

Chandler Creek Elementary School

“Building a Community of Champions”



School Portfolio

Scope of Strategic Plan: 2024-2025 through 2028-29

Cassandra Davis, Principal

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Greenville County Schools

Dr. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Chandler Creek 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

Cassandra L. Davis		4/24/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CO-CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Katie Jeter		4/25/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Shea Shealy		4/24/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 301 Chandler Road Greer, SC 29651

SCHOOL TELEPHONE: (864) 355-2401

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

POSITION	NAME
1. Principal	Cassandra Davis
2. Teacher	Traycee Bedford
3. Parent/Guardian	Tena Johnson
4. Community Member	Kristi Harrington
5. Paraprofessional	Megan McAbee
6. School Improvement Council Members	Johanna Bertino, Katie Jeter
7. Read to Succeed Reading Coach	Shea Shealy
8. Read to Succeed Literacy Leadership Team Lead	Shea Shealy
9. School Read To Succeed Literacy Leadership Team Member	Colleen Hinson

Instructional Leadership Team

- Kate Canterbury, Assistant Principal
- Josh Rice, Assistant Principal
- Jack Awtrey, Instructional Coach
- Jenny Long-Dehlinger, Instructional Coach
- Shea Shealy, Literacy Specialist

School Counselors

- Emily Holtzclaw
- Natalie Hooker

All Teachers and Professional Staff were included in the process

ASSURANCES FOR SCHOOL PLAN

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

TABLE OF CONTENTS

Introduction	.....	8
Executive Summary	.....	9-10
School Profile	.....	11-14
Mission, Vision and Beliefs	.....	15
Data Analysis and Needs Assessment	.....	16-21
Action Plan	.....	21-39

INTRODUCTION

The Chandler Creek Elementary Strategic Plan was developed to document the progress our school has made each year while working to continuously improve all areas of instruction, learning environment, and our school community. In addition, it provides us an opportunity to evaluate the school’s strengths and weaknesses in order to develop goals and strategies for growth. The Strategic Planning Guide provides the school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This Strategic Plan is a living document that describes Chandler Creek and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of demographics, needs and school partnerships. The Strategic Planning Guide also describes how we build and utilize our overall action plan for the purpose of increasing student achievement. All CCES teachers and professional staff were included in the process.

School Portfolio Team Leads

<i>SECTION</i>	<i>TEAM LEAD</i>
1. Introduction	Shea Shealy
2. Executive Summary	Cassandra Davis
3. School Profile	Kate Canterbury, Josh Rice
4. Mission, Vision & Beliefs	Cassandra Davis
5. Data Analysis & Needs Assessment	Jack Awtrey
6. Action Plan	Jenny Dehlinger

Faculty Council Members

<i>GRADE / AREA</i>	<i>STAFF MEMBER</i>
Kindergarten	Amanda Edbing
1st Grade	Ashley Mangum, Alei Mayfield
2nd Grade	Christina Vila
3rd Grade	Teri Krezdorn
4th Grade	Meredith Hitch
5th Grade	Taylor Smith
Related Arts	Tara Fennell
Paraprofessionals	Leigh Gregory

EXECUTIVE SUMMARY

Chandler Creek Elementary School, in compliance with state and district requirements, develops an Action Plan for continued school improvement every five years with annual evaluative measures. The Action Plan, written in alignment with the superintendent's vision for our district, profiles specific school objectives and strategies to compliment the five goals outlined in the District Education Plan.

Needs Assessment for Student Achievement

- 51.2% of students in grades 3-5 scored "met or exceeding" in ELA on the 2023 SC-READY assessment
- 44.4% of students in grades 3-5 scored "met or exceeding" in Math on the 2023 SC-READY assessment
- 42.3% of students in grade 4 scored "met or exceeding" in Science on the 2023 SC-READY assessment.
- ELA trend data shows 4th grade having the highest achievement data and 3rd grade having the lowest achievement data.
- Math trend data shows 3rd grade having the highest achievement data and 4th grade having the lowest achievement data
- 46.3% of ML students met progress toward their proficiency target
- 59.8% of students met Median Annual Targets (MATs), individual growth targets reflecting median historically observed gains for similar prior-year goals
- 41.0% of students met Added-Value Targets (AVTs), individual growth targets set to reflect progressive learning gains designed to move students toward proficiency

