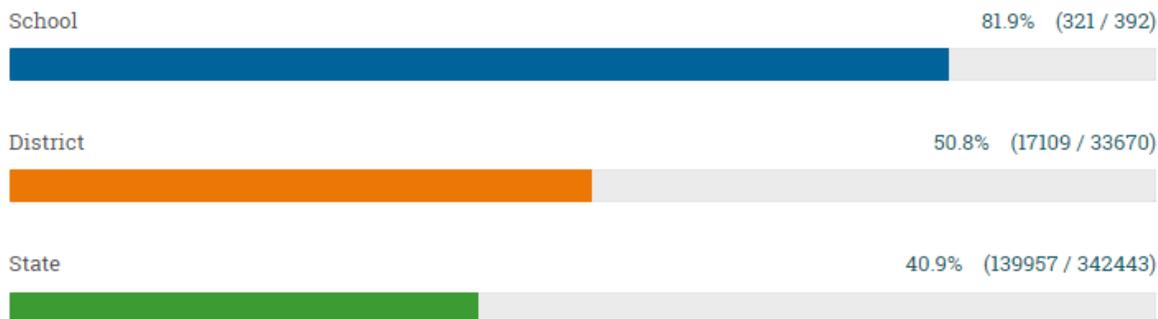
Performance:

SC Ready English Language Arts and Mathematics

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

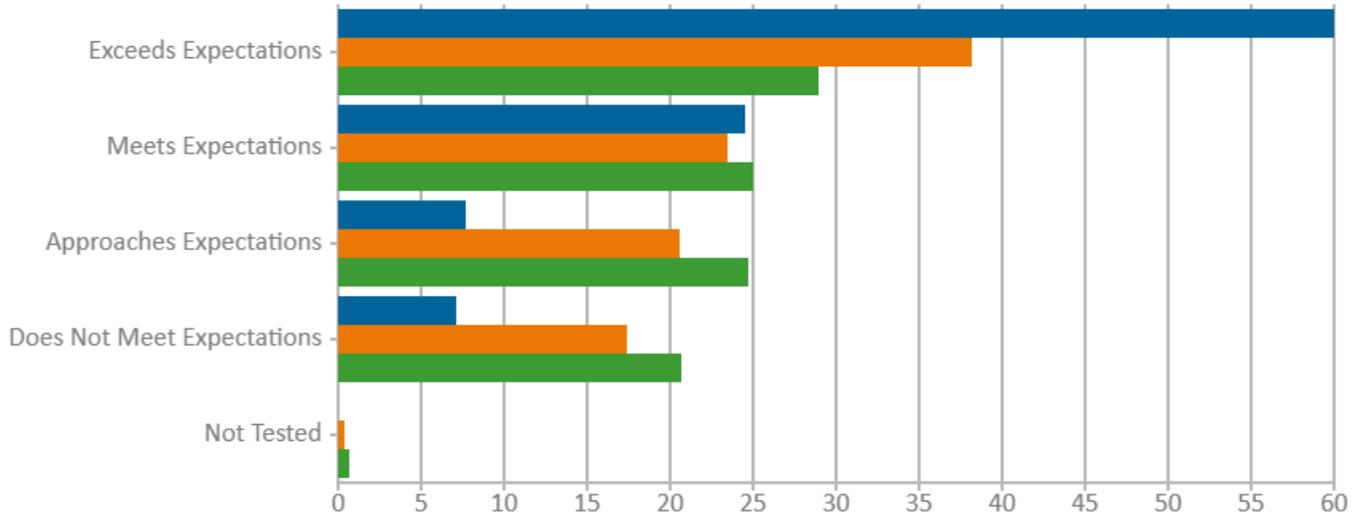


Mathematics - [Percent Met or Exceeding](#)

