

# Pelham Road Elementary School



Kristy Qualls, Principal  
Greenville County School District  
Dr. Burke Royster,  
Superintendent  
2025 through 2029

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**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME: Pelham Road Elementary School**

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

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

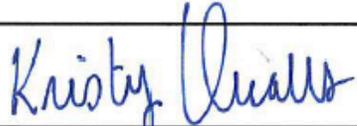
**Required Signature Page**

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.

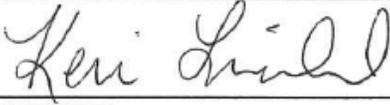
**PRINCIPAL**

Kristy Qualls		4/5/24
PRINTED NAME	SIGNATURE	DATE

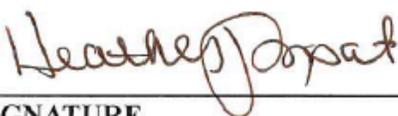
**CHAIRPERSON, BOARD OF TRUSTEES**

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

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Keri Lindamood		4/4/24
PRINTED NAME	SIGNATURE	DATE

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Heather Popat		4/4/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 All Star Way  
Greenville, SC 29615

SCHOOL TELEPHONE: (864) 355-7600

PRINCIPAL E-MAIL ADDRESS: [kqualls@greenville.k12.sc.us](mailto:kqualls@greenville.k12.sc.us)

## Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal	Kristy Qualls
2. Teacher	Kevin Dujardin
3. Parent/Guardian	Natalie Jones
4. Community Member	Hailey Jones
5. Paraprofessional	Amy Thorseim
6. School Improvement Council Member	Keri Lindamood
7. Read to Succeed Reading Coach	Heather Popat
8. School Read To Succeed Literacy Leadership Team Lead	Heather Popat
9. School Read To Succeed Literacy Leadership Team Member	Fallon Finley-Swafford

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

\*\* Must include the School Literacy Leadership Team for Read to Succeed

## ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

**Academic Assistance, PreK–3**

The district 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).

**Academic Assistance, Grades 4–12**

The district 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).

**Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on

the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

**x Staff Development**

The district 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*.

**x Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

**x Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

**x Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

**x Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

**x Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

**x Developmentally Appropriate Curriculum for PreK-3**

The district ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

**x Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

x     **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

x     **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.



# Introduction



The vision of Pelham Road Elementary is to equip students with skills which enable them to apply their learning in meaningful ways. This school portfolio is a working document that shows the progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent and community involvement. It also provides our staff with an ongoing means for communication, self-assessment, accountability, and continuous improvement.

This plan is an evolving document that describes Pelham Road Elementary. It includes evidence of our work, and describes who we are, our vision for our school, goals, plans, achievements, and progress in the context of student demographics and needs. School partnerships are also described. The strategic plan also shows how we build and utilize our overall school plan for increasing student academic success, our ultimate goal.

Stakeholders collaborated to create the strategic plan for school improvement. Members of the Leadership Team are central to the success of our self-study process. The role of this team is to provide an organizational plan, and provide guidance in the study process. This committee meets monthly and serves as a body from all instructional areas that serves the school in decision-making processes. All stakeholders, including the staff, PTA, and School Improvement Council have roles and responsibilities. Representatives from these groups serve as valuable resources and provide essential support and input during the self-study process. Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests, and experience of our school community. Stakeholder input is sought after and continues to be incorporated into our self-study.

- **Instructional Leadership Team** is composed of the principal, assistant principal, instructional coach, Literacy Specialist, and Guidance Counselors. This team works together weekly to discuss curriculum, instruction, achievement, and school updates.
- **Faculty Council** is composed of the principal, assistant principal, instructional coach, Literacy Specialist, Guidance Counselors, and a representative from each grade level and intervention team. This team works together to make school wide decisions for the benefit of all students, including preserving a safe school environment, and a culture of engaged learning.
- **PLC Teams** meet within each grade level; these teams consist of grade level teachers, and they serve to constantly monitor and support student achievement

through analysis of assessments, collaborative unit planning, data response plans, and utilization of outstanding instructional practices.

- **On Track Team** is composed of the On Track facilitator, assistant principal, instructional coach, school counselor, and others as necessary. This is a problem-solving team that works together to discuss student grades, attendance, and behavior and designs action steps to meet the needs of all students.
- **School Improvement Council** consists of parents, administrators, teachers, and business partners in order to bring about the safest school environment conducive to all children performing in the best way they can.
- **PTA Board** is a group of individuals elected from the PTA general membership. This group works closely with SIC and the Leadership Team to support the mission of the faculty in providing a quality learning environment for the students.
- **Curriculum Committees** consist of grade level and special area representatives to plan special events and strengthen vertical articulation. Pelham Road has the following curriculum committees: SEL, math, science, social studies, ELA, and, technology

Together, these groups help make up the community that supports the planning and constant improvement at Pelham Road Elementary. We hope that you will enjoy this look into Pelham Road Elementary. It is the story of who we are and how we work together to ensure academic success for children as we prepare them to be productive, responsible citizens.



