

Skyland Elementary Strategic Plan

Scope of Action Plan (2024-25 through 2028-29)



**Mrs. Leah Stafford, Principal
Greenville County Schools
Dr. W. Burke Royster, Superintendent**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Skyland Elementary

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

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


Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Leah Stafford		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Katie Spearman		5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Samantha Tate		5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 4221 Hwy 14 N Greer, SC 29651

SCHOOL TELEPHONE: (864) 355-7200

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

Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal:	Mrs. Leah Stafford
2. Teacher:	Mrs. Jill Parker
3. Parent/Guardian:	Mrs. Allison Plumley
4. Community Member:	Mrs. Kelly Baker
5. Paraprofessional:	Mrs. Holli Fears
6. School Improvement Council Member:	Mrs. Jessica Holtzclaw
7. Read to Succeed Reading Coach:	Mrs. Samantha Tate
8. School Read To Succeed Literacy Leadership Team Lead:	Mrs. Samantha Tate
9. School Read To Succeed Literacy Leadership Team Member:	Mrs. Katie Spearman

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

<u>Position</u>	<u>Name</u>
Assistant Principal	Mr. Mase Garrett
Instructional Coach	Mrs. Kenna Brannon
PTA President	Mrs. Brittany Sloan

Early Childhood Development and Academic Assistance Act (Act 135) Assurances(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

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

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Half-Day Child Development</p> <p>The school provides full-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>



Yes



No



N/A

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

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

Skyland Elementary School’s Strategic Plan was developed to document the changes and progress our school has made while working to continuously improve everything we do. This plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our plan is revisited annually to update and revise based on student performance data.

This strategic plan is a living document that describes Skyland Elementary School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning – our ultimate outcome. The last section, Continuous Improvement and Evaluation, summarizes and evaluates our Action Plan. This overview details the progress and changes we have been able to accomplish within each goal area and throughout our school during this time. It also shows how all of the parts fit together to make our school a positive place for our students.

The Instructional Leadership Team has looked at the data disaggregated from the 2022-23 test scores. From this, summaries were formed and next steps developed. This information was presented to the Skyland faculty and staff for review and recommendations. Final drafts were then presented to the Instructional Leadership Committee, Faculty Council, the School Improvement Council, and the PTA Board for input.

Skyland uses the consensus model for decision-making. Every grade level has a chairperson who dispenses information and facilitates communication within the grade level. During the school year, the faculty meets as needed with grade level professional learning communities as well as vertical subject area teams. These teams strengthen communication and understanding between classroom teachers, related arts teachers, and support staff. This type of setting has enabled our faculty to see the “big picture” and has helped everyone understand and value each person’s unique role/position within the school. Faculty and staff members, students, parents and community members have input in the decision-making process.

School-wide committees help Skyland stay focused on our mission and offer a way to communicate throughout the process of evaluation for continuous student improvement. Our school committees play an integral role in the development of the strategic plan. They include: The Instructional Leadership Committee, Faculty Council, Conscious Discipline/CDAT, Literacy, Social/Arts Integration, and Student and Family Engagement. We also have Student Council, Battle of the Books, Run Hard, Skyland Singers, Robotics and SETV for our students.

Executive Summary

Skyland’s leadership and curriculum committees conduct annual analyses of the following three areas in order to assess our current state and determine future needs. These areas include: student achievement, teacher and administrator quality and the school climate.

Needs

In the area of student achievement, the team identified trends over time and developed future goals based on an analysis of 2022-23 SC Ready and PASS data. Skyland students continue to make steady improvement on district and state assessments. This analysis indicated the following needs:

- Achievement goals in reading and math for grades 3-5
- More differentiated instruction to address varied student needs

The team surveyed the faculty and administration to determine professional growth needs. The following needs are based on that survey information and relate to the area of teacher and administrator quality.

- More professional development regarding technology
- More focused and strategic use of professional learning communities

Skyland has continued to maintain a high attendance percentage (96% or higher) over the past five years. However, the team decided that an emphasis needed to be placed on this area in order to maintain this high percentage. Therefore, the team identified the following school climate related need:

- Implement programs to encourage and reward perfect attendance

Findings

The following performance goals for the 2022-23 school year were developed based on the needs assessment and are outlined in the school action plan.

Goal Area: Raise the academic challenge and performance of each student. (District Ed. Plan –Goal 1).

- **Performance Goal 1:** Meet or exceed the standard in ELA as measured by the SC Ready. Baseline is 74% from 2022-23 data results.
- **Performance Goal 2:** Meet or exceed the standard in Math as measured by the SC Ready. Baseline is 74% from 2022-23 data results.
- **Goal Area: Ensure quality personnel in all positions. (District Ed. Plan- Goal 2)**

Goal Area: Provide a school environment supportive of learning. (District Ed. Plan-Goal 3).

