



East North Street Academy

of Mathematics and Science

Where Inquiry and Achievement All Add Up!

Strategic Plan

2024-25 through 2028-2029



Dr. Dawn Hooker, Principal
Mr. Cory Terry, Assistant Principal



Dr. Burke Royster, Superintendent

Updated for 2024

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: East North Street Academy

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

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

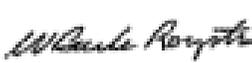
Required Signature Page

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.

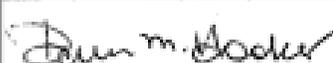
Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Dr. Dawn Hooker		4/25/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Lauren Bollinger		4/25/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Miriam Gault		4/25/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1720 East North Street Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-2900

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



Stakeholder Involvement

<i>POSITION</i>	<i>NAME</i>
1. PRINCIPAL	Dr. Dawn Hooker
2. TEACHER	Mr. David Smith
3. PARENT/GUARDIAN	Ms. Anisha Anderson
4. COMMUNITY MEMBERS	Mr. Dale Sutton and Mrs. Santora Bolling
5. SCHOOL IMPROVEMENT COUNCIL	Mrs. Lauren Bollinger
6. PARAPROFESSIONAL	Ms. Nikki Thompson
7. READ TO SUCCEED READING COACH	Mrs. Miriam Gault
8. READ TO SUCCEED LITERACY TEAM LEAD	Mrs. Miriam Gault
9. READ TO SUCCEED LEADERSHIP TEAM	Mrs. Amanda Guest, Inter. Instructional Coach
10. Others:	Mrs. Jennifer Brown, Magnet Coordinator Mr. Trena Alexander, Title 1 Facilitator Mr. Cory Terry, Assistant Principal

School Literacy Leadership Team for Read to Succeed

Miriam Gault (Lead/Literacy Specialist), Dr. Dawn Hooker (Principal), Cory Terry (Assistant Principal), Amanda Guest (Instructional Coach), Trena Alexander (Title One Facilitator), Diane Davis (Reading Interventionist), Emily Thomas (Reading Interventionist), Stephanie Pierce (Reading Interventionist), Lindsay Gilstrap (K5 Teacher), Joanna Potter (1st Grade Teacher), Meg Stewart (2nd Grade Teacher), Sarah Fink (3rd Grade Teacher), Clare Laye (4th Grade Teacher), Brandy Bishop (5th Grade Teacher) Brenell Harris (Media Specialist)

Assurances For School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S. C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	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	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Developmentally Appropriate Curriculum for PreK-3 The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>



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Introduction

INTRODUCTION to Our Strategic Plan/School Portfolio

The East North Street Strategic Plan/School Portfolio was developed to show the progress our school has made with a need to improve in areas of instruction, school environment and parent and community involvement. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. This strategic plan/portfolio is an evolving document that describes East North Street and includes actual evidence of our work. The portfolio shares the vision, goals, plans, progress and ongoing achievements.

The faculty is structured into teams and committees to involve all staff in decision making. These groups/committees are as follows: Instructional Leadership Team, Faculty Council, Grade Level Teams, Action Teams (Leadership, Culture, Academics), and Literacy Leadership Team. These teams were involved in developing the narrative for our portfolio based on input from the whole staff.

Additionally, all of the stakeholders, including staff and community members, listed on page 3 were involved in the development of our Strategic Plan: SIC (School Improvement Council), PTA (Parent Teacher Association)

Faculty Council	Math/Technology	ELA	Science	Instructional Leadership Team
Action Plan/ Perceptions	School Profile	Vision, Mission, and Beliefs	Magnet Program	Data Analysis
Dawn Hooker	Miriam Gault	Meg Stewart	Jennifer Brown	Dawn Hooker
Cory Terry	Alyssa Dickinson	Amanda Peeler	Katie Murphy	Cory Terry
Ashley Ivie	Joanna Potter	Meredith Hopson	Kelsey Norris	Samantha Davis
Courtney Pfeiffer	Ashley Martin	Meg Stewart	Lauren Hatch	Miriam Gault
Jonetia Livingston	Maddie Mills	Brandy Bishop	Kurt Blocher	Amanda Guest

Hannah Sane	Denise Reed	Diane Davis	Michel Cheek	Trena Alexander
Clare Laye	Holly Bolling	Emily Thomas	Timothy Johnson	
Holly Bolling	Allison Smith	Stephanie Pierce	Valerie Gamble	
Trena Alexander	Lauren Hatch	Michelle Chapman		
Diane Davis	Valerie Gamble	David Smith		
Miriam Gault	Tammy Aman	Apryl Walsh		
Amanda Guest		Ashley Ivie		



Executive Summary

Needs Assessment for Student Achievement:

ELA:

- ELA performance increased from 49% in 2022 to 59% in 2023
- On 2023 SC Ready, 4th grade was higher than 3rd and 5th grade
- As we look at specific reading standards and strand data, we see our students show weakness in informational text: Meaning and Context. Our writing strand data strength was Text Dependent Analysis surpassing the district score

Math:

- Math performance increased from 49% in 2022 to 52% in 2023
- 4th and 5th grade had the highest growth out of every school in Greenville County
- As we look at specific math standards and strand data, we see our students' showing weaknesses in Algebraic Thinking number sense fractions

SCPASS Science:

- Science performance increased from 47% in 2022 to 51% in 2023
- Despite this data, we feel our focus on math and science in all curricular areas and our Science enrichment offerings have positively impacted our students.