Needs Assessment for Teacher and Administrator Quality

- 93.3 % - Teacher Attendance Rate
- 53.7% - Percent of teachers with Advanced Degrees
- 89.3% - Percent of teachers returning from previous year (current year)
- 82.4% - Percent of teachers returning from previous year (3-year average)
- 19 - Trained mentors in the building
 - There is at least one trained mentor in every grade level. Trained mentors can also be found in our related arts, intervention, special education, and multilingual learner programs.
- Professional development plan developed with input from staff and data with a focus on building teacher leaders and strengthening our instructional program

Needs Assessment for School Climate

- 80% of parents are satisfied with the learning environment (3-year average).
- 99% of teachers are satisfied with the learning environment (3-year average).
- 87% of parents are satisfied with school-home relations (3-year average).
- 97% of teachers are satisfied with school-home relations (3-year average).
- 100% of parents indicate that their child feels safe at school.
- 98.6% of teachers indicate that they feel safe at school before and after hours.
- 23.4% - Chronic Absenteeism Rate
- 4.5% of students were suspended out of school for 1 or more days; however, student behavior referrals and discipline issues continue to decrease
- 85.7% of teachers feel that rules for behavior are enforced at school.

Chandler Creek's Significant Challenges

- Parent engagement and involvement that is representative of the student body
- Closing the achievement gap between students with disabilities and students without disabilities in all academic areas
- Differentiating based on the individual needs of students
- Partnership development with businesses in our community
- Communicating with ML parents (significant increase in enrollment the past three years)
- Achieving greater results with fewer resources and supports

Chandler Creek's Significant Awards/Accomplishments for The Past Three Years

- Overall School Report Card Rating ~ Good 2023
- Capturing Kids Hearts National Showcase School ~ 2021, 2022, 2023
- Recipient of a \$10,000 EAAP Grant ~ Embracing the Arts
- Recipient of a \$10,000 donation from the Greer Centennial Lions Club
- Parents Magazine "Educators who Make a Difference" Honoree
- Numerous Donors Choose Grant Recipients
- Public Education Partners Elementary Mentor of the Year Award winner
- March of Dimes ~ Top 2023 Elementary School Fundraising Team
- Leadership Greer Class 42 Project Recipient

SCHOOL PROFILE

School Community



Chandler Creek Elementary is part of the Greenville County School District and located in the city of Greer, which has become one of the fastest growing cities in South Carolina. Many families are choosing to make Greer their home to enjoy a family-friendly downtown, including retail, dining, and entertainment. Visitors also enjoy downtown events such as Greer Idol, Greer Family Fest, Oktoberfest, Chili Cook Off, and the Greer Farmer's Market. The Greer Center project has continued to add to Greer's growing downtown with a streetscape project that encourages walking, is inviting to pedestrians and cyclists, and provides a plaza for festivals and civic

events. The downtown has recently become home to a new hotel and parking garage, as well as a newly renovated Kids Planet park for family fun. During football season, many families head to the Greer High School football stadium, located on our school campus, to watch their hometown Yellow Jackets play.

Chandler Creek is a K4- 5th grade, public elementary school located in the former Greer Middle School facility. In 1999-2000, the former Greer Middle School was renovated and expanded for its future use as an elementary school. The incoming class of students voted for Chandler Creek Elementary School as the school name, which comes from combining the location of our school on Chandler Road and nearby Frohawk Creek. Students also voted on a mascot and school colors, deciding on the Chandler Creek Champions and school colors of purple and yellow. Our school tagline is "Building a Community of Champions." In August 1999, we welcomed 630 students to their new school to begin a new tradition of excellence. Today our school has approximately 900 students including in-person and virtual program.