- **Performance Goal 1:** The student attendance percentage will meet or exceed 96% or better from 2022-23 to 2028-29.

Challenges

With the elimination of interventionists after this year, we will have to be creative with scheduling and serving our students who receive small group intervention and remediation. We also continue to search for ways to support classroom teachers and provide time for planning, as well as our work around PLCs.

Awards & Achievements

In the last years, Skyland has received numerous awards and recognition as noted below:

- Recipient of the National Blue Ribbon School of Excellence Award 2017-18
- Palmetto Gold or Silver 2004, 2005, 2008-2017
- SCEOC Closing the Achievement Gap 2005, 2009, 2010, 2013-2017

School Profile

Founded in 1957, our school moved to its current facility in 1998. We are located on 21 acres in a beautiful pastoral setting nestled in the foothills of the Blue Ridge Mountains. Currently we serve approximately 750 students from four year old kindergarten through fifth grade. As families move to our area from other parts of the United States, we have seen an increase in the numbers of subdivisions being built in our attendance area. While this is a new trend, it has added a dimension of regional diversity to our school population. New industries in our region partially account for this change, as does the desire of parents to raise their children in a more rural, close-knit community setting. Our community demonstrates a unique socio- economic make-up. Many parents work second and third shift blue-collar jobs with incomes in the lower and middle socio-economic range. Yet, only 38% of our students take advantage of the free or reduced breakfast or lunch program. This interesting dynamic can be attributed to their cultural, mountain pride that will not allow for what they deem as charity. We are noticing an increase in the number of families from the middle to upper-middle socio-economic range with the influx of new families. Many of these families have one stay-at-home parent who actively volunteers in our school. Even with these changes in population, we continue to be a true community school with local citizens desiring this school to remain true to its historical foundation as it continues to serve many generations of families within this community.

COMMUNITY INVOLVEMENT

Being a true community school, we thrive on the contributions of our numerous parent/community volunteers and partners. Each class has at least one parent serving as a liaison between home and school. Many volunteers serve as chairmen for specific school wide committees such as volunteerism, fundraising, Fall Carnival, or landscaping, just to name a few. Our volunteers are truly an extension of our team. They have a centrally located office/workroom from which they work to further support the mission of our school. Having their own space has shown that we value their support and input, thus strengthening our school/community partnership. By serving on our PTA Board or School Improvement Council, parents actively participate in improving our school. During monthly meetings, our PTA Board makes important decisions regarding finances and school wide programs. Every decision is thoughtfully analyzed to determine its effect on our overall goal of meeting the educational, emotional, social and physical needs of each student. The PTA has given thousands of dollars to allow classroom teachers to explore new strategies that will enhance their classroom instruction. They have been instrumental in funding library books, technology, and landscape improvements. Their most recent projects include a K5 playground, providing teacher professional development opportunities for Conscious Discipline and Ron Clark, and funding teacher tools, like a new laminator. Our SIC members act as representatives for our parent/community stakeholders and collaborate regularly with the administration to make decisions that positively impact our student body and community. They are an integral part of creating our written improvement plan and monitoring progress toward established goals. They provide suggestions, voice concerns and work side-by-side with faculty and staff to achieve school wide improvement. Our community partnerships are quite diverse. Local restaurants donate coupons and certificates to be used for incentives and awards, and local businesses and financial institutions have provided funding for various school wide projects such as author visits, artists in residence, Career

Day, and additional educational resources. Our partnerships with area universities allow us to help prepare the next generation of educators and give us additional support in the classroom. Working with neighboring churches and Veterans' organizations has led to one of our most successful community activities- our Veteran's Day Celebration and luncheon.

Safety, Cleanliness, and Adequacy of School Facilities

Skyland Elementary School and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan that is updated annually. All staff members receive yearly training that reinforces our Safety Plan. They each have an emergency manual to use in the event of an emergency. Procedures are in place for a variety of situations that include an unwanted intruder, tornado, earthquake, fire and medical emergencies. Drills are practiced regularly in the event a true emergency situation occurs. Our school community is kept informed of the various safety procedures we follow through our monthly school newsletter, social media and phone blast systems.

Planning for various potential emergencies is done in coordination with regional agencies, the district, and individual school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians assigned to Skyland. Our professional staff of five full-time custodians performs basic cleaning operations in all rooms and throughout the building every day.