Needs Assessment for Teacher and Administrator Quality:

- Teacher turn-over rate remains consistent each year at 4%
- We have a strong mentor program; we have trained mentors and regular meetings with new teachers
- All teachers participate in PD at school level and district level
- Our school offers over 24 hours of site based PD every school year

Needs Assessment for School Climate:

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	58	285	7
Percent satisfied with learning environment	87.7%	95.3%	100.0%
Percent satisfied with social and physical environment	89.1%	94.5%	100.0%
Percent satisfied with school-home relations	87.5%	96.7%	100.0%

School's Significant Challenges from the Past Three Years:

- Transient Population - 30%
- Sustaining Magnet Enrollment
- Rising ESOL Population
- Rising Disabled Population
- Increasing our Gifted and Talented Population
- Increasing student achievement to meet/exemplary on SC Ready Math and ELA
- Student chronic absenteeism
- Closing the achievement gap due to the Covid-19 impact on student achievement

School's Significant Accomplishments over the Past 3 Years:

- ESEA/Federal Accountability Grade: A-Rated School
- ESEA/Federal Accountability Reward School
- Outstanding Magnet School of Math and Science
- SCNSPRA Welcome to Our School Award
- SCNSPRA Parent-Student Handbook Award of Excellence
- Red Carpet Family Friendly Environment Award Winner
- Roper Mountain Holiday Card Winner
- Alliance for Quality Education Grants/Local Business Grants
- Palmetto Gold/Silver Winner
- District Science Fair Winner
- Kiwanis Club Terrific Kids/PRIDE Assembly Awards Program
- Award Winning School for Support of United Way
- Awarded Public Education Partners for Literacy Grant
- Awarded LOWE's Toolbox Grant
- Awarded Music Club of Greenville Grant
- SAFE Kids Award School
- Metropolitan Arts Council Grant Awarded
- LiveWell Greenville Award
- Multiple Donors Choose Grants Awarded



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School Profile

East North Street Academy is a Title 1 school located in the downtown area of Greenville, South Carolina. East North Street Elementary opened its doors in 1956 in the midst of the best neighborhood in Greenville. The school was built to provide relief for Laurel School where most of the students living in this area were being bussed as much of Greenville was still clustered around textile mills. In the fall of 1997, East North Street Elementary established "Academy" identity as a mathematics and science magnet to address issues of declining enrollment, achievement, and increasing minority isolation. The magnet enrollment in 1997 at our school started with 17 students. Magnet enrollment today totals 121 students and continues to rise. Today's total school population is approximately 638 students. Our district's magnet model includes the goal of desegregating urban and suburban, white and minority, and poor and wealthy.

Our mission at East North Street Academy (ENSA) is to develop a foundation on which students become lifelong learners by providing comprehensive quality instruction in a safe and nurturing environment with input and support of parents, community, and school personnel. Enthusiasm and an attitude that students will be successful are two of the most important student attributes that are constantly encouraged.

In August of 2001, East North Street Academy moved into a new 105,000 square foot facility on 24 acres, wired for the latest advancements in technology. We once housed the district ESOL program, but ESOL students were reassigned to their homebased school for the 2003-04 school year. Because of reassignment, the ESOL student population has grown each year.

ENSA provides a comprehensive and challenging curriculum to all students. The curriculum is based on the South Carolina State Standards for all content areas. Students are instructed in Reading, Language, Spelling, Math, Science/Health, and Social Studies by highly qualified teachers. Additionally, students receive instruction from the guidance counselor and the media specialist.

Students also receive instruction in Art, Music and Physical Education each week. A certified Science Lab Instructor provides weekly hands-on science instruction in a lab setting for all students and an Instructional Technology Facilitator provides weekly instruction to support the integration of technology into the curriculum.

State and district curriculum standards are in place for all subjects. Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them. Textbooks, resources used in the classroom, grading policies, homework practices, and classroom management plans are also included. Syllabi are shared with all parents at our PTA Open House in early September. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which is updated weekly and includes the syllabus, weekly classroom updates, and teacher contact information. Subject matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All instructional activities are aligned with curriculum standards in order to prepare students for the next grade level.

East North Street Academy is always working to provide students with the most current technology and a wealth of experiences. As a result, the following programs and educational materials are available for student use:

- 1:1 Chrome Books for students in K-5th Grade
- 2 Teaching Science Labs
- 2 N-Computing labs with 3 hosts: each host has 9 clients
- Bob Jones University Tutors
- I-Ready Math and Reading Online Differentiated Software and Assessment Program
- Exceptional Business Education Partnerships
- 3 Full Time Employed RTI Interventionists
- LLI (Leveled Literacy Intervention)
- Reading A to Z online literacy program
- IXL Math and Reading online program
- Lexia online program for our ESL students
- Literacy League Plus After School Reading/Math Enrichment Program
- Gifted and Talented Program
- iPads in every classroom with 16 iPads available for check out in the technology lab
- Math & Science Magnet Program
- Michelin Challenge Education Partner with Michelin North America Headquarters
- Part Time (.5) Math Interventionist
- Behavior Matrix
- Promethean Boards in every Classroom
- PTA Events: STEAM Fest, Spring Carnival, Parent Workshops, Father/Daughter Dance
- Safety Patrols
- Math Club Sponsored by Michelin and Girls Loving Science
- Fountas & Pinnell Balanced Literacy Program
- Professional Learning Communities: Horizontal Teacher Teams; Vertical Teacher Teams; Faculty Council, Monthly Data Focused meetings and differentiated professional development with 2 Instructional Coaches
- Outdoor Classroom: Greenhouse; Gardens; Fruit Tree Orchard
- 26 student clubs focusing on math/science integration in grades 3rd-5th
- 5-6 laptops in every classroom
- Google Classroom
- Daily use of See Saw Digital Communication
- Quarterly Benchmark Testing through TE21/Mastery Connect



School Personnel
Administration:

Dr. Dawn Hooker, Principal



East North Street Academy's school principal, Dr. Dawn Hooker, received her Bachelor of Arts degree in Elementary Education from North Greenville University. She also received Masters of Education degrees from Clemson University in Elementary Education and Reading and her Ph.D. in Leadership and Administration from the University of South Carolina.

This is Dr. Hooker's seventh year as the principal of East North Street Academy. Prior to coming to ENSA, she served as a classroom teacher, Title 1 Facilitator, Instructional Coach/Literacy Specialist, and an Assistant Principal.