Chandler Creek Elementary has many opportunities for parents and community citizens to engage and be involved. These volunteers provide a vital connection between the community of Greer and our school community. Some of the areas volunteers participate in include:

- Parent-Teacher Organization
- School Improvement Council
- Classroom Volunteers
- Field Trip Chaperones
- Tutors/ Mentors
- Real Men Read
- School Book Fair / Classroom Readers

As well as having opportunities for parents to become involved, Chandler Creek also has many ways the business community of Greer is involved with the school. Some of these partnerships and programs include:

- Greenville Drive Reading All-Star Program
- Fist Bump Fridays
- Curriculum-based model in library on loan from the James Agency (Visions of Excellence)
- Public Education Partners
- Greer Chamber of Commerce
- Greer Centennial Lions Club

- Greer Lions Club ~ Vision Screenings
- Victor United Methodist, Grace United Methodist, Calvary Road Baptist Church, Apalache Baptist Church

School Leaders

Our principal is Cassandra Davis. Mrs. Davis has a passion for education, working daily to make a difference in the lives of students. She has been privileged to be an educator for over 20 years, serving students from age two through seventh grade. Prior to joining the CCES family as our principal, she worked as a classroom teacher, behavior interventionist, assistant principal, and principal.

Assistant principal Josh Rice is in his 8th year at Chandler Creek. He is a graduate of The Citadel, Converse College and The University of South Carolina. Before becoming an administrator, Mr. Rice was a special education teacher. He has completed the district's Aspiring Principal Institute and he was recognized as an SCASCD Emerging Leader in 2016.

Assistant administrator Kate Canterbury has served in this role for the last 2 years, but brings 18 years of experience as an elementary educator to the position. Serving as a classroom teacher, interventionist and specialist provided her the opportunity to serve students and families, which continues to be her favorite part of the AA position.

School Personnel Data

Chandler Creek is fortunate to have a combination of experienced teachers along with teachers just beginning their teaching careers. Chandler Creek's staff strives to help all students develop world class skills and life and career characteristics identified by the Profile of the South Carolina graduate by providing a safe, caring and academically challenging learning environment.

Our staff consists of 72 teachers/professional staff (two of those are for self-contained classes for students in grades K5-5th grade). There are many teachers who see students for intervals of the day including Humanities, Intervention, Spanish, ML, Challenge, and Resource. Other support services such as Mental Health Counseling, Occupational and Speech Therapy Services, and Guidance Counseling are also available. Staff also includes a principal, two assistant principals, two instructional coaches, two guidance counselors, secretary, attendance clerk, office clerk, and 2 school nurses. All teachers are certified in the area they teach and are highly qualified.

During the 2022-2023 school year, 53.7% of our teachers had advanced degrees, and over 89.3% of our teachers returned from the previous year. 72.7% of our classrooms were taught by experienced teachers. The data indicates that the ethnicity of the majority of staff at Chandler Creek Elementary falls under the Caucasian category. There is a much smaller percentage under the African American, Hispanic and other.

Race/Ethnicity	Number of Teachers
African American	2
Asian	1
Caucasian	62
Multi - Racial	2
Grand Total	67

Teacher Attendance Rates	
2020-2021	94.8%
2021-2022	94%
2022-2023	93.3%

Student Population Data

Student attendance rates at Chandler Creek Elementary School have remained steady over the past few years. For the 2022-2023 school year, the student attendance rate was 92.89%. According to the table below, the student population at Chandler Creek Elementary School is becoming more diverse. The Hispanic and African American population is similar in the number of students at Chandler Creek. The other category (which includes Asian, American Indian, two or more races, Pacific Islander, etc.) has remained steady in recent years.

Academic Year	Grade	In-Person Students	Virtual Students	All Students
2023 - 2024	K4	21	0	21
	K5	131	0	131
	01	148	1	149
	02	162	1	163
	03	148	1	149
	04	135	1	136
	05	140	1	141
2023 - 2024 Total		885	5	890

Major Academic and Behavioral Programs and Features

Balanced Literacy – We teach literacy using our district’s Balanced Literacy framework. This includes Reading and Writing Workshops supported by a variety of Language and Word Study components implemented by all Greenville County Schools. Balanced Literacy is designed to provide differentiated teaching that supports students in developing reading and writing proficiency. This model allows for children to be taught in a way that is intended to be more focused on their specific needs while accelerating their progress.

ML Program - The goal of the program is to provide equal educational opportunities to students who have a primary or home language other than English. The primary focus is to provide an English-rich environment while providing opportunities to teach students as soon as possible. In order for students to receive a fluent designation, they must be proficient in reading, listening, speaking, writing and comprehension of the English language.