Other aspects of the school/district safety program include:

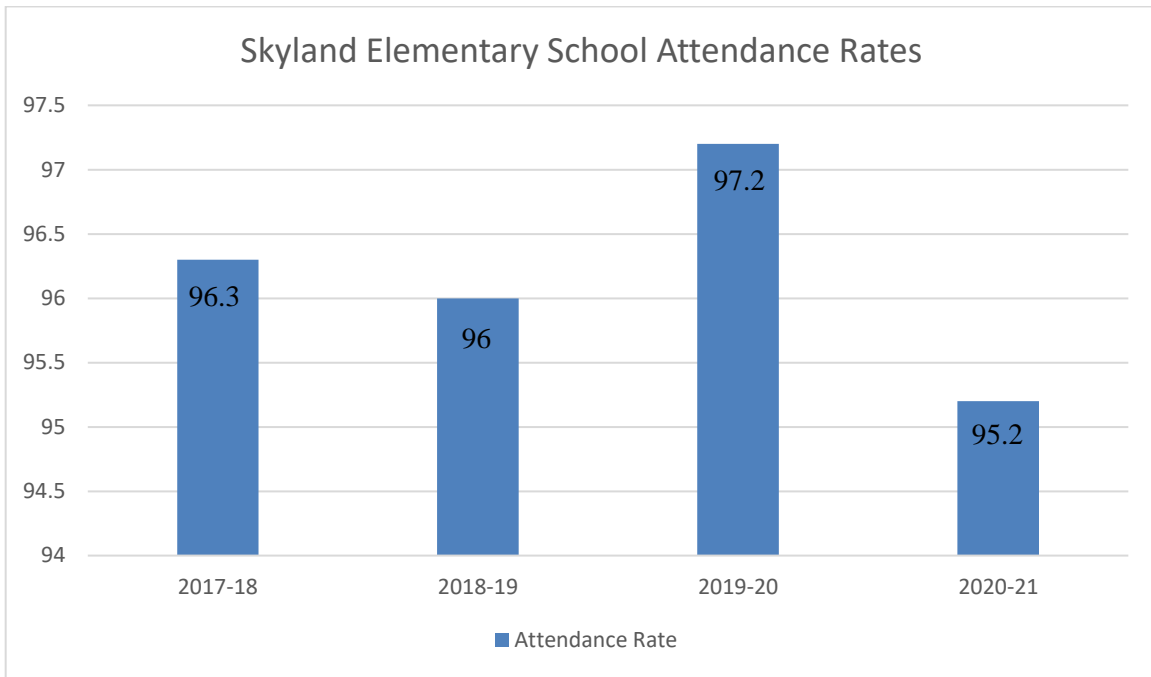
- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision
- Use of Raptor
- On site Greenville County Student Resource Officer

Demographics 2023-24

Ethnicity	# of students	% of population
Asian	1 1	<1%
Black or African American	24 12/12	3%
Hispanic/Latino	59 32/27	8%
American Indian or Alaska Native	0	0%
Two or More Races	54 28/26	7%
Native Hawaiian or Other Pacific Islander	2 1/1	<1%
White	613 338/275	81%

	Speech	SpEd	PIP	Gifted and Talented	ESOL	GCS Virtual Program
K4	2	0	0			0
K5	3	8	57		12	0
1st	9	19	57		9	0
2nd	6	21	76		10	0
3rd	4	19	58	19	9	1
4th	1	22	57	23	4	1
5th	1	23	58	26	3	0
Totals	26/3%	112/15%	363/48%	68 /9%	47/6%	2/<1%

Skyland Elementary serves special needs students through several placements. Students may be served as Speech/Language Disabled, Learning Disabled, Autistic, Other Health Impaired, and Orthopedic Disabled. Some students are served through the inclusion model while others receive pullouts, based on the students' IEPs. Identified students also receive speech/language services in a pullout program. Additional services such as Orthopedic Therapy are provided by district specialists. Some children qualify for more than one service. We also have a self-contained ID Moderate class that can serve up to 12 students with a teacher and two aides.



Student attendance rates have been consistent with the rate of similar schools in the state and district. Currently, our students have 95.2% attendance rate.

Gifted and Talented Students

The number of students who qualify for gifted and talented services has varied over the past years at Skyland. The gifted and talented students at Skyland Elementary are served through the district Challenge program, which is a weekly pullout enrichment program. Currently, 68 students in grades 3-5 are served.

Number of Gifted and Talented Students

	2018	2019	2020	2021	2023
Grade 3	19	14	24	8	19
Grade 4	26	21	11	25	23
Grade 5	18	26	28	23	26
Total	63	61	63	56	68

Skyland Elementary School Staff

The Skyland Elementary Staff includes: 34 classroom teachers, ten assistants, three full-time related arts teachers and three part-time, one part-time Literacy Specialist and three part-time RTI teachers. We have one Media Specialist and one Media Clerk. We have three full-time resource teachers, one full-time self-contained teacher and one and a half full-time speech therapists who also serve our students. We have additional part-time faculty members in the following areas: Challenge (GT) and ESOL. Our support staff includes one Instructional Coach, one Literacy Coach, four interventionists, one STEAM lab teacher and two full-time School Counselors.