Dr. Hooker can best be described as a collaborative leader. She demonstrates her leadership style on a daily basis as she works in every area of our school. She meets often with teachers, parents, and community members to keep them informed of the happenings and to also seek their input and involvement. Dr. Hooker cares a great deal for all of the students she serves and she remains visible as she is often in classrooms, traveling the hallways, eating lunch with students in the cafeteria, and attending the various after school activities and meetings. Dr. Hooker is a true instructional leader. She meets with her Instructional Leadership Team weekly and leads the faculty in ongoing professional development and school improvement efforts.

Dr. Hooker believes that all children deserve a comprehensive education, including academic rigor, extra-curricular opportunities, personality development, and opportunities to practice accepted social behavior in a safe environment. As a principal, she sees these components as her responsibility.

Mr. Cory Terry, Assistant Principal



East North Street's Assistant Principal, Cory Terry received his Bachelor of Arts degree from Erskine College as well as a Master of Arts degree and an Educational Specialist degree in Secondary Administration from Clemson University. Additionally, Mr. Terry has obtained his elementary certification. Prior to coming to East North Street Academy in 2015, Mr. Terry served as a substitute, classroom teacher, and as an Administrative Assistant at West Greenville Alternative School. Because the role of the Assistant Principal includes the disciplining of students, Mr. Terry strives to support teachers in this area so classrooms can be free from distractions that impede learning for all. He is also a strong social studies educator and leads our Social Studies vertical team.

Mrs. Samantha Davis, Administrative Assistant



East North Street's Administrative Assistant, Samantha Davis, received her Bachelor of Arts degree from South Carolina State University, a Master of Education in Counselor Education and Administration. Mrs. Davis holds certifications in Elementary Education, Counselor Education and Administration. Prior to coming to East North Street in 2021, Mrs. Davis has served as a classroom teacher in grades 2-5, with the majority of her time being a 5th grade single gender male classroom teacher, a School Counselor (K-5) and a Title 1 Facilitator. As an Administrative Assistant, her role includes being a member of the Administrative/Instructional Leadership Team and assisting with discipline for students in K-2.

Instructional Staff

There are 104 staff members at East North Street Academy. The school is staffed with a Principal, Assistant Principal, an Administrative Assistant, 63 teachers, a Media Specialist, 2 Guidance Counselors, one Science Lab Instructor, a Literacy Specialist, three Reading Interventionists, a Math Interventionist, a Magnet Coordinator, a Title I Facilitator, and one Instructional Coach. The support staff includes 15 paraprofessionals, one nurse, two full-time office staff and one part-time office staff, a Parent Involvement Coordinator and 1 hourly paid tutors, a Media Clerk, 7 cafeteria workers and 7 custodial staff. Currently, our teacher retention rate is 83%.

East North Street Academy Teaching Experience 2023-2024

Years of Experience	0-5	6-10	11-15	16-20	21-25	26-30	31+
Number of Teachers	26	13	5	9	5	3	4

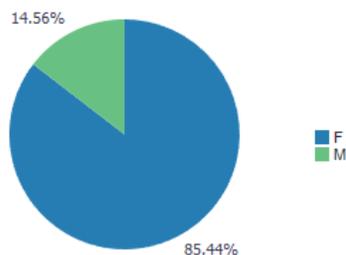
East North Street Academy Teacher Education

Education Level	BA/BS	BA/BS+18	Masters	Masters + 30	Doctorate
Number of Teachers	32	1	27	2	1

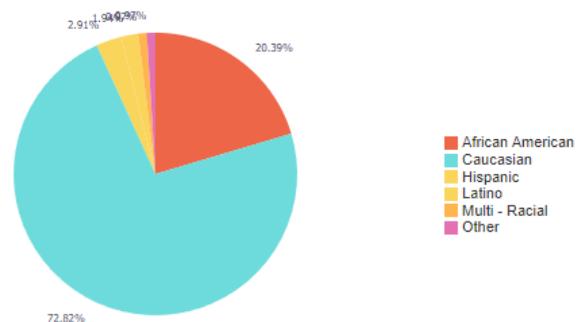
East North Street Academy Teacher Gender/Ethnicity Percentages

Male	Female	Caucasian	African American	Latino	Hispanic
15%	85%	73%	20%	3%	4%

Staff by Gender



Staff by Ethnicity





East North Street Academy of Mathematics and Science

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Our Students

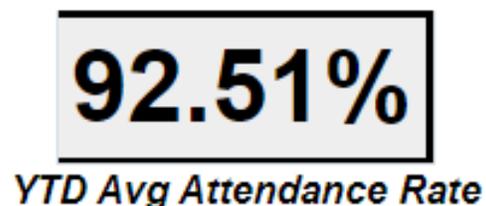


During the 1980's, the closing of Overbrook Elementary and the reassignment of the students to East North Street made a significant change in the ethnic diversity of our school. Today, the school provides a population that is rich in diversity. African American, Caucasian, and Hispanic ethnic groups are represented in the student enrollment at East North Street Academy. Over the past 5 years, the ethnic composition of our student body has remained relatively stable with the primary ethnic group being African-American. The Hispanic population remains slightly less than the Caucasian.

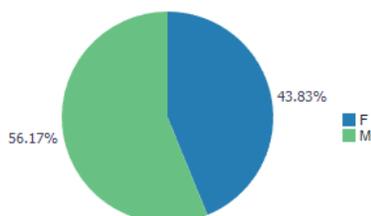
Student Enrollment

GradeLevel	Members	% of Total
K4	41	6.1%
K5	105	15.6%
01	103	15.3%
02	104	15.5%
03	117	17.4%
04	111	16.5%
05	92	13.7%
Grand Total	673	100.0%

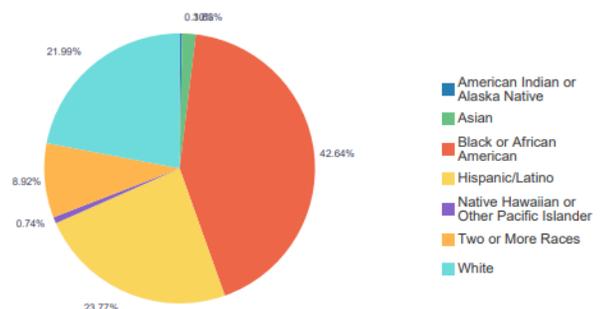
Student Average Attendance Rate



Students by Gender



Students by Ethnicity



Socio-Economic Status

Patterns of change in the socio-economic status of the families in our community are reflected in the data documenting the large number of students who are certified in poverty level by their TANF, Medicaid, SNAP, foster child, or homeless status. The percentages have gradually decreased over the past five years.

