

# Summit Drive Elementary

*“Leaders Changing the World”*

Strategic Plan / Portfolio  
2024-2025 through 2028-2029



Mrs. Jennifer Woody, Principal  
Summit Drive Elementary School

W. Burke Royster, Superintendent  
Greenville County School District

**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME:** Summit Drive 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.

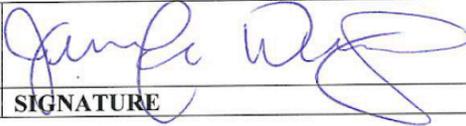
**Assurances for the School Renewal Plans**

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.

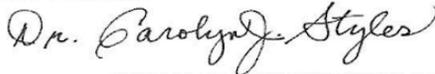
**SUPERINTENDENT**

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

**PRINCIPAL**

Jennifer M. Woody		5/1/2024
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

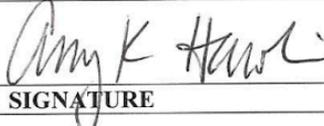
**CHAIRPERSON, BOARD OF TRUSTEES**

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

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Anne Kelsey-Zibert		5/1/2024
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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

Amy Hawkins		5/1/2024
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 424 Summit Drive, Greenville, SC 29609

SCHOOL TELEPHONE: (864) 355-8801

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

## Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal	Jennifer Woody
2. Teacher	Ashley Talbot (TOY)
3. Parent/Guardian	Alexis Moore
4. Community Member	Chris Robinson
5. Paraprofessional	Theresa Evans
6. School Improvement Council Member	Anne Kelsey-Ziebert
7. Read to Succeed Reading Coach	Amy Hawkins
8. School Read To Succeed Literacy Leadership Team Lead	Amy Hawkins
9. School Read To Succeed Literacy Leadership Team Member	Kirby Frair

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

**POSITION**

Assistant Principal  
 Instructional Coach  
 Design Lab Instructor  
 PTA Member

**NAME**

Jan Barrett  
 Kirby Frair  
 Ellen Cayton  
 Emily Goforth

## Assurances for School Renewal Plan

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

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

[S.C. Code Ann §59-139-10 *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.

√ **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*.

√ **Technology**

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

√ **Innovation**

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

√ **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.

√ **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.

√ **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.

√ **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.

√ **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.

√ **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.

√ **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.

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## Introduction

Summit Drive Elementary School faculty and the administration reviewed information for the School Portfolio and Schools Needs Assessment as part of our PLC (Professional Learning Community). The strategic planning process is ongoing. Through the PLC of each committee, we collected teacher input, data from the Needs Assessment, and feedback from the Action Plan. When reviewing this data, the Instructional Leadership Team (ILT) collaborated and combined the information. The ILT comprises the principal, assistant principal, instructional coach, school counselor, literacy coach, and design instructor.

Next, the administration shared the document with the School Improvement Council (SIC) and PTA for further input. Once the SIC and PTA shared additional input, the ILT made changes and additions to the portfolio.

In addition to the process above, several other committees are working toward improving Summit Drive's student achievement, teacher and administrative quality, and the climate of students, parents, and staff. Jennifer Woody leads our Faculty Council, which consists of grade-level team leaders and ILT. The faculty and staff, along with SIC and PTA parent members, assist in the yearly review of the school portfolio and action plan. Everyone graciously contributes to the partnership and strategic planning process at Summit Drive Elementary School.

### **The committee structure is as follows:**

#### **Administration Team**

Principal, Assistant Principal

#### **Instructional Leadership Team (ILT)**

Principal, Assistant Principal, Instructional Coach, School Counselor, Literacy Coach, and Design Instructor

#### **Faculty Council**

Principal, Assistant Principal, Instructional Coach, School Counselor, and one teacher per grade level or area.