All of our teachers are highly qualified in the area in which they teach, with 57% having earned advanced degrees and 8% have earned National Board Certification. Teacher attendance is at 95.7%. We have a balance of veteran and beginning teachers who possess talents in many areas outside the educational arena.

Additional personnel include the school principal, the assistant principal, one full time secretary, one part-time secretary, one attendance clerk, a full-time nurse, one plant engineer, four full time custodians, and a full staff of food service workers. Several bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Skyland students include a district psychologist, mental health counselor and computer hardware technician.

Administration

Leah Stafford is in her fifth year as principal of Skyland Elementary School. She graduated from the University of Michigan's School of Education in 2006, followed by Master's Degrees in Curriculum and Instruction in Reading from Grand Canyon University and Elementary Administration and Supervision from Southern Wesleyan University. As a former elementary school teacher in grades kindergarten, second, and fourth, she believes her role as an administrator is to help teachers bring an element of fun back to the classroom. She served as the assistant principal at Simpsonville Elementary from 2016-2019 and the Administrative Assistant at Chandler Creek Elementary from 2014-2016. In 2014, she was selected as a top ten teacher of the year in Greenville County Schools and in 2015 was featured in Upstate Parent Magazine as "Ten Educators who make a Difference." She was also selected to participate in Harvard University New and Aspiring Leaders Program in 2016. She has presented numerous professional developments at the school and district levels, including presenting at International Society for Technology in Education (ISTE) conference in San Antonio, TX and Chicago, IL. In 2019, she was awarded the SCASA Assistant Principal of the Year Award for the state of South Carolina.

Mase Garrett, our assistant principal, formerly worked at Fork Shoals Elementary where he was a classroom teacher. He graduated from The Citadel and attended both Converse College and Furman University. This is Mr. Garrett's seventh year as assistant principal at Skyland.

Learning Climate

Skyland Elementary School provides a disciplined, but stimulating, learning climate for students. The climate for learning at Skyland is enhanced by involved parents. Parents are encouraged to become involved in school committees and councils, to help with homework, and to encourage and honor their children's success. Student discipline is the responsibility of all Skyland staff members.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Skyland offers many opportunities for student participation and recognition. Skyland students are held to high expectations. Every child and adult is expected to do his or her individual part to make our school a better place. We have a Conscious Discipline team in place that supports both teachers and students. Many teachers have chosen to attend conferences, participate in professional book studies and implement Conscious Discipline strategies in their classrooms. We have also hosted parent nights and presented CD strategies to our SIC.

Our classrooms are arranged on grade level halls to encourage cooperation and collaboration among teachers in each grade level. Each hall has a workroom that provides space for team meetings and allows for storage and easy sharing of materials. Close proximity and shared common areas encourage teachers to share strategies and ideas to increase instructional effectiveness.

Skyland curriculum continues to be reviewed on a regular basis. Academic standards have been developed in alignment with state academic standards and local needs. Strategies and approaches are regularly revised based on data generated during the year through benchmark and diagnostic assessments.

Student Support Services

Students at Skyland receive the benefit of two full-time counselors and a part-time mental health counselor who meet with children in small groups or on an individual basis. In addition, the counselors promote character education through their visits to the classroom for bimonthly guidance lessons. We also have a part-time mental health counselor through Greer Mental Health.

Students participate in a variety of extracurricular activities through school enhancement teams such as: Safety Patrol, Student Council, Chorus, Run Hard, Drama Club, SETV, and Robotics.

Major Features

Our total school environment is designed to allow all children to flourish and our curriculum matches this philosophy. Based on the South Carolina State Standards, the overall curriculum is rigorous yet child-centered due to our willingness to incorporate a variety of techniques and strategies to reach every learning style. We utilize research-based strategies such as learning targets, student collaboration and differentiation to increase student mastery. Another unique feature of our curriculum is the integration of the arts through the IDEA program. In addition, our district's Curriculum Connection portal provides teachers with a plethora of units, lessons, activities and website links to further enhance all curricular areas.

- *IXL* computer program for students in grades 3-5
- *RAZ-Kids* (web-based reading program) for K-2
- *Dreambox* computer program for K-5
- Summer and Winter Reading Challenges
- Annual Literacy Week celebrations
- *Lexia* computer program for limited English proficiency students
- Response to Intervention program for “at risk” students
- *Fountas and Pinnell* balanced literacy program
- *SMART arts* (IDEA) arts integration
- Professional Learning Communities
- Reading Horizon
- Inclusion Model

Mission, Vision, Beliefs

We envision a school that provides an atmosphere incorporating a partnership of parents, teachers, and community working together to encourage students to achieve their maximum potential. We envision a school that will produce a well-rounded student with high academic standards. We envision a school with a safe environment where students feel secure.