2018-2019	78.9%
2019-2020	77.7%
2020-2021	71.0%
2021-2022	81.0%
2023-2024	81.0%

Mobility Rate

The mobility rate of the families in our community is very high. Approximately one-third of East North Street's student population has continued to be transient over the past five years. This pattern of high mobility affects not only the academic performance of our students, but the emotional and social stability as well. Many of our children do not have the benefit of growing up with their schoolmates. These community patterns are in sharp contrast to the original student population served by East North Street Elementary. The community has changed from a relatively stable population of rural families who were homeowners to a population with a high degree of transience. Our transiency rate is approximately 30%.

Because of the issues of parent employment and lack of transportation, it is a challenge for many of our students' family members to be involved during the school day to volunteer or to attend teacher conferences. Despite these difficulties, the PTA continues to provide financial and volunteer support to the school and remains a vital link to our families.

Many efforts are being made by our Title I Facilitator, Parent Involvement Coordinator, School Improvement Council, School Counselors, and our PTA to involve our parents. Parent training are offered during morning and evening hours to accommodate work schedules, food is provided for many family academic activities, and phone messages, flyers, car circle signs, class newsletters, SeeSaw, and the school marquee are utilized to advertise school functions.

Special Education

East North Street Academy currently serves 139 students in both a self-contained and resource environment. ENSA has four self-contained special education classes that serve 44 students. We also have two resource teachers.

Gifted and Talented Program

East North Street Academy has a gifted and talented program (Challenge) for identified students. During the 2023-2024 school year there are 30 students in grades 3-5 enrolled in the pull-out program which serves students identified by their test scores as gifted and talented. Third grade students spend 125 minutes with the Challenge teacher and fourth and fifth grade students spend 200 with her per week.

English Second Language Program

East North Street Academy enjoys a student population rich in varied languages and cultures. Currently we have one full-time and one part-time teacher who serve 104 students in our ESOL program. We also have several classroom teachers with ESOL certification.



School Programs/Initiatives

Magnet Program

East North Street Academy established the magnet program in 1997 with a focus on math and science. This focus is carefully integrated into all areas of core instruction. Informational text is used to develop vocabulary and content in math and science through reading instruction at each grade level. Interactive notebooks are used to support writing instruction and dialogue about science and math content. Through applied principles of math and science, students participate in hands-on activities in both lab and classroom settings.

Instruction is supported and enriched by such community resources as engineers, logistics specialists and marketing specialists from Michelin, reading tutors from Michelin, Master Gardeners from Clemson Extension and meteorologists from local television stations. We are working with Bosch Rexroth on a new mentoring partnership to begin in the fall of the 2022-2023 school year. Our outdoor classroom and garden spaces are used to support project based learning, across grade levels, as students learn about plants, natural resources and environmental education. A partnership with Roper Mountain Science Center supports teachers and students across grade levels with science content and instruction, through special fieldtrips, Science on Wheels Stage Shows, Summer Camp scholarships, and sponsoring families for free memberships.

Advanced technology is used to support students across grade levels as they experience virtual fieldtrips in our very own S.T.E.M. lab. Artists in Residence support our focus on S.T.E.A.M., as they lead students through the study of the math and science of sound, as well as, math through music and drama. Teachers at various grade levels have partnered with Metropolitan Arts Council to integrate the arts into their classrooms and received grants for an artist in residence.

The magnet program was designed to create an educational environment that responds to student interests, celebrates cultural, ethnic and academic diversity, and fosters student achievement across the curriculum. Over the past four years the magnet population at East North Street Academy has grown to over 200 students. These students have chosen to travel and attend this school as magnet

students. We have currently filled 24 magnet spots for 5K for the 2022-2023 school year. We have currently filled all of the allotted spots allotted to our school by Planning and Demographics.

ENSA strives to involve parents and the community in all educational endeavors. Federal funding combined with other funding sources allows us to offer monthly parent training and quarterly community events. These events allow our students and teachers to showcase their many talents while also allowing the parents and community to experience our successes and see ways in which they can become involved in enriching students' lives.

Math and Science Enrichment Clubs

Math and Science clubs are created and implemented by teachers in third, fourth, and fifth grades. Students choose clubs based on their interests and participate every other Friday with their peers who share the same interests to explore and learn more about building, creating, designing, and the math and science found in hobbies that interest them. There are currently 28 clubs offered across grades 3rd through 5th. Clubs meet the second and fourth Friday of each month from 1:30 – 2:15. Students were surveyed in August and asked to choose their top five interests from a menu of 28 different clubs. Some club topics include photography, coding and robotics, fun fitness, gardening, Lego builders, and electronic keyboarding. Students remain in the same club for the first semester, then change to another club for the second semester. Parents and the community are invited to come in and preview our clubs at our Magnet Open House event in October.

Intervention Programs

East North Street Academy believes that all students should have an opportunity to learn and grow. Students who are experiencing difficulty are provided small group intensive intervention with a certified teacher using Response to Intervention or RTI. Identification of students is done with the Fast Bridge computer based assessment. Those students identified are served until results of ongoing progress reports show that they are no longer in need of intervention help. RTI is fully implemented this year, in reading, for Kindergarten through Third Grade. Additional intervention programs being used are Leveled Literacy Intervention, Reading Horizon, and Bridges Math Intervention.