Capturing Kids Hearts - Through experiential training, coaching, a character-based curriculum for students, and personalized support, Capturing Kids’ Hearts provides teachers the tools to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.

Professional Learning Communities - All of our instructional staff participate in weekly Professional Learning Communities [PLC]. PLCs are ongoing processes in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators

OnTrack - The OnTrack team is made of members of the administrative team as well as guidance counselors, interventionists and the school’s social worker. The team meets to discuss students who teachers or staff members are concerned about when it comes to attendance, behavior or academics. After discussing current interventions, someone on the team becomes the child’s advocate and ensures that progress is being made or the student is referred for additional services or evaluation.

Mission, Vision and Beliefs

Mission Statement

Chandler Creek Elementary School's mission is **to empower students to become leaders, learners, and caring citizens who strengthen the community.**

Vision Statement

Chandler Creek's Vision is **Creating a Community of Empowered Students (C.C.E.S.)**

Beliefs

- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our community.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

SC READY

The South Carolina College-and Career-Ready Assessment (SC READY) is a statewide assessment that includes tests in English Language Arts (ELA) and mathematics administered to students in grades 3–8. SC READY test items were developed by the contractor and are aligned to the standards for each subject and grade level. The initial administration of the SC READY was in spring 2016, and the SC READY test results will be used for state and federal accountability purposes.

Four performance levels were established to reflect the continuum of knowledge and skills exhibited by students on SC READY ELA and mathematics tests: Exceeds, Meets, Approaches, and Does Not Meet Expectations.

Exceeds Expectations – The student exceeds expectations as defined by the grade-level content standards.

Meets Expectations – The student meets expectations as defined by the grade-level content standards.

Approaches Expectations – The student approaches expectations as defined by the grade-level content standards.

Does Not Meet Expectations – The student does not meet expectations as defined by the grade-level content standards.

English Language Arts 2022

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds
3	36.2	19.6	20.3	23.9	44.2
4	40.1	25.5	16.8	17.5	34.3
5	25.0	29.5	21.2	24.4	45.5

English Language Arts 2023

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds
3	23.7	26.6	28.1	21.6	49.6
4	19.3	29.3	25.7	25.7	51.4
5	23.6	26.4	30.0	20.0	50.0

Mathematics 2022

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds
3	26.8	22.5	31.9	18.8	50.7
4	34.3	27.9	17.1	20.7	37.9
5	24.5	31.0	22.6	21.9	44.5

Mathematics 2023

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds
3	17.3	26.6	31.7	24.5	56.1
4	32.9	35.7	14.3	17.1	31.4
5	22.9	35.0	21.4	20.7	42.1

Science 2022

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds
4	27.9	30.7	20.7	20.7	41.4

Science 2023

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds
4	36.4	20.7	27.9	15	42.9

Based on the provided SCREADY data for Chandler Creek Elementary School, we can draw several insights and identify potential needs to address:

English Language Arts (ELA)

- There's a noticeable improvement from 2022 to 2023 across all grades in meeting and exceeding expectations.
- Grade 3 shows a significant increase in meeting and exceeding expectations, indicating successful interventions or curriculum adjustments.
- Grade 5 also demonstrates improvement, although there's a slight decrease in the "exceeds expectations" category.

Mathematics

- There's a significant improvement in grade 3 in meeting and exceeding expectations from 2022 to 2023.
- Grade 4 shows a decline in meeting and exceeding expectations in 2023 compared to 2022.
- Grade 5 shows consistency in performance between the two years but with room for improvement in exceeding expectations.

Science

- In Science, there's fluctuation in performance, with grade 4 showing improvements in meeting and exceeding expectations in 2023.
- Grade 4 also demonstrates a decrease in the "does not meet expectations" category in 2023 compared to 2022.

Teacher and Administrator Quality Needs Assessment

Professional Development Plan ~ 2023-2024

The school and district provide professional development for teachers and administrators to improve student achievement for continuous improvement. Certified staff members are required to attend 24 hours a year in professional development. The school must offer 12 of those hours on-site. Each certified staff member is responsible for earning the remaining 12 hours on his/her own time at events such as Summer Academy and the Upstate Technology Conference.