**Committee Teams** - These groups comprised teachers and specialists.

**Sunshine**

**Math**

**Special Events**

**Other:** These groups comprised parents, community members, and staff members.

#### **School Improvement Council (SIC)**

#### **Parent Teacher Association (PTA)**

## Executive Summary

### Summarized Findings for Student Achievement

- Overall SC READY data for 2022-2023
  - 67.5% of our students met or exceeded expectations in ELA.
  - 58.9% of our students met or exceeded expectations in Math.
  - 61.3% of our fourth grade students met or exceeded expectations in SCPASS/ 2023 SC Ready Science
- SC READY ELA Data
  - Third Grade Students: 67.5% of our students met or exceeded expectations
  - Fourth Grade Students: 60% of our students met or exceeded expectations
  - Fifth Grade Students: 71.4% of our student met or exceeded expectations
- SC READY Math Data
  - Third Grade Students: 67.6% of our students met or exceeded expectations
  - Fourth Grade Students: 49.4% of our students met or exceeded expectations
  - Fifth Grade Students: 57.9% of our students met or exceeded expectations

### Summarized Findings for Teachers and Administrator Quality

- All teachers and administrators at Summit Drive Elementary are certified as highly qualified to meet criteria required to teach in their field.
- Teacher attendance rate is 93.7%.
- Teacher return rate from previous year is 89%.
- 66% of teachers hold advanced degrees.
- 8 teachers have received National Board certification.
- Professional Learning Communities (PLCs) will continue to create common assessments in reading, math, science and social studies throughout the school year and utilize formative assessments to guide instruction prior to summative assessments.
- PLCs will continue to meet to focus on student data. Teachers will conduct action research to refine best practice according to data.
- The Instructional Coach will continue coaching cycles based on formative assessment and teacher needs.
- The school will work to improve communication with parents, outside agencies, and organizations to yield more involvement and participation in the school.
- The leadership team will work to increase knowledge and practice of Greenville County Schools Instructional Protocol to improve instructional environment, knowledge base, assessment and feedback, and delivery.

### Summarized Findings for School Climate

#### Student survey

- 94.40% of students completed the survey
- 92.8% of students are satisfied with their learning environment
- 93% are satisfied with the social and physical environment
- 96.8% are satisfied with school-home relations

#### Teacher Survey

- 100% of teachers completed the survey
- 95.2% of teachers are satisfied with the learning environment
- 95.2% are satisfied with the social and physical environment
- 90.2% are satisfied with school-home relations

- 97.6% of teachers agree/strongly agree that “They feel safe at school before and after school hours.”
- 66.7% of teachers agree/strongly agree that “Rules for behavior are enforced.”

### **Parent Survey**

- 13 parents completed the survey
- 91.7% of parents are satisfied with the learning environment
- 88.9% are satisfied with the social and physical environment
- 81.8% are satisfied with school-home relations.
- 88.9% of parents agree/strongly agree that “My child feels safe at school.”
- 63.6% of parents agree/strongly agree that “Teachers and school staff prevent or stop bullying at school.”

### **Significant Challenges from the Past Three Years**

- Closing the achievement gap with our minority students, ESOL students, special education students, and pupils in poverty
- Continuing to develop strong Tier I intervention for both reading and math
- Challenging high-achieving students
- New school focus on Entrepreneurial Design
- Implementation of Professional Learning Communities

### **Significant Accomplishments/Results from the Past Three Years**

- 2020-2021 US News and World Report Best Elementary Schools - #47 in the state of South Carolina
- Safe Schools Award by Safe Kids of the Upstate for the past ten years
- Awarded a grant by LiveWell Greenville for our efforts toward health and wellness
- 100% PTA Membership Award 25 years+
- Accredited by AdvancED
- 8 National Board Certified Teachers
- New school focus on Entrepreneurial Design

## School Profile

### School Community

Summit Drive Elementary School is a neighborhood school located in the city of Greenville with a focus of Design Thinking and Entrepreneurial Leadership. The school opened in 1953 and a new building was built behind the old one in 2001. The facility includes a student-led wireless broadcast studio, Interactive DesignLab, Makery Lab, butterfly garden, and community playground. Our school has had a long-standing tradition of support from the neighborhood. In addition to parents and grandparents, volunteer hours exceed 1,200 in 2023-2024 school year. Other involvement includes tutors, mentors, teacher cadets, practicum and student teachers from various colleges, mystery readers, donation of items for our sensory room and eagle care closet to support student needs and development. Strong partnerships with neighboring churches also benefit the school with weekly donations of items for backpack blessings.

Summit Drive Elementary underwent construction of a new wing in 2020-2021. This two-story wing adds close to twenty classrooms, as well as a multi-purpose room used for Design Thinking (our new school focus). This new addition will allow us to add 250 more students in the coming years.