Read to Succeed

In June 2014, the South Carolina General Assembly passed Act 284 (Read to Succeed), excerpted in Appendix D, as a monumental step toward closing the state's achievement gap and increasing opportunities for all students in South Carolina. The goal of Read to Succeed is to ensure all students graduate from high school with the reading and writing skills they need to be college- and career-ready. Read to Succeed legislation is ground-breaking for South Carolina because it is comprehensive, systematic, and affects every educator and student in the state through eight components:

1. State, district, and school reading plans
2. Focus on third grade progression
3. Summer reading camps
4. Provision of reading interventions
5. Requirements for in-service educator endorsements
6. Early learning and literacy development
7. Teacher preparation
8. Reading coaches

East North Street Academy has a school reading plan aligned with the district and state reading plans.

Balanced Literacy

We teach reading through Fountas & Pinnell, or F & P, a guided reading model that is being implemented in all Greenville County Schools. Through guided reading, small-group reading instruction takes place, designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time (similar guided reading levels).

Reduced Class Size

Research shows that a reduced class size aids in student performance at primary grade levels and with populations of higher poverty. We are dedicated to continuing to have smaller classrooms by using the majority of our Title I funds to pay for additional classroom teachers. Currently our average class size in Kindergarten through Fifth grade is 20 students.

Technology

Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard) for which all teachers have had training. Teachers also have access to Promethean programs such as ActivExpressions and ActiVotes which help to engage learners by letting them remotely answer questions through selecting a multiple choice answer or texting a response. The computer lab contains 30 computers for student use and is equipped with a full time technology teacher that delivers lessons to students that integrate technology into the science curriculum. Classes visit the lab once a week and teachers can sign up for additional times in the partial lab. Additionally, all students in grades K4 through 5th grade have their own Chromebook. All teachers have an iPad and K4 through 1st grade classrooms have a set of 6-8 iPads each for students to use. There are additional I-pads and Chromebooks available for checkout in the technology lab. Many computer programs are used to aid in increased student achievement. I-Ready

is used in classrooms schoolwide and is individualized for each student's unique learning needs. Students take a diagnostic assessment three times a year and data is analyzed to help teachers make instructional decisions while students follow their individualized learning path with daily use. Students work on activities primarily in English Language Arts and Math at their own levels and progress at their own pace. Additionally, students have access to the SeeSaw app to create digital portfolios and Razkids.com. Raz-Kids is an online guided reading program with interactive E-books, downloadable books, and reading quizzes. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support from the leveled bookroom. Teachers select appropriate reading levels and specific books and track student reading progress. Students practice reading to improve reading comprehension and reading fluency at school and at home with Internet access. We also have Flocabulary which helps teachers introduce concepts, vocabulary terms, and skills in a musical format which students enjoy. Reflex Math is also available to our students to help build fact fluency.

Science Lab

East North Street Academy has two science labs, an earth science lab and a life science lab. One lab is equipped with a full time science instructor who classes visit weekly to receive hands-on lessons and enrichment to tier one classroom science instruction. The Science Labs are furnished with supplies such as microscopes, anatomical models, weighing and measuring devices, and a variety of additional supplies required for teaching our elementary school science curriculum. Students are also able to view animals in the science lab including snakes and lizards.

Extended Day Program

We offer an extended day program for students in 4K – 5th grade. The program operates Monday – Friday from 2:30 – 6:00. Students are provided a nutritious snack, then moved into grade level groups where support is provided to complete homework and reading/math fluency. Afterschool care is provided by a highly qualified staff. We partner with Bob Jones University to place 75 practicum students each semester. These students come in and help students with homework, reading fluency, fact fluency and character development. Students also have access to computer labs, gym and outdoor spaces for activity and exercise.

Literacy League Plus

Students in grades three through five who were identified as approaching expectations or identified by their diagnostic/benchmark assessment data as needing extra support are invited to attend this free program. Over 50 students were served in the Fall and Spring this school year. During the program, students attend 2 days a week in an after school program that concentrates on raising student achievement in English Language Arts and Math. Highly qualified and passionate teachers work with students in small groups using targeted and specific grade level math instruction, Leveled Literacy Intervention, and targeted and specific writing instruction weekly.



Parents and Community Business Partners

East North Street Academy enjoys the eager support of its parents and community volunteers. For the past several years. The PTA and community volunteers have organized fund-raising programs as well as many service programs for our school. These volunteers are very valuable resources for our students and teachers, working with students, assisting teachers, and helping in the office.

The School Improvement Council is actively involved at ENSA. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

East North Street Academy works to develop and sustain community partnerships to support the educational program. ENSA partners with other state, federal programs and community agencies such as: Life Long Learning, Early childhood, Greenville Literacy Association, Greenville Family Partnership, Greenville County mental health, Communities in Schools, Urban League, Salvation Army, Julie Valentine Center, Family Connections, Live Free, Inc., Safe Kids, Greenville Sheriff's Department, McDonald's Corporation, United Ministries, Buncombe St. United Methodist Church, Bob Jones, Clemson, and Furman Universities, Overbrook Baptist Church, GAIHN program, Vulcan Materials, Kiwanis Club, Michelin, Lenscrafters, Wal-Mart, Bi-Lo, Trees Greenville, Clemson Extension, Macy's, Hands On Greenville, Lowes, Muffin Man, Chick Fil-A, Greenville Middle School, Operation Santa, Triune Mercy Center, Goodwill Job Connection, Visionworks, Inc., New Horizon Health and Dental Services, Harvest Hope, Greenville Tech Dental, Dr. Watson, Dr. Burleson, Yeargin Vision, United Way, Target, Publix, Ingles, Francis Asbury United Methodist Church, Sonic Corporation, Solutions Inc., YMCA - Eastside, Pizza Inn, Bank of Travelers Rest, Greenville County Health Dept., SAFY, Greenville Housing Authority, Publix Prescriptions, Papa Johns Pizza, Golden Corral, Olive Garden, Academy Sports, The Carolina Center for Behavioral Health, Bristol Inc., Roper Mountain Science Center, Sears Optical and Dept. Store, Jersey Mike's Sub, SOS Thrift Shop, Upstate Parent Magazine, Bad Daddy's, Coaches for Character, Greenville Fire Dept., Blood Connection, Wade Hampton Honor Society, BOOST- Out of School Time Programs, Pastor Sutton, Trinity Church, Bell Partners Apt, Investment, and Management, Compass, Shepherd's Gate, Legal Aide, Fluor Corporation, Brick Street Cafe, Q-T, Sphinx, Wild Wings, Soby's, Bon Secours, Guardian Group, Inc, Safe Routes, Girl Scouts of America, Outback, Texas Roadhouse, Fuddruckers, Martin's Nursery, Coca Cola Co., Carolina PayDay Loans, Silly Bobs Inflatibles, Joy of Tokyo, Krispy Kreme, Starbucks, Moe's, Jason's Deli, Harvey's, Comos, The Melting Pot, Five Guys, Tijuana Flats, Raffertys, Pita House, Chicken Salad Chic, Jimmy Johns, Chilis, Canopy Car Wash, Pet-co, Help Me Grow, and Bosch Rexroth.