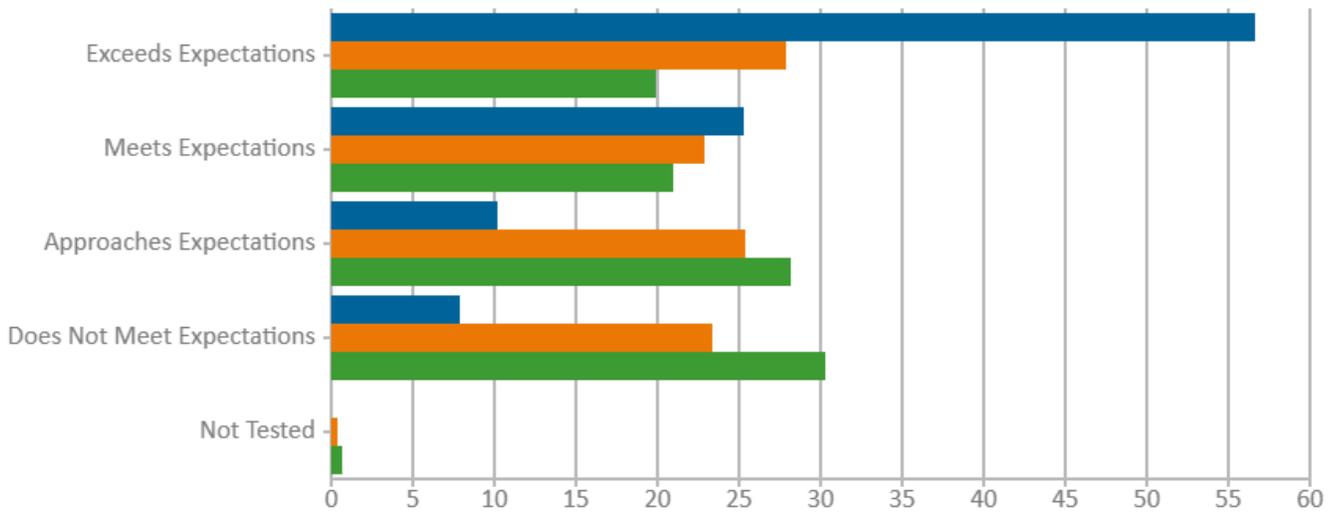


SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)