# Executive Summary



## Assessment Findings:

- SC Ready ELA.....Meets or Exceeds Expectations 78.9%
- SC Ready Math.....Meets or Exceeds Expectations 77.1%
- SCPASS Science.....Meets or Exceeds Expectations 71.4%

## Teacher and Administrator Quality:

- 2 Administrators
- 50 Teachers/Professional Staff
- 100% of the teaching faculty is highly qualified.
- 8 National Board Certified Teachers

## School Climate Findings:

Students, parents, and staff feel as if:

- Instructional time is safe guarded
- The principal is trusted by all and is seen as an effective leader.
- Everyone is treated fairly and with respect.
- The school sets high expectations for all learners.
- Teachers and staff are always supportive of students.
- Teachers care about the students.
- There is open communication between school and home.

## Significant Challenges from the Past 3 Years:

- Student readiness level is about 50%
- Lowest Performing 20% of students are underperforming compared to the state and district averages.
- Special education disabled population continues to score below their peers in all academic areas.
- Economically disadvantaged population continues to score below their peers in all academic areas.

## Significant Awards and Accomplishments:

- National Blue Ribbon School of Excellence
- Palmetto's Finest
- South Carolina Blue Ribbon School Award
- Exemplary Writing School
- Red Carpet School Award

- School Incentive Award Winner
- Terrific Kids
- Safe Kids School Award Winner
- State PTA Reflection Winner
- Palmetto Gold Award Winner
- Palmetto Silver Award Winner
- National PTA School of Excellence
- PTA 100% membership for 35 consecutive years
- 8 National Board Certified Teachers
- Greenville Drive Reading Hall of Fame School
- Presidential Academic Fitness Award
- Afterschool club opportunities
- TASCK Force (Kindness Club)
- National Junior Beta Club
- 4th Grade Challenge Bridge winners for 3 consecutive years
- Carowinds Superior Chorus Awards
- Golden Apple Teacher Winner
- District Art Show Winner



## School Profile



Pelham Road is a wonderful school in Greenville County with 776 students. We are ethnically diverse with a student population consisting of 12% African American, 68% Caucasian, and 20% other. 15% of our students have an identified learning disability, 3.8% have a 504, and 10% are multilingual learners . School leadership includes a principal and an assistant principal with many years of experience.

Pelham Road Elementary School is helping all students develop world class skills and life and career characteristics of the Profile of the South Carolina Graduate by the blending of traditional studies and technology in a supportive, student-centered, and academically challenging learning environment. This environment is provided through the implementation of our school vision: “A Community of Learners.” We demonstrate this vision by challenging our students with best practices to reach their full potential and by the continuous professional development of our teachers. Our teachers are continually seeking ways to learn new and effective strategies to implement in their classrooms. Teachers implement Greenville County School’s Balanced Literacy Framework, Guided Math, science kits and a variety of online enrichment computer programs. We also provide early reading intervention through our Reading Interventionists, vertical articulation, computer lab instruction, and interactive technology use with promethean boards, Chromebooks and iPads. Strong reading and writing integration across the curriculum provides students with a solid Language Arts foundation.

We are proud of our history of academic success at Pelham Road Elementary. The Palmetto Gold and Silver Awards Program recognizes and rewards schools for attaining high levels of absolute performance and high rates of growth. We have a variety of factors that ensure our success including an outstanding volunteer program with over 30,000 volunteer hours logged each year. Our volunteers tutor, provide assistance during field trips and in school labs, and help with special programs such as our SIC Book Blast and STEAM Day. Our student leadership raises money for local charities such as agencies that help abused and neglected animals and impoverished communities in our local area. Our extended day program provides safe and stimulating activities for more than 200 children, starting with homework help and enrichment offerings in art, music, and PE. At Pelham Road Elementary we believe the school, family and community must share the educational responsibility of our students. Our mission, in partnership with our home and community, is to PREPARE, RESPECT, ENRICH and SUCCEED. We will continue to move forward to maintain the excellent education we provide for our students and community. We are indeed proud to be called "A Community of Learners".

## Facilities

With expansion and renovation. Pelham Road Elementary has 46 regular classrooms with regulation-sized gym, art room, music room, science lab, media center, media production lab, and computer lab. Inside the office complex is a health room with a waiting area, triage, and cots for patients. The cafeteria has a full-service line and a stage for PTA performances. Pelham Road has the following amenities:

- Two computer labs
- All classrooms equipped with Promethean Boards
- Media Production Lab for morning news program
- Fully-equipped Media Center
- Leveled reader book room for teacher access
- Full wireless access throughout the building
- One Chromebook per student
- Art Room with kiln, double sinks, and studio tables and work stools
- Music room with soundproof tile flooring
- State-of-the-art sound system
- Itinerant offices and work rooms for Speech, Psychologist, Mental Health counselor
- Full health suite includes waiting area, triage, and cots for patients
- All kindergarten through third grade classrooms are equipped with restrooms inside each room
- State-of –the art security system for school safety
- Call buttons from each classroom to contact the office when needed
- Large playground with equipment, track, and basketball court

- Separate playground area for kindergarten students
- Landscaped courtyard and picnic area used for educational purposes
- Beautiful Murals

## Parental Involvement

Pelham Road recognizes that the educational success of our students is greatly affected by the level of parental involvement in the educational process. Given our community's demographic profile, it is necessary for us to encourage, guide and support parental involvement. Ultimately, we would like to have a clearly articulated parent school partnership in which parents feel competent and effective in their integral role within our school. We offer numerous opportunities for students' families to actively participate in their child's education.