For over 40 years, the PTA has consistently sponsored many school-wide events such as Back to School Night, Curriculum Night, meals for staff, Eagle Fesl, Touch a Truck Event and many spirit nights at local businesses. All profits from PTA events benefit the students. In addition, the PTA and SIC have undertaken several school projects. They have worked together to provide instructional materials, Design Lab enhancement, Artist in Residence, field trip support for students, landscaping for campus beautification and an upper grade level playground.

The PTA and staff members continually work to seek additional funding for school projects. Grants and funding have been received from the South Carolina Arts Commission for an Artist in Residence and our second-grade students have partnered with Judy Klenin.

Parental and community involvement is essential for our continued success. The Parent Teacher Association (PTA) and School Improvement Council (SIC) are actively involved in our decision making. Our PTA and staff share the same vision by providing our students with the necessary tools and support for success. We have implemented a Design Thinking and Entrepreneurial Leadership program with a full time Design Lab Instructor who provides students with activities such as coding with movement of robots and development of hands-on science activities while working through the design process. Our team approach with parents and community has enabled us to have a Robotics Club, Lego League, and a Weekly Running Club. The PTA and community support learning in math, language arts, science, and character building through backwards design. Some of the programs that PTA and community support are: Design Night, Holiday Shoppe, holiday meals, Raise Craze, Eagle Fest, Eagle Award, Scholastic Book Fair, Touch a Truck Event, fifth grade day, and Bingo Night.

### School Personnel Data

The staff at Summit Drive Elementary includes 2 administrators and 40 teachers and professional staff. Our professional staff includes 27 classroom teachers, a part-time Challenge teacher, four self-contained special education teachers, two full-time resource teachers, one Literacy Specialist, two full-time interventionists, one fulltime speech teacher, one part-time speech teacher, one part time ESOL teacher, one guidance counselor, and one instructional coach. Our leadership team includes our principal, assistant principal, instructional coach, guidance counselor, and literacy specialist. We have a number of paraprofessionals that serve in kindergarten classrooms, the media center, and in our self-contained special education classes.

Additional support staff include the district psychologist and occupational therapist. Support personnel include the secretary, two clerks, plant engineer, five custodians, school nurse, and six food service workers.

66% of the certified teaching staff at Summit Drive has earned a Master's Degree or higher. 8 teachers have received National Board Certification. Teacher retention at Summit Drive is high with 89% of teachers returning from the previous year. All teachers are highly qualified in their respective areas. Teacher attendance is 93.7%.

Teaching Experience

0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years
10 teachers	6 teachers	6 teachers	7 teachers	6 teachers	7 teachers

School Personnel by Race/Ethnicity 75

African American	Asian	Caucasian	Hispanic	Other
11.2 %	.4%	88.0%	.2 %	.2 %

School Personnel by Gender

- Male: 17.3 %
- Female: 82.7 %

**Student Population Data**

Baseline data for student enrollment at Summit Drive Elementary is a total of 516 students. Grade level enrollment is as follows:

- Kindergarten: 81 students
- 1<sup>st</sup> grade: 95 students
- 2<sup>nd</sup> grade: 97 students
- 3<sup>rd</sup> grade: 84 students
- 4<sup>th</sup> grade: 80 students
- 5<sup>th</sup> grade: 76 students

Student Ethnicity/Race

Caucasian	Black of African American	Hispanic/Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native
61.3%	17%	15%	3.9%	1.2%	0.8%

45.9% percent of our student population are considered to be students in poverty.

There are four self-contained special education classes (ID moderate and multi-categorical). Each category has a classroom that serves students in grades K-2, and the other classroom serves students in grades 3-5. We currently have two full-time resource teachers who utilize the pull-out and inclusion models to serve grades K5 through 5<sup>th</sup> grade. Out of our total student population, 37% receive special education services (including speech services), and 2% are served with 504s.

30% of students in grades 3-5 who are served in Challenge, the district's gifted and talented program. Third grade students are served for 125 minutes per week, and fourth and fifth grade students are served for 200 minutes each week.

There are 54 students in our school identified as ESOL students.

Maximum class sizes for all grade levels are within state and district limitations.