Our Purpose

The purpose of Skyland Elementary School is to create a world-class learning environment for students, parents, and teachers.

Skyland Elementary Mission

The mission of Skyland Elementary School is to develop responsible, productive, lifelong learners by providing a safe environment and a variety of educational learning experiences which enable students to grow academically, creatively, and socially while respecting individual differences.

Skyland Core Values

- Safety
- Family
- Engagement
- Cooperation
- Growth
- Grit
- Passion
- Responsibility

Skyland Elementary Beliefs

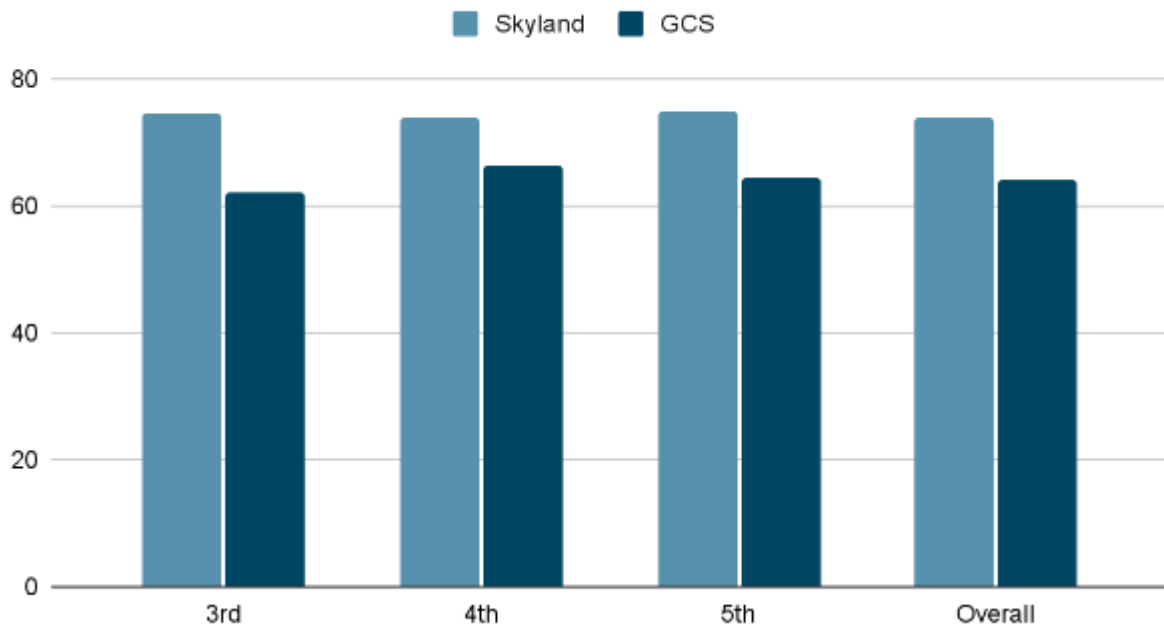
- We believe student learning is the chief priority of the school.
- We believe all students can learn.
- We believe students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
- We believe students learn at different rates and learn best when they are actively engaged in the learning process.
- We believe the commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
- We believe education is the shared responsibility of the home, school, and community.
- We believe school should provide a safe physical, social, and emotional environment in order to promote learning.
- We believe our school must function as a learning organization and promote opportunities for all those who have a stake in the success of the learning community.

- We believe everyone should be treated with dignity and respect.
- We believe cultural diversity aids in a better understanding of our society.
- We believe challenging expectations increase individual student's performance.
- We believe the integration of technology prepares students for the future.
- We believe that a holistic approach to nutrition and fitness aids students in developing healthy lifestyles.
- We believe arts integration aids students in academic achievement and creativity.

Data Analysis & Needs Assessment:

Skyland SC Ready Spring 2023: ELA Grades 3-5 Percent of Students Meeting Standard