In order to keep parents informed of ongoing events at our school, the school provides:

- Teacher newsletters to parents
- School website
- Individual teacher websites
- School marquee
- Facebook
- Student/parent handbook
- Events on the district website
- Telephones in classrooms
- E-mail
- Parent Backpack
- Phone messenger of special news and events
- Parent education/input is offered throughout the school year at various times of the day in the following ways:
  - Meet the Teacher
  - Book Fair
  - Challenge/Special Education/Speech
  - Parent Meetings
  - Parent Conferences
  - Parent resource room
  - PTA General Assembly Meetings
  - After school care program available
  - Numerous Volunteer Opportunities
  - Watch Dogs
  - SIC Meetings
  - Donuts with Grownups
  - Parent Tours

## **School Leaders**

### Mrs. Kristy Qualls, Principal

I am truly humbled and blessed to be a part of an outstanding school community with a strong reputation for academic success and parental support. The outstanding work that has been accomplished at Pelham Road speaks to the dedication and commitment of collaboration within the school. I share the same drive and passion for excellence!

I received my undergraduate degree from Clemson in Early Childhood Education. I also have a Master's degree from Columbia College in Divergent Learning and a Master's in School Leadership from Furman University. I have been dedicated to public education and Greenville County Schools for more than twenty years. My teaching career began at Alexander Elementary School as a classroom teacher, mostly in 3rd grade. I taught 2nd and 3rd grades at A.J. Whittenburg for two years. My administrative journey also began at A.J. Whittenburg! I was named Administrative Assistant in 2012 and served in this role for 3 years before transitioning to Welcome Elementary School as Assistant Principal for the 2015-2016 school year. Thereafter, in 2016, I was named principal of Pelham Road.

I am elated to work as a partner in education continuing to provide students with a quality education. I love building positive, healthy relationships with the school community and work hard to continue and grow the legacy of success established at Pelham Road.

### Marsha Braga, Assistant Principal

Mrs. Braga grew up in South Carolina, graduated from Irmo High School and went to Clemson University. After graduating from Clemson with a degree in Elementary Education, Mrs. Braga began her career with Greenville County Schools as a 5th grade teacher at Mitchell Road Elementary School. When GCS instituted the science lab program, she moved into that position and taught at Lake Forest Elementary, Summit Drive Elementary, Duncan Chappell Elementary, and Paris Elementary, before ultimately settling back into 5th grade at Paris. While teaching at Paris, she completed her Master's in School Leadership degree from Furman University. Mrs. Braga served in administration at Chandler Creek Elementary in Greer, South Carolina for three years. She is currently completing her second year as the Assistant Principal of Pelham Road Elementary. Mrs. Braga is proud to be a member of the Pelham Road All Star Community. Her goal is to work collaboratively with students, staff, parents and the community to foster a respectful, safe, academic environment where all students learn and grow.

## **PTA**

Pelham Road Elementary has a very active PTA. Our PTA continuously raises funds to enhance our school both physically and educationally. They have raised funds to install an outdoor track which has become an integral part of our physical education program as well as paid for copies and supplied countless volunteers to assist with various programs. Each year PTA supplies teachers with money for their classrooms. They also boost morale and spread cheer by providing

staff breakfasts, lunches and numerous treats throughout the year. They have also purchased student technology for our classrooms such as Chrome Books, iPads, and Promethean Boards. Pelham Road is proud to have 100% PTA membership for the last 36 years.

Pelham Road Elementary is blessed with parents who volunteer to support our educational priorities. Volunteer parents and community volunteers help manage and support teachers by making copies, working on hall displays, classroom tutoring, promoting Box tops 4 Education, supporting in the classrooms, etc. Parents also provide support services to teachers in the classroom. The Pelham Road PTA conducts Boosterthon, Art Night, Reflections, Spring Fling, Donuts for Dudes and Housewise Streetwise.

## **SIC**

The School Improvement Council (SIC) serves as an advisory body to the school's principal and faculty. The council works collaboratively to develop and implement a five-year school improvement plan. They also monitor and evaluate success in reaching the plan's objectives and to write an annual report to the parents about the progress of the plan. This year our SIC has been keeping abreast of policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational opportunities and most important, school safety. SIC plays a key role in bringing together parents, educators, and community stakeholders to work collectively to improve Pelham Road.