Academic Tutors

Business partners from Michelin, Mentor Greenville, and area churches serve children through individual and small group weekly tutoring in both math and English language arts. Parents and retired community members come to our school on a daily basis to provide one-on-one learning experiences for our children. Students from Bob Jones University and area high schools also visit ENSA weekly to provide tutoring services for students. Our academic volunteers truly make a positive difference in our school.

Real Men Read

In February, communities across the globe celebrated *World Read Aloud Day*, a day when readers of all ages celebrate literacy and the pure joy and power of reading aloud. To coincide with this worldwide event East North Street Academy launched a new initiative in 2017 called Real Men Read. This program highlights the importance of schools and the community partnering together to ensure that education is a collaborative effort. 4K through fifth grade students listened to male faculty and staff members read aloud picture books focusing on social and emotional Learning. Real Men Read was a very successful event and ties in with our GCS Build a Better Graduate focus by building career awareness, focusing on all students reading on grade level by the end of 2nd grade, and encouraging literacy partnerships with parents.

We invited Michelin volunteers, parents, and other community members to participate. We have over 40 volunteers come in to read, along with two African American authors who shared their work with 4K, 5K, 1st, and 2nd graders. This is always one of our favorite events of the school year and our volunteers love it too!





Mission, Vision, Beliefs

The mission, vision, and belief statements are communicated through whole faculty meetings, small group meetings, Monday memos, horizontal planning, vertical planning, and on the school website.

Purpose Statement:

The purpose of East North Street Academy of Mathematics and Science is to develop inquisitive learners through the engagement of every child by an elementary curriculum that makes students aware of real world connections to math and science.

Mission Statement:

We will create a culture of excellence where our students exceed state standards through an engaging, proven curriculum and individualized instruction from excellent teachers in collaboration with home and community partnerships.

Shared Vision:

Achieve a safe, inviting, student-centered environment

Technology that engages families and educates students

Opportunities to build a better graduate

Math and Science real world connections across the curriculum



Beliefs:

- All students can learn.
- Students are the center of the educational process.
- Students learn best in a safe and engaging learning environment where technology is used to communicate and discover and students are nurtured by competent and caring teachers, administrators, and support personnel.
- Students have the responsibility to be active learners and make positive contributions to society.
- Students should have equitable access to educational opportunities.
- Educational experiences empower students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly, thereby preparing them to be a better graduate.
- Curriculum and instruction should meet the needs of all students.
- Education is the shared responsibility of home, school, business, and community



Data Analysis and Needs Assessment

Student Achievement Needs

SDE Report Card

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTA1NA>

School Test Scores

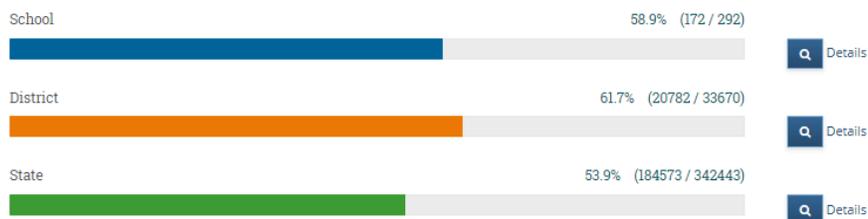
<https://screportcards.com/overview/academics/academic-achievement/details/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTA1NA>

SC Ready 2023 Data

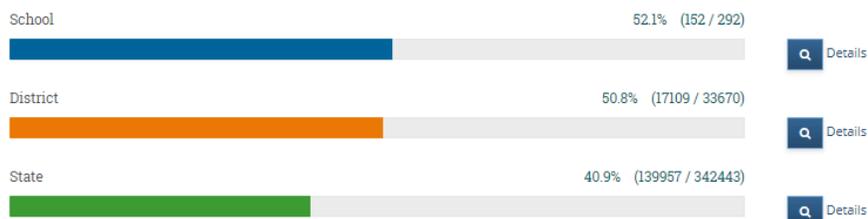
Overall Student Performance

SC Ready English Language Arts and Mathematics

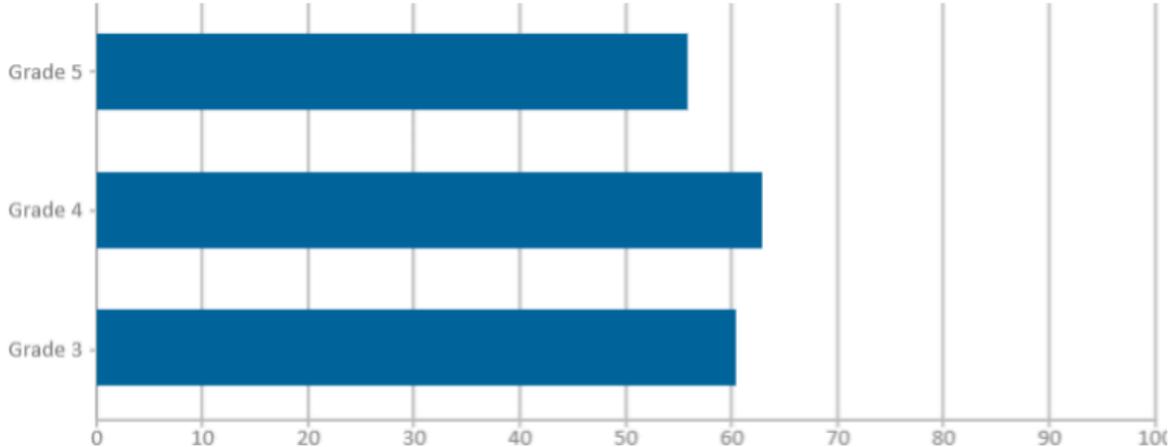
English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)