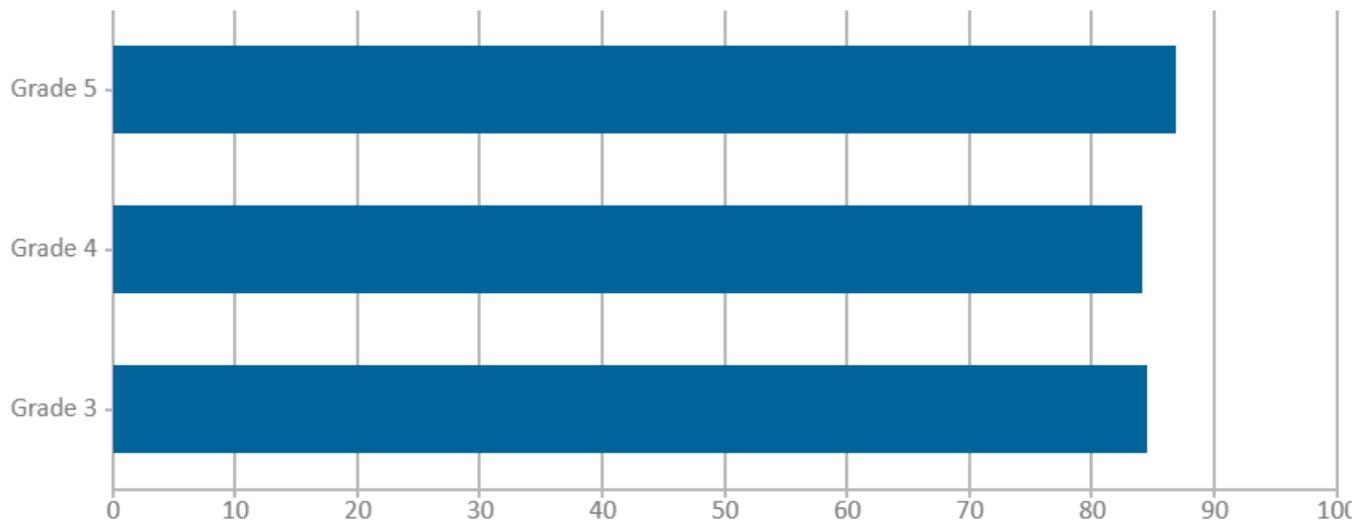


Mathematics

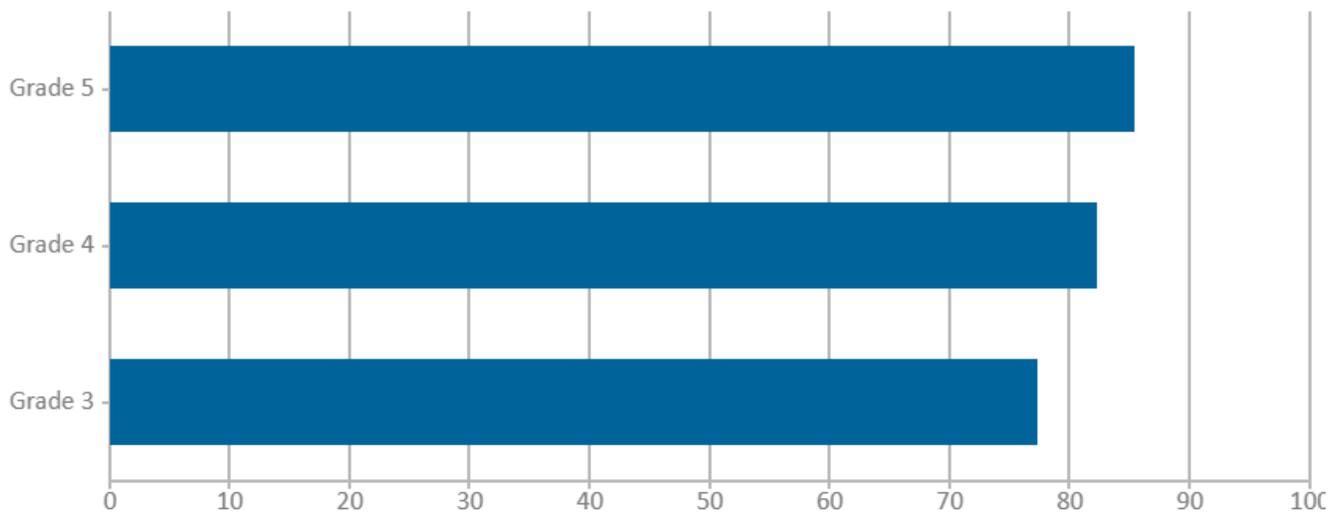


Grade Level:

English Language Arts (Reading and Writing)



Mathematics



Teacher and Administrator Quality:

**Buena Vista Elementary School
Professional Development Schedule
2023-2024**



Date	Topic and Purpose	Staff Present
Wednesday	Grade Level Meetings	All Grade Level Teams
Weekly	PLCs	All Grade Levels Teams
August		
August 1	Welcome Back: Review of Procedures	Whole Staff
August 2	Surviving to Thriving: Technology to Start the Year	New Staff and Any Others
August 9	Starting School Review Session	New Staff
August 9	Gradebook Set Up	2nd-5th Grade Teachers
August 23	Staff Meeting	All Staff
August 30	MAP Training	1st Grade Teachers
September		
September 5	Leader in Me Core 2 Training	Primary Teachers
September 5	Leader in Me Core 2 WIGs Training	Whole Staff
September 7	Tips, Tricks, and Tools to Transform Learning	Whole Staff Invited
September 15	TLIM Lighthouse Meeting	Lighthouse Team
September 27	Reflex Training	Whole Staff
October		
October 2	PBL Project Training	Whole Staff Invited
October 4	Mastery Connect Training	Whole Staff
October 5	CogAT/Iowa Training	2nd Grade Teachers
October 11	Goal Setting-WIGs PD	Whole Staff
October 25	WIGs PD	Faculty Council

October 25	Boosterthon Meeting	Whole Staff
November		
November 1	Using Data to Plan Reading Units	3rd Grade
November 1	Using Data to Plan Reading Units	2nd Grade
November 2	MagicSchool.ai: AI Assistant for Teachers	Whole Staff Invited
November 8	WIGs and Action Teams	Whole School Invited
November 16	Staff Meeting	Whole Staff
November 23	Blue Ribbons Conference	Presenting Staff
December		
December 4	TECHquity for Students with Specialized Learning Needs (504s, IEPs, ILAPs)	Whole Staff Invited
December 13	Staff Meeting	Whole Staff
January		
January 3	Phonics Instruction	Second Grade
January 3	The Leader in Me- Leadership Notebooks	Whole Staff
January 10	Providing Clarity: Using the Learning Target to Impact Student Learning	Whole Staff
January 18	Buena Vista Tech Day	Whole Staff
January 24	Proving Clarity: Using Student Discourse	Whole Staff
January 26	PLC Around Discourse	Grade Level Teachers
February		
January 30-February 1	The Leader in Me Symposium	Lighthouse Team
February 6	Data Dive	By Grade Level
February 21	Hattie and Data PD	Whole Staff
February 26	WeVideo	Whole Staff Invited
March		
March 6	Differentiated PD Session 1	Whole Staff
March 27	Differentiated PD Session 2	Whole Staff
March 28	Woodland Leadership Day	Lighthouse Team

