

Welcome Elementary School



Wallace Cobbs, Principal
Greenville County School District
Dr. Burke Royster, Superintendent
2024-2025 through 2028-2029

Table of Contents

I.	Cover Page.....	2
II.	Stakeholders.....	3
III.	Assurances.....	3
IV.	Introduction.....	6
V.	Executive Summary.....	8
VI.	School Profile.....	9
VII.	Mission, Vision, and Beliefs.....	16
VIII.	Data Analysis and Needs Assessment.....	17
IX.	Teacher and Administrator Quality.....	19
X.	Action Plan.....	22

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Welcome Elementary School

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

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

Required Signature Page

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

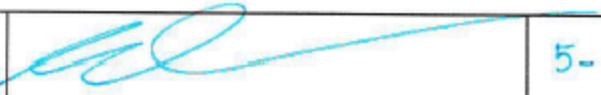
Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Wallace Cobbs		5-1-24
PRINTED NAME	SIGNATURE	DATE

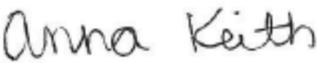
CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Taneshia Stevenson		5-1-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Anna Keith		5-1-24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 36 E. Welcome Drive, Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-3900

PRINCIPAL E-MAIL ADDRESS: wacobbs@grenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position

<u>Position</u>	<u>Name</u>
1. Principal	Wallace Cobbs
2. Teacher	Heather Farrell
3. Parent/Guardian	Luisa Piza
4. Community Member	Maria Clark
5. Paraprofessional	Heather Cantrell
6. School Improvement Council Member	Shannon Palmer
7. Read to Succeed Reading Coach	Anna Keith
8. School Read To Succeed Literacy Leadership Team Lead	Anna Keith
9. School Read To Succeed Literacy Leadership Team Member	Jennifer Carter, Amber Theus

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

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

ASSURANCES FOR SCHOOL RENEWAL PLANS

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;

	<p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Staff Development</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>



Introduction

The vision of Welcome is to educate and empower each child to be an independent lifelong learner, and a productive, responsible citizen. This school portfolio is a working document that shows the progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent and community involvement. It also provides our staff with an ongoing means for communication, self-assessment, accountability, and continuous improvement.

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

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

- **Instructional Leadership Team** is composed of the principal, assistant principal, instructional coaches, literacy specialist, and Title I facilitator. This team works together weekly to discuss curriculum, instruction, achievement, and school updates.
- **Leadership Team/Guiding Coalition** is composed of the principal, assistant principal, instructional coaches, Title I facilitator, and a representative from each grade level, and team (related arts, ML, SPED, paraprofessionals). This team works together to make school wide decisions for the benefit of all students, including preserving a safe school environment, and a culture of engaged learning.
- **PLC Teams** meet within each grade level; these teams consist of grade level teachers, administrators, and instructional coaches. They serve to constantly monitor

and support student achievement through analysis of assessments and utilization of outstanding instructional practices.

- **On Track Team** is composed of the On Track facilitator, principal, assistant principal, instructional coaches, school counselor, social worker, and others as necessary. This is a problem-solving team that works together to discuss student grades, attendance, and behavior and designs action steps to meet the needs of all students.
- **School Improvement Council** consists of parents, administrators, teachers, and business partners in order to bring about the safest school environment conducive to all children performing in the best way they can.
- **PTA Board** is a group of individuals elected from the PTA general membership. This group works closely with SIC and the Leadership Team to support the mission of the faculty in providing a quality learning environment for the students.
- **PBIS Team** is composed of the assistant principal and a representative from each grade level and intervention/related arts team. This team works together to make school-wide behavior incentives decisions for the benefit of all students. This team also analyzes behavior data for the current and previous school year to inform decisions.

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



Executive Summary

Assessment Findings:

- SC Ready ELA.....Meets or Exceeds Expectations 47%
- SC Ready Math.....Meets or Exceeds Expectations 38.5%

Teacher and Administrator Quality:

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

School Climate Findings:

Students, parents, and staff feel as if:

- School is a safe and clean place.
- Everyone is treated fairly and with respect.
- The school sets high expectations for all learners.
- Teachers and staff are always supportive of students.
- Teachers care about the students.
- There is open communication between school and home.

Significant Challenges from the Past 3 Years:

- High poverty presents educational challenges.
- Student readiness level is extremely low.
- We have a transient student population.
- Maintaining consistent attendance of all students, especially those who are homeless.
- Special education disabled population continues to score significantly below their peers in all academic areas.
- Multilingual Learners and African American male students scored below their peers in all academic areas.