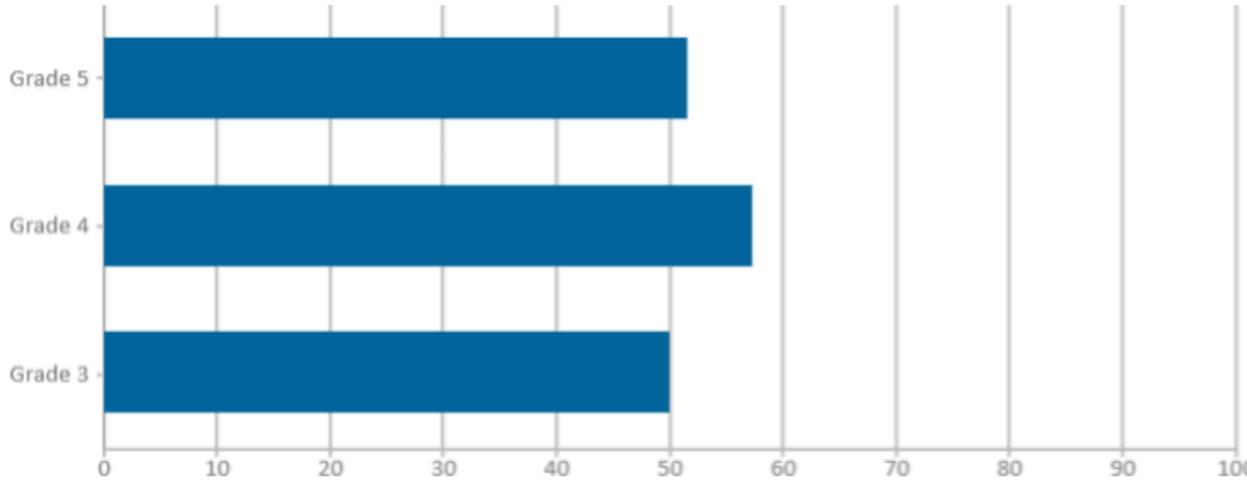
Mathematics - [Percent Met or Exceeding](#)



SC READY Performance by Grade Level
English Language Arts (Reading and Writing)



Mathematics



Teacher and Administrator Quality

Professional Development is determined by student achievement, district initiatives, teacher evaluations, and staff surveys. Some offerings are required by the school and/or district, while others are optional in order to meet the needs of individual teachers. A professional development calendar is given to teachers indicating training opportunities offered at our school. This is a condensed version of our final plan, which also includes the presenter as well as date/time of the PD. **This table contains only planned Professional Development opportunities and training sessions. This table does not include orientations, team-building meetings, planning meetings, faculty meetings, PLC meetings, data meetings, etc. all of which occur on a regular basis.*

[Professional Development Calendar 2024-2025](#)

Climate Needs Assessment

Student Behavior Data

Location	#Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
East North Street Academy (156)	738	159	77	48.43%

Attendance, absenteeism and truancy

SchoolName	CA Student Count	Total Student Count	Chronic Absenteeism Rate
East North St Academy	197	735	26.80%

Parent/Teacher Conferences

100% of our teachers held student-led conferences with families during the Fall of 2023. Student-led conferences are also scheduled for the Spring of 2024 teacher conferences

Volunteer Hours- Our volunteers logged at a total of 934.28 hours during the 2022-23 school year.

Backpack account/logins

Backpack Activity

NO source if
the Grade 2

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
674	592	87.83%	198	29.38%	261	38.72%

Refresh Print Export

[Link to 2022-2023 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 52% in 2022-23 to 67 % 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 3 % 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)	55%	58%	61%	64%	67%
	52%	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.					
Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 			C= School's ELA and Math Goal
Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers/PLC's 			M= Create a new system for students to track goals
Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers/PLC's 			C= Observations, lesson plans, common planning meetings

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.					
Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> District Academic Specialists 			C= GCS Landing Page/Curriculum Maps
Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> District Academic Specialists 			C= GCS Landing Page/Curriculum Maps
Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> Teacher/PLC 			C=PLC meetings minutes, item analysis, lesson plans, observations
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"> Instructional Leadership Team 			C= Observations in Mosaic, Learning Walks and Instructional Rounds schedules/data collection
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"> Instructional Leadership Team 			C= Observations in Mosaic
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
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"> Instructional Leadership Team 			C=ILT meeting minutes, data analysis
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"> Instructional Leadership Team 	Substitutes conference fees, travel expenses	PD Title One Budget	C= PD survey (teacher input) results, observation data, PD plan

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> Instructional Leadership Team 			C= PLC Observations
Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team/Parent Involvement Coordinator 			C= Track information sent home
Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, Parent Involvement Coordinator 		Title 1	C= Calendar of events, collection of resources shared

GOAL AREA 1 – Performance Goal 2

<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 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 57% in 2022-23 to 72% in 2028-29.</p>
<p>Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.</p>

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)	60%	63%	66%	69%	72%
	57%	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 support necessary to be reading on grade level by the end of 3rd grade.					
Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 			C= School's ELA Goal
Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, Literacy Specialist, K5-3rd Grade teachers, reading interventionist 			C= Lesson plans, observations, PLC, meeting minutes
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	<ul style="list-style-type: none"> Literacy Specialist, reading interventionist, K5-3rd Grade teachers 			C= District screeners, summative assessments, classroom observations
Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, reading interventionists K5-3rd Grade teachers 			C= Lesson plans, observations, PLC meeting minutes
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"> Teacher/PLCS 			C= Lesson plans, observations, PLC, meeting minutes
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership team, teachers 			C= Observations, lesson plans
Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers/PLC 			C= Data analysis
Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, District Academic Specialist 			C= Coaching notes, PLC meeting minutes