April		
April 3	The Leader in Me Coaching Day	Grade Levels
April 3	SC Ready Training	Staff Testing and Monitoring
April 17	Power Standards	Whole Staff
April 24	The Leader in Me- Action Teams	Whole Staff
Apr 26, 2024	The Leader in Me- Coaching Day	Grade Levels
May		
May 8	Staff PD	Whole Staff
May 15	Staff PD	Whole Staff
June		
June 24	LETRS Training	3rd Grade and Under

*Along after school PD, every grade level will have Coaching Cycles with the Instructional Coach. Teachers also are provided Learning Labs where they can go into other teachers' classrooms to learn about topics of their choice.

In the area of teacher and administrator quality, we will continue to hold high expectations in order to maintain our high level of success. We follow the district guidelines for professional development and for teacher mentoring and evaluation. One idea that came out of the self-evaluation process was to improve our in-house peer coaching strategies. Currently, peer coaching is only used regularly for our newest staff members. However, the faculty feels that expanding this to include our entire staff would bring strong results. In previous years, we focused on peer observations in the area of literacy instruction

in first grade. The staff members involved reported significant success and positive impact, and we are now expanding into other grade levels and other subjects. Also under consideration is something similar in the area of technology integration, to meet the expectations of the Digital Leadership Pilot in which we are participating. We are hopeful that tapping into our in-house talents and successes will impact all students in their levels of academic success. Progress in this area is clearly evident with the number of staff members who have led professional development for our own teachers in-house, for teachers in our district across our state, and/or nationally. Also, in an effort to meet the needs of our highest performing students, the majority of our teachers are participating in graduate level classes in Gifted and Talented instruction. Many of us are now able to add the GT Endorsement to our teaching certificates.

Needs Assessment Summary:

The challenge that we face at Buena Vista is to continue to encourage each student to meet their academic potential. Specifically, addressing the needs of our subgroups and our international learners will continue to be a focus for us, as will meeting the needs of our highest performing students. Changes in staff, instructional models, standards, and student demographics are all to be expected. We must continue to find ways to face those changes while maintaining our focus on the achievement of all of our students. We are hopeful that our intervention procedures, staff professional development and certification in GT instruction, our data analysis routines, our technology integration, our flexible instructional groups will help support all students as they strive to improve achievement. We will have our first two classes of LETRS training prior to the start of school in August.

Our School Improvement Council (SIC), working in partnership with our teachers and our administrative team, have directed attention to our school-wide literacy focus. To this end, working with the kindergarten teachers and community members, we have reached out to families of Kindergarten students enrolled for the 2019-20 school year with books, parenting strategies to be implemented at home, scissors for practicing fine motor skills and more. The hope is that by supporting early literacy skills, more of our students will begin their academic careers at Buena Vista with a stronger foundation. Similarly, we have made substantial efforts to reach out to our parents and the larger community to develop family literacy connections. We have offered a Family Literacy Night in which reading strategies were shared with parents to be used at home. One of our fourth grade teachers sponsored an on-line book club with approximately 100 families participating, and another staff member introduce a “#For the Love of Reading” campaign that has spread through social media and has our entire community reading for fun.

Last, we considered our school climate. According to the indicators that we used, our parents, students, and staff are well-pleased with the school climate. However, one frustration that we feel could

easily be addressed is in the area of technology support from the district. Our administrators, staff, and our PTA have made significant effort to keep Buena Vista on the front of the technology wave. We have a considerable number of devices to enhance learning, but if there is not enough tech support to assist with maintenance and repairs in a timely manner, then instruction is impacted.

SCHOOL REPORT CARD

Use this link to access Buena Vista Elementary's 2022-2023 school Report Card:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTA5Mw>

GOAL AREA 1 – Performance Goal 1

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 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 82% in 2022-23 to 94% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	84%	86%	88%	90%	92%
	82%	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	· Admin/Leadership Team	0	0	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Admin Team · Teachers · Specialist · IC	0	0	
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	· Admin Team · Teachers · Specialist · IC	0	0	
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> · Admin Team · Specialist · Teachers · IC 	0	0	
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"> · Teachers · IC · Specialist 	0	0	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> · Teachers · IC · Specialist 	0	0	
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"> · Admin Team · IC 	0	0	
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"> · Admin Team · IC 	0	0	
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"> · Admin Team · IC 	0	0	
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"> · Admin Team · IC 	0	0	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> · Admin Team · Specialist · IC · Teachers 	0	0	
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · Admin Team · Counselors · IC · Teachers · Specialist 	0	0	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> · Admin Team · IC · Teachers 	0	0	