The retention rate for students at Summit Drive during the 2022-2023 school year was less than 1%.

Summit Drive follows the South Carolina attendance law. Parents receive the state regulations regarding school attendance at the beginning of the school year. Students who exceed the policy are considered truant. The student attendance rate at Summit Drive was 84% for the 2022-2023 school year.

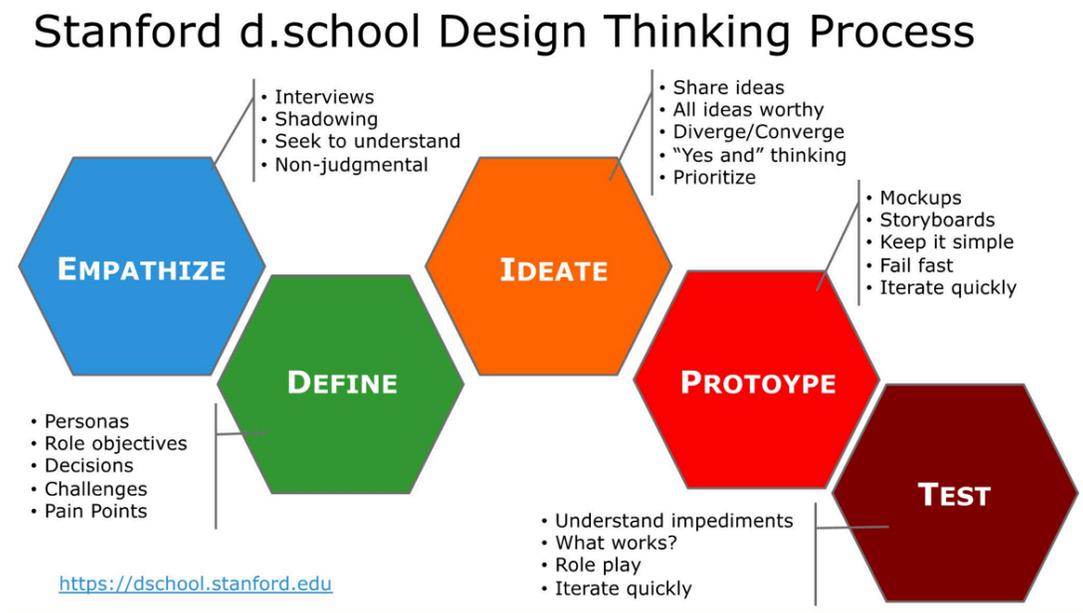
### Academic and Behavioral Programs and Initiatives

Summit Drive Elementary has adopted a new school focus on Entrepreneurial Design. Students will be equipped in two main areas through this focus:

- Design Thinking
- Entrepreneurial Mindsets

### Design Thinking

Design Thinking is a combination of human-centered, inquiry-based scaffolding and innovation-friendly mindsets where students apply transdisciplinary knowledge/skills with creative practices to collaboratively discover empathetic insights, generate and explore radical ideas, and create, test, and improve tangible outcomes. It is having courage and attempting to bring meaningful change to people's (or their own) lives, improve real-world experiences, or develop solutions to complex problems. Design Thinking empowers students with the skills and confidence to believe they can make a constructive impact on any situation. Designers usually follow a process such as the following:



### Entrepreneurial Mindsets

As designers use Design Thinking to solve problems in the world, they must embrace certain mindsets. Values and mindsets allow creative outcomes to emerge. We call these "entrepreneurial mindsets." We understand that not all of our students will become actual business entrepreneurs, but we want all of our students to embrace mindsets that entrepreneurs use. Key mindsets can include:

- Learning from failure
- Creative confidence
- Growth mindset
- Resiliency
- Optimism

- Flexibility
- Opportunity thinking
- Resourcefulness

### Integrated Approach

Through this process, we will merge Design Thinking and Entrepreneurial Mindsets to enable us to better meet the needs of a SC Graduate.