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers, interventionists 			C= Progress monitoring data, PLC meeting minutes
Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> Teachers/PLC 			C= Lesson plans, observations, PLC meeting minutes
Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers/PLCs 			C=Lesson plans, observations, PLC meeting minutes
Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> Instructional Coach, teachers/PLC 			C= Lesson plans, observations, PLC meeting minutes
<p>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</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>
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.					
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.					
Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers/PLCs 			C= Lesson plans, observations, PLC meeting minutes, data analysis
Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> Teachers 			C= Lesson plans, observations, PLC meeting minutes
Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> Teachers 			C= Lesson plans, observations, PLC meeting minutes
Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> Instructional Coach, Literacy Specialist, Teachers/PLCs 			C= Lesson plans, observations, PLC meeting minutes
Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 			C= Observations in Mosaic, Learning Walks and Instructional Rounds schedules/data collection
Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, District Academic Specialists 			C= Lesson plans, observations, PLC meeting minutes
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
Ensure that professional learning and coaching help all teachers develop the	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, District 			C= PLC observations

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
knowledge and skills to support all students in building necessary reading skills.		Academic Specialists			
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"> Instructional Leadership Team, District Academic Specialists 			C= Mentor matches, mentor meetings, new teacher meetings with IC/Literacy Specialist
Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, District Academic Specialists 			C= Lesson plans, observations, PLC meeting minutes
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"> Instructional Leadership Team, teachers/PLC 			C= Data analysis
Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, District Academic Specialist 			C= PD plan

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.					
Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, school counselors 			C= Career Week activities/resources
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"> Instructional Coach/Literacy Specialist 			C= Student Teacher placement sheet
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
Ensure elementary school career programs include teaching as a choice.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, school counselors 			C=Career Week activities/resources

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)	3.5%	3.0%	2.5%	2.0%	1.5%
	4%	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 support to all teachers, especially those new to the profession.					
1. Continue to hold monthly mentoring meetings with new teachers	2024-2029	<ul style="list-style-type: none"> Instructional Coach/Literacy Specialist 			C= Mentor meeting agendas
0. Assign a trained mentor to all new teachers	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team Instructional Coach/Literacy Specialist 			C= Mentor matches
0. Continue Coaching Cycles with all teachers	2024-2029	<ul style="list-style-type: none"> Instructional Coach/Literacy Specialist 			C= Coaching Cycle log/notes

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	46%	44%	42%	40%	38%
	48%	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
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"> Instructional Leadership Team 			C= School-wide discipline plan
Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom,	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers/PLC 			C= Behavior Reboot

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
school-based programming to meet this goal.					
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"> Instructional Leadership Team, teachers/PLC 			C= Behavior Reboot
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"> Instructional Leadership Team, teachers/PLCS 			C= New teacher meeting agendas, Coaching Cycle schedule/logs
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"> Instructional Leadership Team, teachers/PLCs 			C= Reports, logs, and other various documentation
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"> Instructional Leadership Team. PLCs, School Counselors 			C= School Counselor lessons
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers/PLCs, Parent Involvement Coordinator 			C= Communication logs, evidence of and records of connection activities
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"> Instructional Leadership Team, teachers/PLCs, Parent Involvement Coordinator 			C= Copy of expectations shared

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers/PLCs, school counselors 			C= Student led conferences
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team/Teachers/Magnet Coordinator 	Club Materials	General Funds	C= ENSA Clubs
Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team/Teachers/Magnet Coordinator 			C= Leadership Roles
Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team/Teachers/Magnet Coordinator 			C= List of community partnerships and activities
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.					
Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers 			C= School-wide discipline plan
Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, teachers 			C= Log of action, associated consequence, and accountability
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	<ul style="list-style-type: none"> Instructional Leadership Team, teachers 			C= Teacher's shared classroom management plans, meeting minutes
Teach productive behaviors, emotional control, and	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team, 			C= Whole Group, small group, and

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
interpersonal skills including listening to and understanding diverse perspectives.		teachers, school counselors			individual meetings for SEL
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"> Instructional Leadership Team, teachers, school counselors 			C= Lunch groups with school counselors, Hope Squad

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.)* <i>(* required)</i>
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)					
	27%		Projected (School)	25%	23%	21%	19%	17%
		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.					
Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 			C= Log of parent notes, meeting minutes, data collection

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 			C= Evidence of implementation document
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 			C= Evidence of implementation documented, data collected
Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> Instructional Leadership Team, District Team 			C= Training agendas, portal
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 			C= Documentation of communication
Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 			C= Meeting minutes, action items and evidence of implementation
Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team/ school nurse 			C= Resources shared

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.)* <i>(* required)</i>
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
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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>
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Action Plan for Strategy #1: Increase parent engagement with district communication platforms.

Increase parent and guardian utilization of Backpack.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 			C= Usage log and tracked
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"> Instructional Leadership Team 			C= Meeting minutes, usage log and tracked
Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 			C= Document information shared with families

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.

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"> Instructional Leadership Team/ Magnet Coordinator 			C= Community Partners List
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"> Instructional Leadership Team 			C= Meeting minutes, plans and list partnerships
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"> Instructional Leadership Team 			C= Meeting minutes, plans and list partnerships

Action Plan for Strategy #3: Increase two-way parent engagement at the school level.

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"> Instructional Leadership Team/Parent Coordinator 			C= Meeting minutes, lists of supports/resources
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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> <li data-bbox="763 315 958 441">• Instructional Leadership Team/Parent Coordinator 			C= Title One Planning Events
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"> <li data-bbox="763 470 958 596">• Instructional Leadership Team/Parent Coordinator 			C= SIC Roster/meeting minutes