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 85% 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 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	87%	89%	91%	93%	95%
	85%	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	· Admin Team · IC	0	0	
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Admin Team · Specialist · IC · Teachers	0	0	
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	· Admin Team · Specialist · IC · Teachers	0	0	
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling	2024-2029	· Admin Team · IC · Specialist	0	0	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.					
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"> · Admin Team · IC · Specialist · Teachers 	0	0	
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"> · Admin Team · IC · Specialist 	0	0	
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"> · Admin Team · Leadership Team 	0	0	
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"> · Admin Team · Leadership Team 	0	0	
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> · Admin Team · IC · Teachers 	0	0	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> · Teachers · IC 	0	0	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> · Admin Team · IC · Teachers 	0	0	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> · Admin Team · IC · Teachers 	0	0	
<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 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</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>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>	2024-2029	<ul style="list-style-type: none"> · Admin/Leadership Team · IC 	0	0	
<p>2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.</p>	2024-2029	<ul style="list-style-type: none"> · Literacy Specialist · IC · Teachers 	0	0	
<p>3. Utilize resources for differentiated support and acceleration for all students.</p>	2024-2029	<ul style="list-style-type: none"> · Teachers · Specialist · IC 	0	0	
<p>4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.</p>	2024-2029	<ul style="list-style-type: none"> · Teachers · Specialist · IC 	0	0	
<p>5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.</p>	2024-2029	<ul style="list-style-type: none"> · Admin Team 	0	0	
<p>6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and</p>	2024-2029	<ul style="list-style-type: none"> · Teachers · Specialist 	0	0	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
interactive texts to accommodate various learning styles.					
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"> · Admin Team · IC 	0	0	
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"> · Admin/Leadership Team 	0	0	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> · N/A 	0	0	
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"> · Admin Team · Teachers · Specialist 	0		
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"> · Admin/Leadership Team · IC · Teachers 	0	0	

GOAL AREA 2 – Performance Goal 1

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 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"> · Admin/Leadership Team · Teachers 	0	0	
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/Leadership Team · Teachers 	0	0	
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"> · Leadership Team · Counselors · Teachers 	0	0	

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)					

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.)* <i>(* required)</i>
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	<ul style="list-style-type: none"> · Admin Team · Teachers · Parents 	0	0	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	<ul style="list-style-type: none"> · Admin Team · Teachers 	00	0	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
custom, school-based programming to meet this goal.					
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	<ul style="list-style-type: none"> · Admin Team · Teachers 	0	0	
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	<ul style="list-style-type: none"> · Admin Team · IC · Counselors 	0	0	
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	<ul style="list-style-type: none"> · Admin Team · Counselors 	0	0	
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	<ul style="list-style-type: none"> · Admin Team · Teachers · Parents 	0	0	
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	<ul style="list-style-type: none"> · Admin Team · Teachers 	0	0	
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"> · Admin team · Teachers 	0	0	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> · Teachers 	0	0	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· Admin Team · Teachers	0	0	
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Admin Team · Teachers	0	0	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Admin Team · Teachers	0	0	
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 Team · Teachers · Parents · Students	0	0	
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 Team	0	0	
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	· Teachers	0	0	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Admin Team · Teachers	0	0	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> · Admin Team · Teachers · Counselors 	0	0	

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)	8.34%	6.34%	4.34%	2.34%	0.34%
	10.34%	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	· Admin Team	0	0	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Admin Team · Teachers	0	0	
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· Admin Team	0	0	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· Admin Team	0	0	
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	· Admin Team · Teachers · Counselors	0	0	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Admin Team · Teachers · Counselors	0	0	
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	· Admin Team · Teachers · Nurse	0	0	

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	<ul style="list-style-type: none"> • Admin Team • Teachers • Counselors 	0	0	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> • Admin Team • Teachers • Counselors 	0	0	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> • Admin Team • Teachers • Counselors 	0	0	
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> • Admin Team • Teachers • Counselors 	0	0	
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"> • Admin Team • Teachers • Counselors 	0	0	
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"> • Admin Team • Teachers • Counselors 	0	0	
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"> • Admin Team • Teachers • Counselors 	0	0	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> • Admin Team • Counselors • Teachers 	0	0	
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"> • Admin Team 	0	0	