Leadership and Entrepreneurial Design		
Foundation	Process	Mindset
<b>Leadership</b> <b>The Leader in Me</b> <ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Being a transition person</li> <li>• Vision for the future</li> <li>• Having a Plan</li> <li>• Prioritize to achieve goals</li> <li>• Time Management</li> <li>• Organization</li> <li>• Conflict Management</li> <li>• Social Responsibility</li> <li>• Value Differences</li> <li>• Listening</li> <li>• Empathy</li> <li>• Speaking Skills</li> <li>• Problem Solving</li> <li>• Teamwork</li> </ul>	<b>Design Thinking</b> <ul style="list-style-type: none"> <li>• Empathy/Understanding</li> <li>• Redefining and focusing questions</li> <li>• Creative problem solving</li> <li>• Building representations and models for ideas</li> <li>• Testing and encouraging feedback</li> </ul>	<b>Entrepreneurship</b> <ul style="list-style-type: none"> <li>• Opportunity seeking</li> <li>• Creative problem solving</li> <li>• Resourcefulness</li> <li>• Resiliency</li> </ul>

**Embedded and interwoven into the SC State Standards**

### OnTrack System

Our administrative assistant leads our OnTrack System. OnTrack focuses on implementing an Early Warning and Response System. Early Warning and Response System utilizes real-time data to identify students beginning to disengage from school as indicated by attendance, behavior, and course performance. Once a student is identified, a coordinated team of educators and community experts develop a customized plan to match the student with the right response interventions and then monitor his/her progress over time.

### Response to Intervention

Kindergarten teachers provide RTI to identified students. This year, all kindergarten and first grade teachers are using the Reading Horizons program as Tier II intervention within the classroom. The literacy specialist and interventionists provide intervention for students in grades 1-5 using Fountas and Pinnell Leveled Literacy Intervention as well as Reading Horizons. Students are chosen from Fast Bridge data and are progress monitored every ten days. Along with reading intervention, Summit Drive also has one full time time math interventionist who serves students in grades 2-5. Additionally, the school hired a tutor to support students in grades 2-5 with academics.

### Guidance Services

Students in grades 1-5 receive monthly classroom guidance lessons focusing on character education and life skills. Kindergarten also receives monthly classroom guidance lessons with a focus on empathy training. Small groups are held to serve students in all grades. Group topics include family transition, school success, study skills, and self-concept. These groups meet for six sessions. These groups change as needed. The counselor coordinates service projects to assist those in the community.

### **Extended Day Program**

This program provides supervised childcare for the 180 day school year for children enrolled in Kindergarten through fifth grade at Summit Drive. The program operates from 2:15-6:00 p.m. each school day. Students have a structured daily schedule of homework, outdoor activities, creative playtime, and games.

### **Enrichment Programs**

We offer enrichment classes such as Girls on the Run and Lego Robotics League to our students.

### **Common Assessments**

Teachers administer common assessments in reading and math. Teachers use this information to make instructional decisions and plan instruction.

### **Mastery View Predictive Assessments**

Greenville County Schools implements an assessment system called MVPA. It is an online resource that helps teachers identify and track student mastery of South Carolina College and Career Readiness (SCCCR) Standards to inform teaching practice. Specifically, teachers are able to share curriculum maps, resources, and assessments in one place. Also, this platform allows teachers to develop, administer, and score assessments easily. MVPA has an online community platform component that enables schools, across the district and the state, to share assessments and resources with other teachers. TE21's Collaborative Assessments Solutions for Education (CASE) is the provider of the South Carolina College and Career Ready Standards-aligned assessments. The assessments are aligned specifically to our GCS district curriculum in core subjects. The third party vendor (CASE TE21) creates benchmark assessments according to the SC blueprints, scores the benchmark assessments, and produces CASE reports for each school. Additionally, a secure item bank will be available for teachers to create classroom assessments. These assessments can be created, administered, and scored in MVPA saving teachers a tremendous amount of time - time that can be directed to instruction. Mastery Connect/CASE TE21 is a bundle of resources that provide teachers and administrators with tools to assist them in managing data and evaluating student growth, along with resources that support strategies to improve student success.

### **Fountas and Pinnell**

Teachers use the F and P Benchmark Assessment at the beginning of the year to get a baseline of data for leveled grouping. At the end of the year, the assessment is administered again in order to determine growth in the students' reading levels. Teachers also have access to the Interactive Read Aloud (IRA) resources for each grade level. This resource provides picture books that can be used to support specific reading skills.