All induction teachers are paired with a state-trained mentor to aid in the transition from college to the teaching field. The school district provides training throughout the year for induction teachers. Also, teachers new to our school that transferred from another school also are provided a mentor to provide support during their first year at a new school.

Professional development sessions are aligned with the Educational Plan of Greenville County School District. These opportunities include Guided Math, Balanced Literacy, Learning Targets, Capturing Kids Hearts, PLC's and Academic Discourse. All staff members are provided ample opportunities to attend professional development throughout the year and during the summer to broaden their knowledge and skills.

Teachers meet and plan regularly to determine student academic levels, align curriculum to the standards, create common assessments and analyze data. During these meetings, teachers also collaborate on ways to improve scores and share ideas on how to differentiate instruction. Opportunities are also made available for teachers to expand their proficiency in the area of technology.

Chandler Creek will continue to offer program and curriculum support in the upcoming school years. At Chandler Creek support is an important goal. We feel that it is important to assist teachers in the understanding of our curricular programs. There will always be new and innovative ideas that benefit our students, and it is our goal to make sure that our teachers have the tools necessary to enlighten and engage our children. We will continue to assess our performance goals and make changes as the year progresses.

Looking ahead to 2024-2025

While the 2024-2025 professional development calendar is not completely set yet, Chandler Creek's professional development priorities will include:

Overall Focus

- Literacy training (LETRS) focusing on the how, what and why of literacy acquisition in order to improve instructional practice with the long-term goal of systematic change in literacy instruction.
- Build on the knowledge of math skills and acquisition over time ~ specifically numbers sense and using math manipulatives and application for problem solving strategies.
- Supporting the social-emotional needs of students with the goal of strengthening school culture, which is a core piece of raising student achievement.
- Strengthening the PLC process

Wednesday Meetings (All subject to change)

- 1st Wednesday ~ Committees and Grade Level Planning
- 2nd Wednesday ~ Faculty Council
- 3rd Wednesday ~ Full Faculty
- 4th Wednesday ~ Professional Learning Series
- Weekly ~ 90-minute dedicated PLC time per grade level

School Climate Needs Assessment

School Climate Surveys ~ 2022-23

Each year, staff, parents and students take surveys regarding our school climate. The results are reported on our School Report Card annually. All staff members and parents complete the survey, while only 3 - 5th grade students complete the student survey.

	Teachers	Students	Parents
Percent satisfied with learning environment	97.1	90.8	82.4
Percent satisfied with social and physical environment	95.7	88.9	93.8
Percent satisfied with school-home relations	94.2	94.9	81.8

Student Referral Data ~ 2022-23

Number of Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
939	82	32	39.02%

Attendance, Absenteeism and Truancy ~ 2022-23

Chronic Absentee Student Count	Total Student Count	Chronic Absenteeism Rate
222	937	23.69%

Family Event Participation ~ 2022-23

- 9/13/22 ~ approximately 250 attended Curriculum Night & Title I Annual Meeting
- 10/27/22 ~ approximately 547 attended BOO Night! (math)
- 11/14/22 ~ approximately 289 attended Family Health and Fitness Night
- 3/14/23 ~ approximately 151 attended March Madness Literacy Night

Volunteer Hours ~ 2022-23

- 2890 hours

Visitor Sign-Ins ~ 2022-23

- 1963

Identified Needs

Enhancing School-Home Relations: There is a consistent trend across all stakeholders indicating the need for improvement in school-home relations. While teachers and students exhibit relatively higher satisfaction levels, parents express lower satisfaction in this area. Strengthening communication channels, involving parents in school activities, and soliciting parental feedback regularly can contribute to enhancing school-home relations.

Engagement Strategies: Despite overall positive perceptions, there is room for improvement in engaging stakeholders, especially parents. Implementing strategies to increase parent involvement in school events, curriculum discussions, and decision-making processes can foster a sense of ownership and collaboration within the school community.

Supporting Student Well-being: While satisfaction levels with the learning and social-physical environment are generally high, continued efforts should be made to support student well-being comprehensively. Implementing programs focused on mental health awareness, promoting positive social interactions, and ensuring a safe and inclusive physical environment can further enhance the overall school climate.