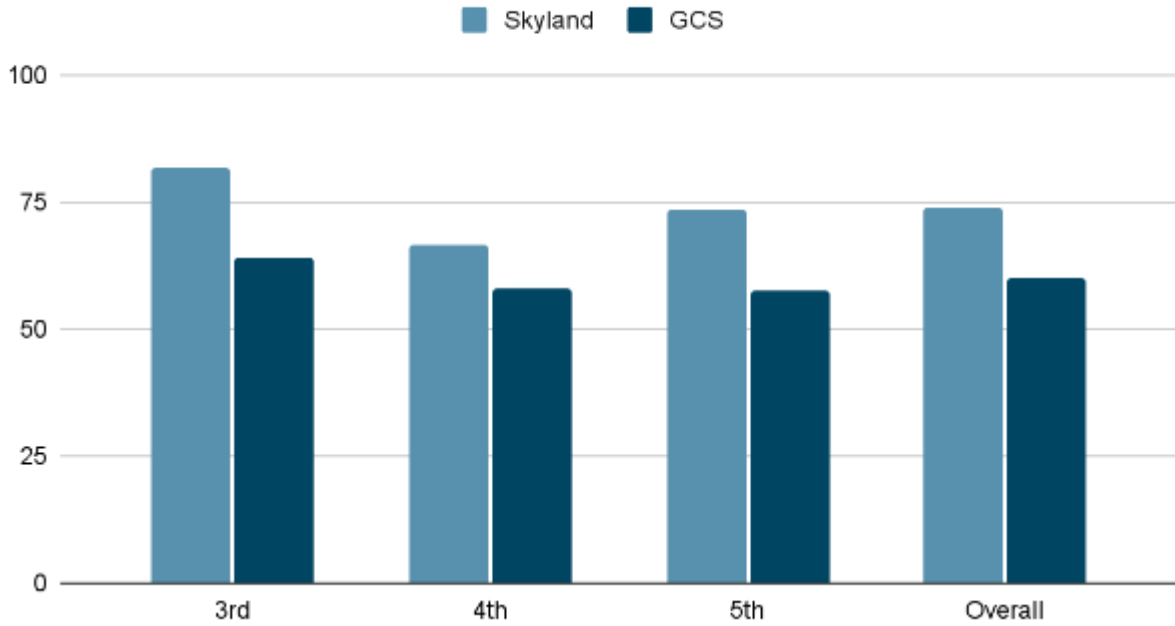
SC READY ELA 2023



ELA	Skyland	GCS
3rd	74.6	62
4th	73.8	66.2
5th	75	64.4
Overall	74	64

Skyland SC Ready Spring 202: Math Grades 3-5 Percent of Students Meeting Standard

SC READY Math 2023



Math	Skyland	GCS
3rd	81.6	64.1
4th	66.7	57.8
5th	73.4	57.6
Overall	74	60

Skyland SC Ready ELA Comparisons
Percent of Skyland Students Meeting Standard

ELA	2019	2021	2022	2023
3rd	76.4	71.1	65.9	74.6
4th	71.4	65.1	75	73.8
5th	58.9	49	68.2	75
Overall	70.1	62.3	69.8	74

Skyland SC Ready Math Comparisons
Percent of Skyland Students Meeting

Math	2019	2021	2022	2023
3rd	88.6	76.1	76.4	81.6
4th	70.6	51.2	64.5	66.7
5th	59.7	46	63.6	73.4
Overall	73.9	59.1	68.4	74

Standard

Skyland SC Ready Comparison: Grades 3-5
Percent of Skyland Students Meeting Standard

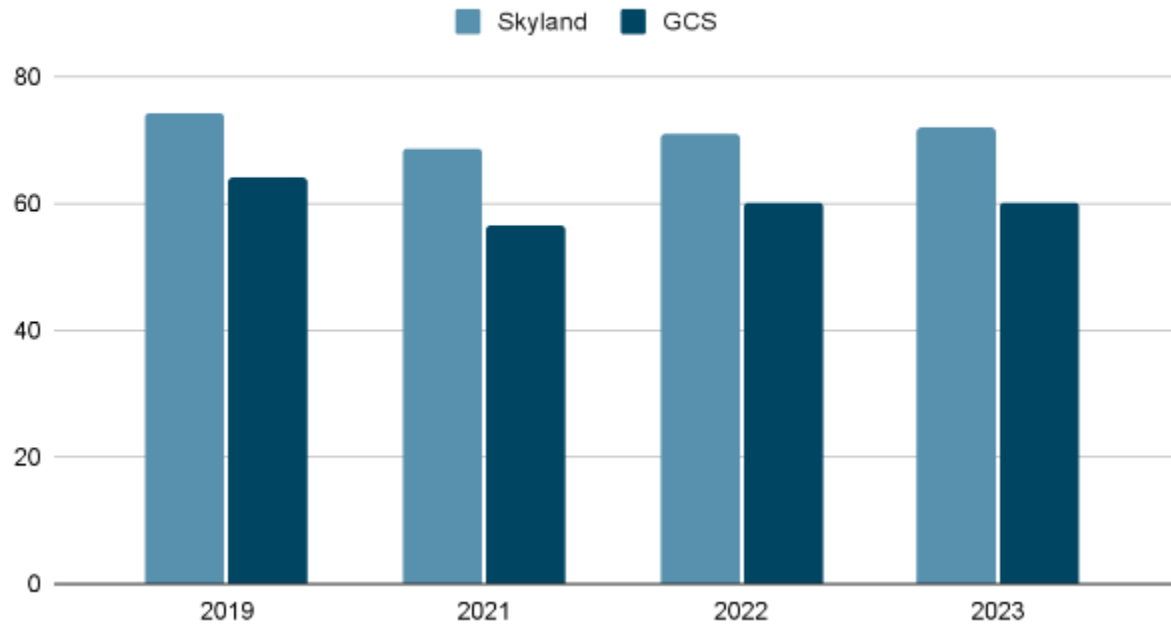
	2018	2019	2021	2022	2023
ELA	62	68	62.3	69.8	74
Math	66	72	59.1	68.4	74