### **STEAM/Design Instruction**

In 2015-2016, Summit Drive teachers received 60 hours training in STEAM from our district coordinator. This deepened our knowledge of project-based learning as we collaborated each week on our STEAM projects. We studied STEM Lesson Essentials (Vasquez) school-wide to learn how other teachers blended engineering and technology practices into existing math and science lessons. Our first step in the STEAM unit was to create a driving question and map out units. It was difficult to loosely plan the unit knowing that the students would need to guide the direction. Halfway through planning the project, we collaborated with various educators in the district through a critical friends' protocol. This process allowed us to receive feedback and begin to plan next steps. Reading, researching, writing and presentation were integrated with content area learning, engineering, critical thinking and problem solving into each unit. We learned the value of having experts in the community be a part of students' experiences. The process helped me let go of control and give students more choice. We learned about the web-site resources such as Symbaloo, Newsela, and Readworks. Students learned to collaborate effectively with peers, valuing each other's unique contributions. Students had choice in creating the end product which included I-movies, posters, brochures and dioramas. Projects were created for real audiences including students, community members and parents.

### **Math Instruction**

Teachers use manipulatives daily to model mathematical concepts and to assess student's understanding. Teachers also document using checklists with noted dates standards introduced, reinforced and maintained. Assessments include performance tasks open-ended questions, recorded observations, student interviews, journal entries, tests, quizzes, student presentations, student self-assessments. Teachers follow the district pacing guide and use the Big Ideas textbook as a resource for instruction.

### **Social Studies, Science and Health**

Social studies, health and science are taught in unit format. Instruction and expectations include a high degree of rigor. Lessons actively engage and involve students in the learning process. All levels of the revised version of Bloom's Taxonomy are used when questioning students. An on-going grade level timeline for social studies is visible in each fourth and fifth grade classroom, which is added to and reviewed throughout the year. Teachers and students use maps during instruction. Science and social studies should be integrated with other content areas such as language arts and math. Lessons are based on state social studies standards. A variety of assessment tools are used in the evaluation process. The district provides science kits to support teaching science standards. Teachers provide engaging inquiry experiences and follow-up discussions.

### **Technology**

As in all schools in Greenville County, each student is provided with a Chromebook. Teachers use a variety of programs and applications that enable students to create and share their thinking with others.

### **Design Thinking Instructor**

Our Design Lab Instructor sees each grade level once a week during our related arts time to guide students through Design Thinking activities. She also uses one day a week to help teachers implement Design Thinking in their classrooms as well as provides support for teachers when they work with students in the Makerspace.

### **Grade Level And PLC Meetings**

The administration and instructional coach meet with individual grade levels / content areas weekly. During these meetings, we discuss curriculum issues. Information and training from the district is reviewed. Teachers learn the latest methods of delivering instruction. Data from all mandated assessments are analyzed and a plan of action is created to improve student achievement.

### **Faculty Council**

Teachers in each grade level are represented on the school's faculty council. We also have a representative from related arts and special education. The Faculty Council is a way to utilize a shared leadership approach within the school. The team collaborates to make shared decisions for the school.

## **Mission, Vision, and Beliefs**

We are a community of leaders who *work hard to stretch our minds, inspire others, and learn new things through perseverance*. Our motto reflects the vision of our school – "Summit Drive, Leaders Changing the World." We believe our rigorous, technology-rich curriculum will prepare every student for successful engagement in the 21st Century. Our mission is to provide students with a safe and caring learning environment to prepare them for a successful future.

WE COMMIT To:

Building Relationships

Learning through risks and struggles

Summit Drive Elementary is a community of motivated learners and leaders.

## Data Analysis and Needs Assessment

### Student Achievement Needs Assessment

#### 2022-2023 Overall SC READY Scores

	Meets or Exceeds ELA	Meets or Exceeds Math
Summit Drive	67.5%	58.9%
District	61.7%	50.8%
State	53.9%	40.9%

#### 3<sup>rd</sup> Grade ELA

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2022-2023	13.8%	18.8%	15.0%	52.5%

#### 4th Grade ELA

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2022-2023	22.5%	17.5%	15.0%	45.0%

#### 5th Grade ELA

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2022-2023	13.0%	15.6%	20.8%	50.6%

#### 3<sup>rd</sup> Grade Math

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2022-2023	17.5%	15.0%	23.8%	43.8%