SIC has also worked on the school beautification the past two years (playground) and improvements that are campus wide, affecting many students. SIC also oversees the watchdogs program and support the school counselors as they get mentors and set up careers days.

## **Business Partnerships**

We are extremely proud of our dedicated business partners, which include:

- Bob Jones University
- USC Upstate
- Clemson University
- Eastside High school
- Sharon Gillespie
- Summer Orthodontics
- Piedmont Podiatry
- Chuck E Cheese
- Greenville Swamp Rabbits
- Furman University
- TCBY
- Stossner's Bakery
- Topsy Taco
- Greenville Drive
- State Farm
- Texas Roadhouse
- Carolina Academy
- Converse College
- North Greenville University
- Moe's Southwest Grille
- Palmetto Orthodontics
- Chick-Fil-A

Students participate in many charitable and service-oriented projects including food and clothing drives, collecting items for our troops, and raising money for various organizations such as Harvest Hope, ALS Center, Make-a-Wish Foundation and The Last Chance Animal Rescue, Isaiah 301 to name a few.

## School Personnel Data

Teachers are encouraged to pursue higher education degrees. Teachers' commitment to the community and school is shown through a consistently low turnover rate.

Education Level	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
BA and/or BS	30.2%					
BA +18	4.7%					
Master's	55.8%					
Master's + 30	9.3%					
PhD	0%					

Years of Experience	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0-3	4.7%					
4-6	7%					
7-10	14%					
11-15	30.2%					
16-20	14%					
21+	30.2%					

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
<b>Gender of Staff</b>						
Male	12%					
Female	88%					
<b>Ethnicity of Staff</b>						

African American	3%					
Caucasian	90%					
Hispanic	4%					
Other	3%					

### School Personnel Information: SDE School Report Card

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Teachers with advanced degrees	66.7%					
Continuing contract teachers	100%					
Teachers returning from previous year	90.5%					
Teacher attendance rate	88.8%					

### Student Population Data

Student Enrollment	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Males	54%					
Females	46%					

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Caucasian	69%					
Hispanic	8%					
African American	12%					
Asian	6%					
Other	5%					

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Student retention rate	0.8%						
Student attendance rate	95%						
Eligible for gifted and talented program	32.3%						

## Academic and Behavioral Programs

### Response to Intervention

The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate reading tools and strategies are taught so that children can become independent and successful readers. All kindergarten and first grade students are screened in the fall, winter, and spring. Students who fall in the "high risk" below the 15th percentile range are served in small reading intervention groups. Students who score in the "some risk" category (FastBridge between 15-25th percentile) and have scored "does not meet" or "approaches expectations," on Fountas & Pinnell are also served in small reading intervention groups. Progress monitoring is done every 1-2 weeks on students in the program. Students are dismissed from the program when they continue to increase their national %ile and/or work on grade level. Students who have been dismissed are monitored for the remainder of the year to ensure their success. Students previously in RTI/new students/any student second and third grade teachers are concerned about are screened in the fall, winter, and spring. Students who fall in the "at risk" (Fast Bridge - below 25th percentile and Fountas and Pinnell - below Grade Level) range are served in small reading intervention groups. Progress monitoring is done every 1-2 weeks on students in the program. Students are dismissed from the program when they continue to increase their national %ile and/or work on grade level. Students who have been dismissed are monitored for the remainder of the year to ensure their success.

### Tutoring Programs

To help 'close the gap' with students who have academic needs, during the 2020-2021 school year, we have put in place afterschool tutoring opportunities for students in grades 2-5 in both reading and math, as well as in-school tutoring opportunities for specific students in the area of reading based on data and teacher input. We also have implemented a before school tutoring program in first grade for our English Language Learners and have added a full-time Reading Interventionist for students in grades K-2 to help close the gap for students who have academic

needs. Continuing our tutoring program in the 2021-2022 school year, we have offered both afterschool and in-school tutoring options for students in grades 1-3 to assist in closing those academic gaps in the area of reading. We have continued to add additional support in the area of personnel to target specific skills, standards and strategies for students with academic needs.

### **Technology Integration**

Instructional staff members are trained to use Promethean Boards, iPads, Chromebooks and document cameras to incorporate technology into instructional delivery to assist with meaningful student engagement. Our staff has participated in numerous professional development trainings in the area of Personalized Learning, various technology platforms and Discovery Education trainings to support student achievement. We are fortunate to have two staff members dedicated to assisting teachers and students in the use of our technology and its vast uses to enhance student achievement.

Our school also provides access to several computer-based learning programs that aide in differentiating our curriculum. These programs are used in various grade levels for collaborative groups, enrichment activities and even at home. Students have access to:

- RAZ Kids
- Flocabulary
- Freckle
- IXL
- Gizmo
- Imagine Math
- Dreambox
- News ELA
- Read Works

### **OnTrack Greenville**

Pelham Road was a pilot school for the OnTrack Greenville Initiative during the 2017-2018 school year and continues the OnTrack process as this program is designed to address each student's unique needs. The members of this valuable team meet twice monthly to assist in creating customized plans to reach the needs of students.