Overall Needs Assessment

- **Curriculum Alignment:** Evaluate the curriculum to ensure it's aligned with state standards and promotes deeper understanding of ELA, mathematics, and science concepts across all grades.
- **Differentiated Instruction:** Implement strategies to cater to diverse learning needs, providing support for students struggling to meet expectations and challenging those exceeding expectations.

- **Professional Development:** Offer professional development opportunities for teachers to enhance instructional practices, focusing on data analysis, differentiated instruction, and integrating technology effectively.
- **Early Intervention:** Implement early intervention programs for students at risk of not meeting expectations, providing targeted support to address their specific learning gaps.
- **Parental Involvement:** Encourage parental involvement through regular communication, workshops, and resources to support students' learning at home and reinforce classroom instruction.
- **Assessment and Monitoring:** Develop a robust system for ongoing assessment and monitoring of student progress, using data to inform instructional decisions and interventions.

By addressing these needs, Chandler Creek Elementary School can continue to improve student outcomes and ensure that all students are prepared for success academically and beyond.

[22-23 SDE School Report Card](#)

ACTION PLAN

GOAL AREA 1 – Performance Goal 1

<p>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)</p>
<p>Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 44% in 2022-23 to 64% in 2028-29.</p>
<p>Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 4% annually.</p>

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)	48%	52%	56%	60%	64%
	44%	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	· Principal and Instructional Leadership Team	\$0	n/a	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Principal and Instructional Leadership Team	\$0	n/a	C
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	· Instructional Coach, classroom and Related Arts teachers	\$0	n/a	C
4. Provide an opportunity during the summer for teachers to become familiar with the standards and create unit plans.	2024-2029	· Principal, Instructional Coach, classroom teachers	\$8400	Local Funds	C

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	• District Academic Specialist, Instructional Coach, Math Interventionist, K5-5th grade teachers	\$0	n/a	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	• District Academic Specialist, Instructional Coach, Math Interventionist, K5-5th grade teachers	\$0	n/a	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	• Instructional Coach, K5-5th grade teachers	\$0	n/a	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	• Instructional Leadership Team	\$0	n/a	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	• Instructional Leadership Team	\$0	n/a	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	• Instructional Leadership Team	\$0	n/a	C
2. Provide professional development for teachers throughout the year based on	2024-2029	• Principal, Instructional Coach, Math	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teacher input, trend data and observational feedback.		Interventionist, Academic Specialists			
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	• Principal, Assistant Principals, Instructional Coach, K5-5th teachers, Interventionist, SPED and ML teachers	\$0	n/a	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	• Principal, Assistant Principals, Instructional Coach, teachers	\$3150	General Funds	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	• Principal, Assistant Principals, Instructional Coach, Interventionist, teachers	\$2500	Local Funds	C

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 51% in 2022-23 to 66% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	54%	57%	60%	63%	66%
	51%	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	• Principal and Instructional Leadership Team	\$0	n/a	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	• Principal, Instructional Coach, Interventionist, Literacy Specialist	\$1000	General Funds	
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	• Classroom teachers, Principal, Assistant Principals, Instructional Coach	\$0	n/a	C
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling	2024-2029	• Interventionists, before/after school tutors, classroom teachers	\$8500	General and Local Funds	C