#### 4th Grade Math

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2022-2023	27.2%	23.5%	27.2%	22.2%

#### 5th Grade Math

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2022-2023	19.7%	22.4%	32.9%	25.0%

#### 4th Grade SCPASS/ 2023 SC Ready Science

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2022-2023	25.0%	13.8%	28.8%	32.5%

## Teacher and Administrator Quality

- [2024 -2025 Tentative Professional Development Calendar](#)
  - **Monthly Professional Development Calendar Overview**
    - SDES Guiding Coalition serves as our faculty council as a form of shared leadership within the school. This team is comprised of the instructional leadership team and representatives from each professional learning community who meet to discuss issues and make decisions for the school.
    - Faculty meetings are held to share important school and district information with the staff. We also utilize staff meetings for various professional development opportunities.
    - Committees are comprised of members of our professional staff. Each committee has a focus that promotes the betterment of our school. Committees have both long-term and short-term goals.
    - Professional learning communities meet weekly as well as on the fourth Wednesday of the month to analyze student data and make informed decisions about instruction.
  - **2024-2025 Professional Development Focuses**
    - Design Thinking
    - High Quality Math Instruction
    - LETRS Training for K4-3rd

## School Climate Need Assessment

- **Student Behavior Data**

Number of Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
526	58	22	37.93%

- **Attendance, Absenteeism, and Truancy**

CA Student Count	Total Student Count	Chronic Absenteeism Rate
85	524	16.22%

- **Teacher Turnover**

2022-2023†	Total Teachers	Turnover by Location
5	39	13%

- **Parent/Teacher Conferences**

- TDB. This metric is forthcoming.

- **Volunteer Hours**
  - TDB. This metric is forthcoming.
- **Backpack Accounts/Logins**
  - TDB. This metric is forthcoming.

[Link to 2022-2023 SDE School Report Card](#)

## School Action Plan

### 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   58  % in 2022-23 to   64  % 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)	64%	67%	70%	73%	76%
	58%	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	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			

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	<ul style="list-style-type: none"> <li>· GCSD Academic Representatives</li> <li>· Instructional Coaches</li> </ul>			
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> <li>· GCSD Academic Representatives</li> <li>· Instructional Coaches</li> </ul>			
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>			
<b>Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.</b>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>			
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			

## 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 67.5% in 2022-23 to 82.5% 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)	70.5%	73.5%	76.5%	79.5%	82.5%
	67.5%	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	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative	2024 - 2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> <li>· PLCs</li> </ul>			
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	<ul style="list-style-type: none"> <li>· PLCs</li> </ul>			
<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	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> </ul>			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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> <li>· Interventionist</li> <li>· PLCs</li> </ul>			
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>· PLCs</li> </ul>			
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
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> <li>· PLCs</li> </ul>			
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. b. Promote school readiness activities with parents and the community through GCCS web-based resources.	2024-2025	<ul style="list-style-type: none"> <li>· Director of Early Intervention and Student Support</li> </ul>			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, approved by the SCDE in 2016. By adding three students to each class, GCS has increased 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 in 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><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></p>					
<p>1. Monitor data to ensure a guaranteed and viable</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
curriculum (pacing, content, resources, strategies, etc.).					
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>· PLCs</li> </ul>			
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>· PLCs</li> </ul>			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> <li>· Classroom Teachers</li> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
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> <li>· PLCs</li> </ul>			
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
<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	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
to support all students in building necessary reading skills.					
2. Establish peer support groups, mentors, and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
3. Build capacity for consistently implementing the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			
4. Monitor students' needs to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> <li>· Teachers/PLCs</li> <li>· Instructional Coach</li> <li>· Interventionist</li> </ul>			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> <li>· Instructional Leadership Team</li> <li>· PLCs</li> </ul>			

## 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 by highly qualified educators on the first day of school (through 2029).