### **G+ Initiative**

Pelham Road students have had numerous experiences with the District's initiative in "Building a Better Graduate" which supports our career awareness standards. It is best understood by the following statement from a global Google educator: "Don't ask kids what they want to be when they grow up but what problems do they want to solve." (Jaime Casap) Through field trips, implementing strategies for developing a growth mindset, working in small groups, collaborating with grade level teams, creating career suggestion opportunities, as well as hosting a Career Day for students, Pelham Road keeps a strong focus on creating 'Career Awareness' and building character in all of our students.

## **Mentor Upstate**

Since the 2018-2019 school year, Pelham Road has been partnering with Mentor Upstate to help students be able to navigate life's journey. Adults in the community are trained through Mentor Upstate and have to meet Level 2 approval to volunteer their time to meet with a student. It requires 30 minutes each week to have intentional time with one student to encourage and support. These supporting relationships have made a big difference in the lives of our students. Teachers have also seen improvement in behavior and higher academic achievement.

## **TASCK Force**

In the 2016-2017 school year, a fifth-grade student spearheaded the creation of a kindness club and TASCK Force was born. This club is open to students in grades 3-5. Currently, the TASCK Force boasts more than 60 members and a list of accomplishments as impressive as their student created mission statement: The All-Star Compassion and Kindness Force is committed to inspiring a positive All-star community by modeling compassion and teamwork, and spreading kindness to everyone. This school year we are also hosting a kindness week affording all students the ability to participate in healthy social emotional awareness activities.

## **Extended Day Program**

We are in our seventeenth year of our Extended Day Care program that is staffed by Pelham Road teachers, high school, and college students. Our program offers snacks, homework help, enrichment activities, and organized games to over 110 students each day during the 2020-2021 school year and 158 students each day in the 2021-2022 school year. Money generated from this program is used to help pay for educational materials and supplies as well as an Interventionists to assist in the Response to Intervention Program and a part-time Math Coach.

## **Student Involvement Programs**

We continue to offer extra-curricular activities such as safety patrol, an award-winning chorus, Beta Club, recycling club, morning news anchors, afterschool enrichment classes such as our Chess, Gardening, Sign-Language, Cheer, Coding, Ukulele and Lego Clubs along with various contests through PTA Reflections. However, as stated earlier, due to the COVID-19 global pandemic, we are unable to offer many of our afterschool clubs during the 2020-2021, as well as the 202- 2022 school year.

## **School Counselor's Support**

Students at Pelham Road Elementary receive a high level of support from our school counselors. Students are provided a comprehensive, developmental guidance program for all students, with a focus on social emotional learning. Direct services include classroom guidance lessons, small group sessions and individual counseling. As needed, our counselors provide crisis intervention for the school community. Indirect services include consultation with parents, teachers and

administrators. The program assists students' growth in the three major areas as defined by the state. They are: Learning to learn (academic development), Learning to work (career development), and Learning to live (personal/social development).



## Mission, Vision, and Beliefs



Pelham Road Elementary certified staff members and representatives from stakeholder groups met throughout the 2016-2017 school year to review and amend the Beliefs, Vision, and Mission of our school. The group was divided randomly into 8 groups which discussed each topic following a brief explanation. This activity generated a lot of good interaction and discussion. Over the course of the next month, the results of the inventory were presented and final revisions were made to the Beliefs, Vision, and Mission statements.

Our mission of **Prepare, Respect, Enrich, and Succeed** (PRES) embodies our beliefs that all children can learn at high levels. The mission is being realized through the team efforts and examples set by our staff, parents, and other community volunteers.

Our staff believes that effective learning must include curriculum and instruction that are aligned with state standards, integrated, and include opportunities for the use of technology and writing in all areas. Character education, after school enrichment opportunities, and inclusive practices provide a well-rounded education for all our students. In addition, our instruction is multi-tiered, takes place in individual, small, and large groups, and addresses the diverse learning styles of our population. A variety of assessments inform our instruction such as standardized tests, rubrics, benchmarks, conferencing, project based, observation, and peer and student evaluations. Differentiated testing models are used to ensure that all students have the opportunity to show mastery in subject areas. They are utilized on an individualized basis. Our environment is enhanced through a community atmosphere, flexible scheduling in the Media Center, high expectations, a supportive administration, and a highly qualified and collegial staff.

Due to these beliefs, we envision a school where there is mutual respect, responsibility and cooperation among the home and school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.