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	· Classroom teachers	\$0	n/a	C
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	· Principal, Assistant Principals, Literacy Specialist, Instructional Coach, K5-5th grade teachers	\$ 0	n/a	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	· Principal, Assistant Principals, Literacy Specialist, Instructional Coach, K5-5th grade teachers	\$0	n/a	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· Principal, Assistant Principals, Literacy Specialist, Instructional Coach, K5-5th grade teachers	\$0	n/a	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Principal, Assistant Principals, Literacy Specialist, Instructional Coach, K5-5th grade teachers, interventionist	\$0	n/a	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Principal, Assistant Principals, Literacy Specialist, Instructional Coach, K5-5th grade teachers	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> Principal, Assistant Principals, Literacy Specialist, Instructional Coach, K5-5th grade teachers 	\$0	n/a	C
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"> Principal, Assistant Principals, Instructional Coach, Literacy Specialist, K5-5th grade teachers 	\$0	n/a	C
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. <ul style="list-style-type: none"> 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 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 	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 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>	2024-2029	<ul style="list-style-type: none"> Principal, Assistant Principals, Literacy Specialist, Instructional Coach 	\$0	n/a	C
<p>2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.</p>	2024-2029	<ul style="list-style-type: none"> Principal, Assistant Principals, Literacy Specialist, Instructional Coach, teachers 	\$0	n/a	C
<p>3. Utilize resources for differentiated support and acceleration for all students.</p>	2024-2029	<ul style="list-style-type: none"> Literacy Specialist, Instructional Coach, Interventionist, teachers 	\$0	n/a	C
<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"> Instructional Coach, Literacy Specialist, teachers 	\$0	n/a	C
<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"> Instructional Leadership Team, District Academic Specialists and Assistant Superintendents 	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	• Principal, Instructional Coach, Literacy Specialist, Interventionist, teachers	\$0	n/a	C
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	• Instructional Leadership Team	\$0	n/a	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	• Instructional Leadership Team	\$0	n/a	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	• Instructional Leadership Team, District Academic Specialists, K5-5th grade teachers	\$0	n/a	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	• Instructional Leadership Team, teachers	\$0	n/a	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	• Instructional Leadership Team, District Academic Specialists	\$0	n/a	C

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	· Principal, School Counselors	\$0	n/a	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	· Principal, Instructional Coach, teachers	\$0	n/a	C
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	· Principal, School Counselors	\$0	n/a	C

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	13.5%	13.0%	12.5%	12.0%	11.5%
	14%	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: Provide a positive work climate and culture					
1. Foster a supportive and inclusive work environment where teachers feel appreciated, respected, and supported	2024-2029	· Instructional Leadership Team	\$0	n/a	C
2. Provide professional development throughout the year based on teacher input and needs.	2024-2029	· Instructional Leadership Team	\$0	n/a	C
3. Monitor teacher workload and burnout. Implement strategies to prevent burnout such as providing adequate planning time, reducing non-essential responsibilities, and offering resources for stress management and work-life balance.	2024-2029	· Instructional Leadership Team	\$0	n/a	C

GOAL AREA 3 – Performance Goal 1

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	37.02%	35.02%	33.02%	31.02%	29.02%
	39.02%	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"> · Principal, Assistant Principals, Behavior Interventionist, School Counselors, teachers 	\$0		C
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team, teachers 	\$0		C

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	· All Staff	\$0	n/a	
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	· Principal, Assistant Principals, Behavior Interventionist, School Counselors	\$0	n/a	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· Ontrack Team	\$0	n/a	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	· Principal, School Counselors, teachers	\$0	n/a	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Principal, Assistant Principals, teachers	\$3150	General Funds	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· Principal, Assistant Principals, teachers	\$0	n/a	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Principal, Assistant Principals, teachers	\$0	n/a	C

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	· Instructional Leadership Team, teachers	\$7500	Local Funds	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Instructional Leadership Team	\$0	n/a	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Principal, Assistant Principals, School Counselors, teachers	\$0	n/a	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	· School Administrators, School Counselors, Behavior Interventionist	\$0	n/a	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	· School Administrators, School Counselors, Behavior Interventionist	\$0	n/a	C
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	· Grade level teams	\$0	n/a	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· School Counselors, teachers	\$0	n/a	C
5. Provide student-centered interventions and resources for students who repeat	2024-2029	· School Counselors, Behavior Interventionist	\$0	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.					

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)	21.69%	19.69%	17.69%	15.69%	13.69%
	23.69%	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	· School Administrators, School Counselors, Behavior Interventionist	\$0	n/a	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Continue to utilize Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· School Administrators, School Counselors, Clerks	\$0	n/a	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· School Administrators, District Office Support Staff	\$0	n/a	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· School Administrators, School Counselors, District Social Workers, School Nurse	\$0	n/a	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· School Administrators, School Counselors, District Social Workers	\$0	n/a	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	· School Administrators, School Counselors, School Nurse	\$0	n/a	C

GOAL AREA 3 – Performance Goal 3

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 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	· School Administrators, School Clerks, Classroom teachers	\$0	n/a	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· School Administrators, School Counselors	\$0	n/a	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· School Administrators, School Counselors, School Clerks	\$0	n/a	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health	2024-2029	· All School Staff Members	\$0	n/a	C

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