*Students were not tested in 2020.

Palmetto Assessment of State Standards 2019-2023

Percent scoring Met or Exemplary

SC PASS/SC READY Science



Science	2019	2021	2022	2023
Skyland	74.1	68.6	71	72
GCS	63.9	56.4	60	60.2

Teacher and Administrator Quality

We have 43 certified teachers on staff and 51.2% have advanced degrees. Our teacher attendance rate is 94.4%, which is up from 93.8%. Our teacher retention rate is 94.9%, which also increased from 87.5% last year. Our three year average rate of retention is 88.1%.

Skyland Professional Development Plan: 2023-2024

[2023-24 Skyland PD Calendar](#)

Action	Who Led	Who Participates	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Data & Goal Setting <ul style="list-style-type: none"> ➤ MAP data ➤ SC Ready data ➤ MVPA data ➤ F&P benchmarks ➤ Fastbridge 	Administration Instructional Coach	Teachers		X	X			X			X	
Characteristics of and Strategies for Working With Special Needs Students <ul style="list-style-type: none"> ➤ Speech Therapy ➤ OnTrack ➤ Resource, Inclusion, Mainstreaming 	Speech, Inclusion, Resource, Gifted & Talented, ESOL Teachers	Teachers	X	X	X	X	X	X	X	X	X	
Professional Learning Communities <ul style="list-style-type: none"> ➤ Learning Targets ➤ Effective Instructional Strategies ➤ Assessment ➤ Curriculum Connections ➤ Balanced Literacy ➤ Testing Procedures (CogAT/ITBS, MAP, SC Ready) 	Administration Instructional Coach	Teachers	X	X	X	X		X	X	X	X	

<p>Professional Growth In-services (Teachers will have the opportunity to rotate through a variety of training sessions based on their goal areas and specific instructional needs. Sessions ideas may include:</p> <ul style="list-style-type: none"> ➤ Closing the Gap/Best Practices ➤ Differentiation ➤ IDEA/Arts Integration Strategies ➤ SEL ➤ Technology 	<p>Administration Instructional Coach Teachers Invited Speakers</p>	<p>Teachers</p>			<p>X</p>			<p>X</p>	<p>X</p>	<p>X</p>		
<p>Balanced Literacy</p> <ul style="list-style-type: none"> ➤ Fountas & Pinnell training and implementation 	<p>Literacy Specialist & Instructional Coach</p>	<p>Teachers</p>	<p>X</p>	<p>X</p>			<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>		
<p>Technology Development</p> <ul style="list-style-type: none"> ➤ Promethean Board ➤ Web Page ➤ Integrating Technology ➤ PowerTeacher ➤ Chromebooks 	<p>Technology Committee Invited Speakers</p>	<p>Teachers</p>		<p>X</p>	<p>X</p>		<p>X</p>	<p>X</p>	<p>X</p>			

School Climate Survey Results (%) 2019-2023

<i>Teachers</i>	2019	2020	2021	2022	2023
Percent that report feeling safe at school.	100	waiver	96	100	100

<i>5th Grade Students</i>	2019	2020	2021	2022	2023
Percent that report feeling safe at school.	95.4	waiver	93.5	97.3	96.4

<i>5th Grade Parents</i>	2019	2020	2021	2022	2023
Percent that report feeling safe at school.	89.5	waiver	95.4	100	100

Student Behavior Data:

Based on our schools 22-23 Student Referral Data, 38.10% of students received at least one referral. Of our 768 students, 63 students received more than one and 24 students received two or more.

Attendance, Absenteeism, and Truancy:

Our school is at 12.24% (94 out of 768 students) for our Chronic Absenteeism Rate for the 22-23 school year. Last year's report card reported 10.1%, up from 9.7% the previous year. We continue to monitor student attendance and utilize the On Track process, as well as parent conferences when needed. The district social worker and school counselors also support our attendance clerk with these efforts. While we experience a slight increase, we are still significantly lower than the district rate of 22.9% and the state rate of 24.8%.