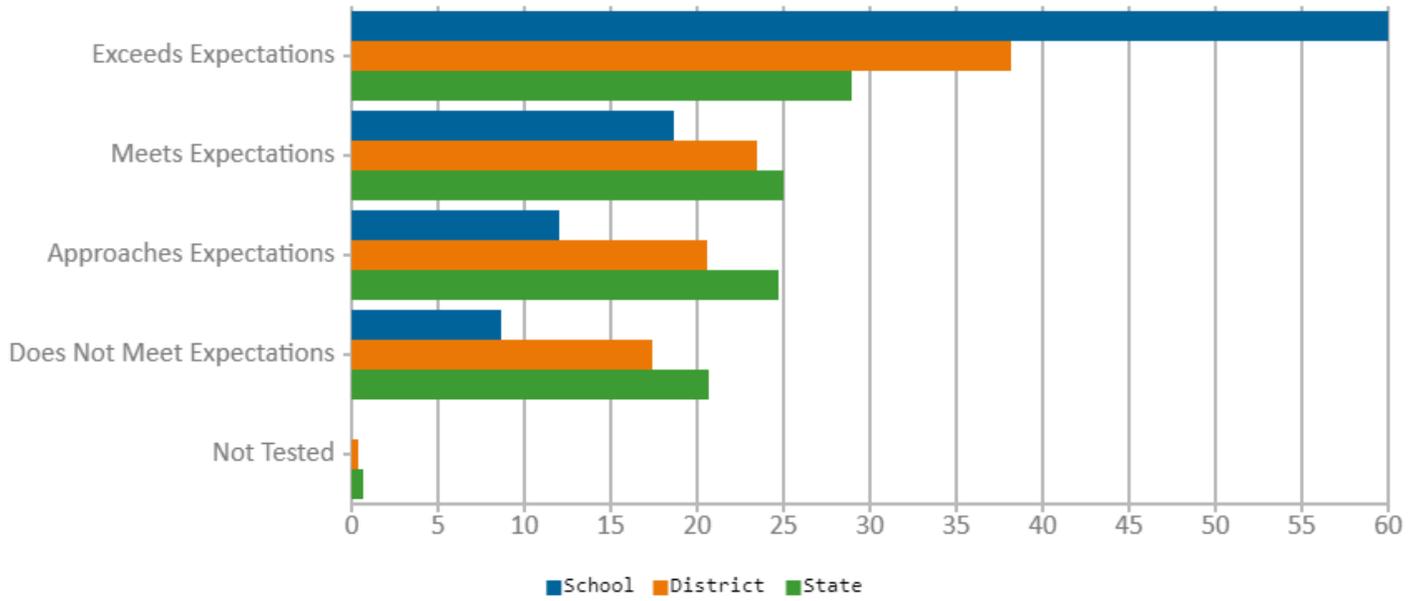
# Data Analysis

## Needs Assessment



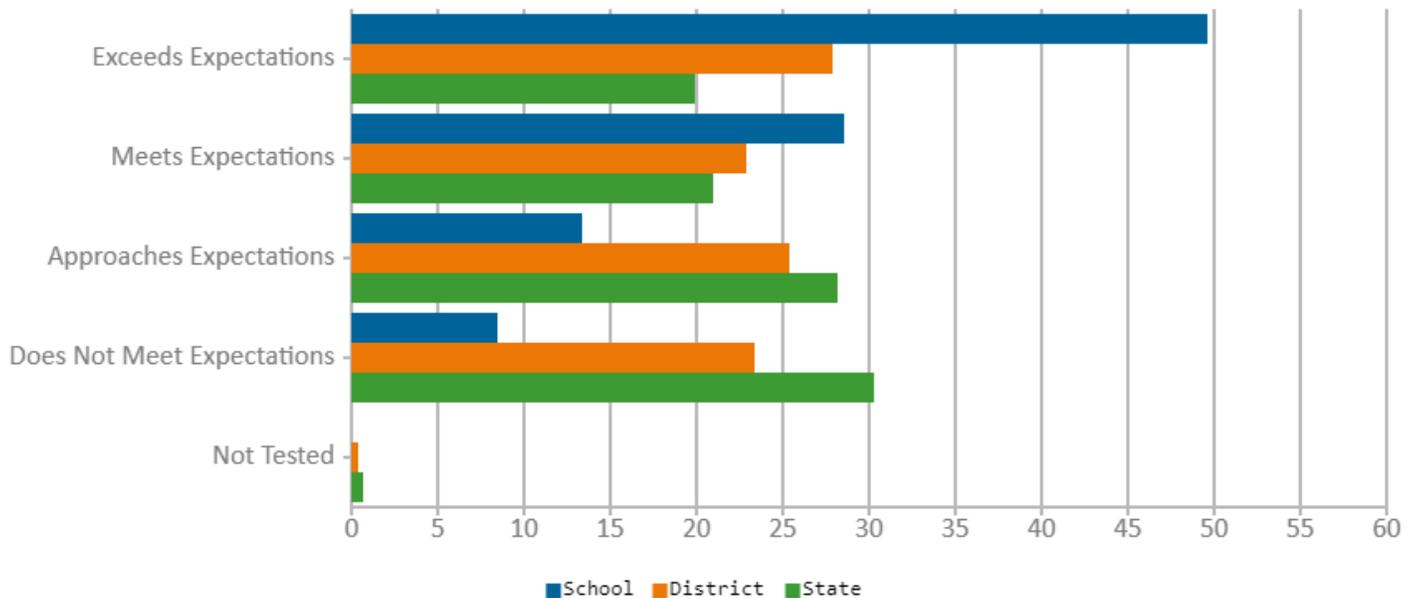
### Student Achievement Needs Assessment 2023-2024