**Interim Performance Goal:** Meet the 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	· All stakeholders			
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	· ILT and Design Lab Instructor			

**Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.**

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· ILT			

## 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 the 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)	12.5 %	12%	11.5%	11%	10.5%
	13 %	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: Provide Teachers with ongoing mentorship and support.</b>					
1. Upon starting their career at SDE, ensure each first year teacher is partnered with a state trained mentor to collaborate with, completes the induction program through the district and receives ongoing actionable feedback/ coaching cycles.	2024-2029	<ul style="list-style-type: none"> <li>• ILT</li> <li>• GCSD Academic Representatives</li> </ul>			

### 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 the annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	35.93%	33.93%	31.93%	29.93%	27.93%
	37.93%	TBD	Actual (School)					

\*On average, 11% of all students misbehave, resulting in a disciplinary referral. Of those students, 37.93% received 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 continuously improve an	2024-2029	Instructional Leadership Team (ILT)			C = School-wide discipline plan

aligned system across all schools.					
2. Establish consistency in teaching, reinforcing expectations, and building positive relationships while allowing custom, school-based programming to meet this goal.	2024-2029	ILT, teachers, PLCs			C = PLC Minutes
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	ILT, teachers, PLCs, School counselor, teachers			C = Morning Meetings, parent conference logs
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	ILT, teachers, PLCs, School counselor, teachers			C = New teacher meeting agendas, Coaching Cycle, schedule/logs
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	ILT, teachers, PLCs, School counselor, teachers			C = Reports, logs, and other various documentation
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	ILT, teachers/PLCs, staff			C= Morning meetings, school counselor classes

**Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.**

1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	ILT, teachers/PLCs, staff			C = Communication logs, Evidence of and records of connection activities
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	ILT, teachers/PLCs, staff			C = Copy of expectations shared in English and Spanish
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	ILT, teachers/PLCs, staff, school counselor			C = Parent and student conferencing
<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	ILT, teachers, School Counselor, Faculty Council			C = Attendance sheets of club members during school hours
2. Increase leadership opportunities within the school during the school day.	2024-2029	ILT, teachers, School Counselor, Faculty Council			C = Attendance sheets of club members during school hours
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	ILT, teachers, School Counselor, Faculty Council			C = List of community partnerships and activities
<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 a common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	ILT, teachers, School Counselor			C = School-wide discipline plan

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	Administration, teachers, School counselor			C = Log of action, associated consequence, and accountability
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	ILT and teachers			C = Teacher's shared classroom management plans, meeting minutes
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	ILT, teachers, school counselor, staff			C= Morning Meetings, school counselor classes
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	Administration, School Counselor, Resource Teachers			C = Sensory Room log, School counselor small group meeting logs, lunch with mentors or a staff member logs

### GOAL AREA 3 – 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, reduce the percentage of chronically absent students\* by 10 points.

**Interim Performance Goal:** Meet the 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)	14%	12%	10%	8%	6%
	16.22%	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	ILT, Attendance Clerk			C = Log of parent notes, meeting minutes, data collection
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	ILT, Attendance Clerk			C = Evidence of implementation documented
<b>Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.</b>					

1. Implement Backpack and School Messenger to track, flag, and follow up on individual Attendance Intervention Plans.	2024-2029	ILT, Attendance Clerk			C = Evidence of implementation documented, data collected
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	ILT, District Team			C = Training agendas, portal earnings
<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	ILT, Attendance Clerk			C = Documentation of communication
2. Engage community partners to share the message and help address family barriers, including increased access to services and support.	2024-2029	ILT, SIC			C = Meeting minutes, action items, and Evidence of implementation
3. Distribute materials throughout the year to reinforce the policies and guidelines for sending students to school and when not to send them (ex., fever, lice, etc.).	2024-2029	ILT, School nurse			C = Resources shared

### 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)					
			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	ILT			C = Incentivize, usage logged and tracked
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	ILT, teachers, clerks			C = Meeting minutes, incentive plans, and participation logged and tracked
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	ILT			C = Documentation of this information shared with families, systems permanently set up

**Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.**

1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	ILT, Faculty Council			C= Community Partners List
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	ILT, Faculty Council			C = Meeting minutes, plans, list of partnerships
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	ILT, Faculty Council			C= Meeting minutes, plans, list of partnerships

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

1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	ILT, Faculty Council, MLL teacher			C= Meeting minutes, lists of supports/resources
2. Develop best practice guidelines and strategies that increase parent and guardian Attendance at school events.	2024-2026	ILT, Faculty Council			C= Faculty Council Minutes
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school	2024-2029	ILT, Faculty Council			C= SIC roster/meeting minutes

community.					
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