Parent/Teacher Conferences:

All teachers are required to have at least one parent/teacher conference a year. We require in person conferences in the fall. However, some circumstances call for virtual or phone conferences. Many teachers hold multiple conferences throughout the year if students are experiencing difficulties or if requested by parents.

Volunteer Hours:

We logged over 21,000 volunteer hours during the 2023-24 school year. These hours included volunteers for field day, field trips, library helpers, book fair, mentors, SIC, PTA, tutoring, and classroom helpers, etc.

Backpack Accounts/Logins:

We currently have 607 parent backpack accounts, which is 81% of our student enrollment.

Link to SDE School Report Card:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTA4Mw>

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 74% in 2022-23 to 77% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	77%	80%	83%	86%	89%
	74%	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	ILT	0	N/A	
Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	ILT	0	N/A	
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	ILT	0	N/A	
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	ILT, Teachers	0	N/A	
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	ILT, Teachers	0	N/A	
Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	ILT, Teachers	0	N/A	
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	ILT	0	N/A	
Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	ILT	0	N/A	
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	ILT	0	N/A	
Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	ILT	0	N/A	
Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	ILT	0	N/A	
Foster a collaborative relationship between schools and parents.	2024-2029	ILT, Teachers	0	N/A	
Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	ILT, Teachers	0	N/A	

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 74% in 2022-23 to 77% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	77%	80%	83%	86%	89%
	74%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	ILT	0	N/A	
Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	ILT, Teachers	0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	ILT, Teachers	0	N/A	
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	Teachers	0	N/A	
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	Teachers	0	N/A	
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	ILT, Teachers	0	N/A	
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	ILT, Teachers	0	N/A	
Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	ILT	0	N/A	
Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Teachers	0	N/A	
Implement a range of assessment methods that measure student understanding.	2024-2029	Teachers	0	N/A	
Ensure vertical articulation of grade level content and practices.	2024-2029	ILT, Teachers	0	N/A	
Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	ILT, Teachers	0	N/A	
R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources.	2024-2025	Director of Early Intervention and Student Support	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>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 have an even higher staffing ratio of one adult for 17 children.</p>					
<p>Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</p>					
<p>Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p>	2024-2029	ILT, Teachers	0	N/A	
<p>Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.</p>	2024-2029	ILT, Teachers	0	N/A	
<p>Utilize resources for differentiated support and acceleration for all students.</p>	2024-2029	ILT, Teachers	0	N/A	
<p>Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.</p>	2024-2029	ILT, Teachers	0	N/A	
<p>Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.</p>	2024-2029	ILT	0	N/A	
<p>Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.</p>	2024-2029	ILT, Teachers	0	N/A	
<p>Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.</p>					
<p>Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.</p>	2024-2029	ILT	0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	ILT	0	N/A	
Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	ILT, Teachers	0	N/A	

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%

	100%	TBD	Actual (School)					
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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	ILT, Teachers, Counselors	0	N/A	
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	N/A	N/A	N/A	
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	ILT, Teachers, Counselors	N/A	N/A	

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
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GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	5.5%	5%	4.5%	4%	3.5%
	6%	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: 100% classroom teacher positions will be filled on the first day of school by highly qualified educators.					
Utilize Upbeat Survey Results to improve overall school culture.	2024-2029	ILT	\$10,000	Local Funds	
Focus on teacher appreciation throughout the year to build teacher morale.	2024-2029	ILT	\$10,00	Local Funds, PTA & Community Support	
Utilize Faculty Council, Guiding Coalition and teacher led committees to give teachers' voice.	2024-2029	ILT	\$5,000	Local Funds	

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
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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)					
	38.1%		Projected (School)	36%	34%	32%	30%	28%
	TBD	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
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	ILT, Teachers, Counselors	0	N/A	
Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	ILT, Teachers, Counselors	0	N/A	
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	ILT, Teachers, Counselors	0	N/A	
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	ILT, Teachers, Counselors	0	N/A	
Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	ILT, Teachers, Counselors	0	N/A	
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	ILT, Teachers, Counselors	0	N/A	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Make home-school relationships a priority through frequent connection and communication.	2024-2029	ILT, Teachers, Counselors	0	N/A	
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	ILT, Teachers, Counselors	0	N/A	
Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	Teachers, Counselors	0	N/A	
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	ILT, Teachers, Counselors	0	N/A	
Increase leadership opportunities within the school during the school day.	2024-2029	ILT, Teachers, Counselors	0	N/A	
Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	ILT, Teachers, Counselors	0	N/A	
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	ILT, Teachers, Counselors	0	N/A	
Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	Admin, Teachers, Counselors	0	N/A	
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	ILT, Teachers, Counselors	0	N/A	
Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Teachers, Counselors	0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	Admin, Teachers, Counselors	0	N/A	