#### ELA



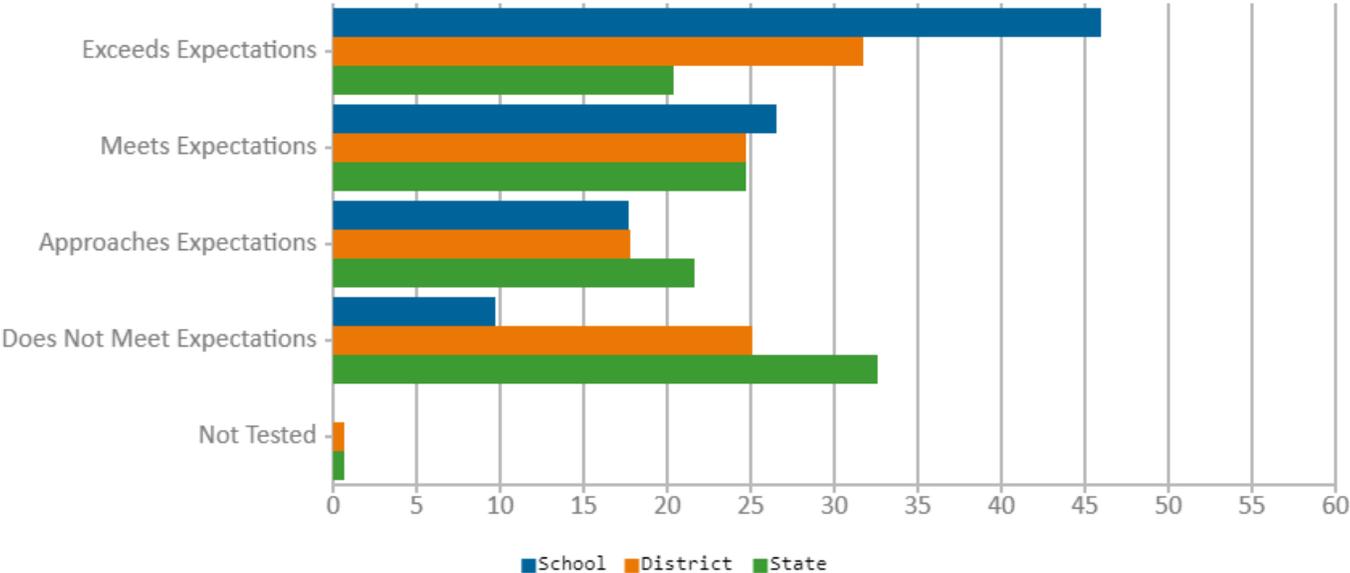
Note: Results from alternate assessments were included in the calculations where available.

#### Math



Note: Results from alternate assessments were included in the calculations where available.

# Science



*Note: Results from alternate assessments were included in the calculations where available.*



# Teacher and Administrator Quality



## 2023-2024 PD Plan for Pelham Road

### Math PD

Date	Time	Professional Development	Who Attends
TBD	TBD	New Problem solving protocol	All required

	K	1st	2nd	3rd	4th	5th
<b>Before Winter break</b>	All teachers to choose 2 units to focus on with math academic specialist	Strategy work on building number sense - change for new standards - unit plan	Use BM data to determine the units that need focus			
			Trend weak areas: NSBT and NSF			
<b>After winter break</b>	All teachers to choose 2 units to focus on with math academic specialist	Unit plan place value unit and money unit	Use BM data to determine the units that need focus			

### Reading PD

Date	Time	Professional Development	Who Attends
July 11th	All day	Letrs	All required
		Letrs work session	Optional work session to complete

			assignments and work with peers for exchange day credit or points
August 6th	All day	Letrs	All required
		Letrs work session	Optional work session to complete assignments and work with peers for exchange day credit or points
November 4th	All day	Letrs	All required
		Letrs work session	Optional work session to complete assignments and work with peers for exchange day credit or points
January 6th	All day	Letrs	All required

**\*\*\*This is a draft plan and is a work in progress\*\*\***

## School Climate Needs Assessment

Percent Satisfied with Learning Environment School Report Card Data							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Teachers	100%						
Students	97.5%						
Parents	92.7%						

Percent Satisfied with Social and Physical Environment School Report Card Data							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Teachers	100%						
Students	94.9%						
Parents	90%						

**Percent Satisfied with School/Home Relations  
School Report Card Data**

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Teachers	100%						
Students	95.6%						
Parents	91.2%						

**Number of Students with Suspensions**

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
In-School	6						
Out of School	20						

**Parent Involvement**

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Backpack Accounts	95%						
Conferences	100%						
Volunteer Hours	5500						

[School Report Card Link](#)

# GOAL AREA 1 – Performance Goal 1

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

**Performance Goal 1:** By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 77.1% in 2022-23 to 87.1% in 2028-29.

**Interim Performance Goal:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	79.1%	81.1%	83.1%	85.1%	87.1%
	77.1%	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>
<b>Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.</b>					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Instructional Leadership Team	N/A	N/A	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Instructional Leadership Team	N/A	N/A	
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math	2024-2029	· Teachers · Instructional Leadership Team	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
into science experiments, art projects, or literature analysis).					
<b>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.</b>					
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 math specialists	N/A	N/A	
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· District math specialists	N/A	N/A	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Teachers	N/A	N/A	
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	· Administration	N/A	N/A	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Administration	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					
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	N/A	N/A	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Instructional Leadership Team	N/A	N/A	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Instructional Leadership Team	N/A	N/A	
4. Foster a collaborative relationship between schools and parents.	2024-2029	· Instructional Leadership Team	N/A	N/A	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· Instructional Leadership Team	N/A	N/A	

## GOAL AREA 1 – Performance Goal 2

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 78.9% in 2022-23 to 88.9% in 2028-29.
<b>Interim Performance Goal:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	80.9%	82.9%	84.9%	86.9%	88.9%
	78.9%	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>
<b>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.</b>					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Instructional Leadership Team	N/A	N/A	
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Instructional Leadership Team	N/A	N/A	
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by	2024 - 2029	· Instructional Leadership Team	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
district screeners, summative assessments and classroom observations.					
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	· Instructional Leadership Team	N/A	N/A	
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	· Instructional Leadership Team	N/A	N/A	
<b>Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.</b>					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· Instructional Leadership Team	N/A	N/A	
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	· Instructional Leadership Team	N/A	N/A	
3. Provide support for implementing data driven reflective conversations to improve	2024-2029	· Instructional Leadership Team	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teaching practice (district, school, and individual data).					
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
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"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.	2024-2025	<ul style="list-style-type: none"> <li>· Director of Early Intervention and Student Support</li> </ul>	N/A	N/A	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one 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</p>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
have an even higher staffing ratio of one adult for 17 children.					
<b>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.</b>					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
5. 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"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
accommodate various learning styles.					
<b>Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</b>					
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	N/A	N/A	
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Instructional Leadership Team	N/A	N/A	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· Instructional Leadership Team	N/A	N/A	
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	N/A	N/A	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Instructional Leadership Team	N/A	N/A	

## GOAL AREA 2 – Performance Goal 1

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 1:</b> 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
<b>Interim Performance Goal:</b> 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>
<b>Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.</b>					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Instructional Leadership Team	N/A	N/A	
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	· Instructional Leadership Team	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.</b>					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· Instructional Leadership Team	N/A	N/A	

## GOAL AREA 2 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> Reduce teacher turnover by 0.5 percentage points annually through 2029.
<b>Interim Performance Goal:</b> 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%	2.5%	2%	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>
<b>Action Plan for Strategy #1: Identify and address areas of improvement to improve teacher satisfaction.</b>					
1. Continue to plan and execute teacher appreciation activities	2024-2029	· Instructional Leadership Team	N/A	N/A	
1. Discuss with Faculty Council any areas of concern	2024-2029	· Instructional Leadership Team · Faculty Council	N/A	N/A	

## GOAL AREA 3 – Performance Goal 1

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 1:</b> 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.
<b>Interim Performance Goal:</b> 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)					
	50%		Projected (School)	48%	46%	44%	42%	40%
	TBD	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<b>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.</b>					
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	2024-2029	· Instructional Leadership Team	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	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	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
<b>Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
<b>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.</b>					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
<b>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.</b>					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption,	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
disobedience/defiance, and inappropriate behavior.					
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
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	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Teachers</li> </ul>	N/A	N/A	

## GOAL AREA 3 – Performance Goal 2

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 2:</b> By 2029, reduce the percentage of students who are chronically absent* by 10 points.
<b>Interim Performance Goal:</b> Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	8.83%	6.83%	4.83%	2.83%	0.83%
	10.83%	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>
<b>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.</b>					
1. 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"> <li>· Instructional Leadership Team</li> <li>· Attendance Clerk</li> </ul>	N/A	N/A	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Attendance Clerk</li> </ul>	N/A	N/A	
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Attendance Clerk</li> </ul>	N/A	N/A	
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
<b>Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.</b>					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Attendance Clerk</li> </ul>	N/A	N/A	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Attendance Clerk</li> </ul>	N/A	N/A	
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· Attendance Clerk</li> </ul>	N/A	N/A	

## GOAL AREA 3 – Performance Goal 3

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
<b>Performance Goal 3:</b> 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.
<b>Interim Performance Goal:</b> 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)					
	95%		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>
<b>Action Plan for Strategy #1: Increase parent engagement with district communication platforms.</b>					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> <li>• Attendance Clerk</li> </ul>	N/A	N/A	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> <li>• Instructional Leadership Team</li> </ul>	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
<b>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.</b>					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
<b>Action Plan for Strategy #3: Increase two-way parent engagement at the school level.</b>					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>	N/A	N/A	