Significant Awards and Accomplishments:

- Palmetto Silver Award for General Performance, 2019
- District Safety Award
- Title I Reward School for Performance

- Recognized ASCA Model Program (RAMP) Award
- Energy Star School
- SafeKids School Silver Level
- Novo Nordisk CATCH School Award Winner
- Fresh Fruits and Vegetables Snack Grant
- United Way Award Campaign of Excellence, 2011- present
- National Board Certified Teachers
- Recipient of On Track Greenville Grant for PBIS



School Profile

Welcome Elementary is a Title I school with 647 in five-year-old Kindergarten through 5th grade. We are ethnically diverse with a student population consisting of 24.8% African American, 12.6% Caucasian, 55.9% Hispanic, and 6.4% other. 100% of our student population is eligible to participate in the free or reduced lunch program. We have 126 students identified as having learning disabilities and/or speech services, which is 19.4% of our school. We serve 317 students considered English Language Learners, which is 49% of our school. School leadership includes a principal with eight years of administrative experience and an assistant principal in her fifteenth year as an administrator.

Historical Events

Long ago, the area, which is now known as Welcome, was part of the unexplored foothills in the section of Carolina called "back country." Here the land was marked with tall pines alternating with grassy open spaces. Wild turkeys roamed in plenty, and only the soft tread of deer or the chatter of many small animals broke the cool quiet of the forest. Through the foothills of the up country, ran an eighteen-mile ridge. From one side, the water drained off into a river now known as the Reedy. While that on the other side drained into what we now know as the Saluda. The Indians knew this ridge, and followed it on their journeys northward. The Indian trail along the foothill ridge was learned and used by the first scouts to come into the upcountry. Soon it became worn and marked by travel, until riders and coaches came to depend on it as a highway. One settler, so the legend goes, built an inn on this road, and having a white horse of which he was very fond, he named his inn; the *White Horse Inn*. No doubt, he rode this white horse many times up and down this crest, until the passage became known far and wide, as the *White Horse Road*.

In 1909 on the White Horse Road, the population had grown until the need for a school was felt. By this time the community had become known as Welcome, and the school acquired the same name. The building was a two-room affair, and served its purpose for

only a short time. Some say this first little school burned down. It no longer stands, and pictures of it are yet to be found. In 1946, Welcome was the third largest high school of the Greater Greenville area. The community around the school was beginning to grow and White Horse Road was taking on the aspect of a boulevard. Today our school serves only elementary students from kindergarten through fifth grade. Our building has 72 rooms. These rooms include; classrooms, offices, cafeteria, gym, library, art room, and computer labs.

Facilities

With expansion and renovation, Welcome Elementary School now has 39 regular classrooms with five permanent portables (that we lovingly call "cottages"), regulation-sized gym, art room, music room, science lab, media center, media production lab, and computer lab. Inside the office complex is a health room with a waiting area, triage, and cots for patients. The cafeteria has two full-service lines and a stage for PTA performances. Welcome Elementary has the following amenities:

- Computer lab & Chromebooks lab
- All classrooms equipped with Promethean Boards
- Media Production Lab for morning news program, WETV
- Fully-equipped Media Center with mini-lab consisting of 8 laptops, 70-inch portable SMART TV
- Leveled reader book rooms for teacher access
- Full wireless access throughout the building
- iPads with sync carts located in all K-1 classrooms; one iPad per student
- Chromebook carts located in all K-5 classrooms; one Chromebook per student
- Art Room with kiln, double sinks, and studio tables and work stools
- Music room with soundproof tile flooring
- State-of-the-art sound system
- Itinerant offices and work rooms for Speech, Social Work, Mental Health counselor
- Full health suite includes waiting area, triage, and cots for patients
- All kindergarten through fourth grade classrooms are equipped with restrooms inside each room
- State-of –the art security system for school safety
- Call buttons from each classroom to contact the office when needed
- 3D Printer in the Parent Resource Room
- Large playground with equipment, track, and basketball court
- Separate playground area for kindergarten students
- Landscaped courtyard and picnic area used for educational purposes
- Parent Resource Room

Parental Involvement

Welcome Elementary recognizes that the educational success of our students is greatly affected by the level of parental involvement in the educational process. Given our community's demographic profile, it is necessary for us to encourage, guide and support parental involvement. Ultimately, we would like to have a clearly articulated parent school partnership in which parents feel competent and effective in their integral role within our school. We offer numerous opportunities for students' families to actively participate in their child's education. To facilitate this participation, we provide bilingual services whenever possible. Additionally, we regularly hold informational parent meetings on various topics.

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

- Teacher newsletters to parents
- School website
- Individual teacher websites
- School marquee
- Facebook
- Student/parent handbook
- Events on the district website
- Telephones in classrooms
- E-mail
- Parent Backpack
- Weekly phone messenger of special news and events

Parent education/input is offered throughout the school year at various times of the day in the following ways:

- Meet the Teacher
- Book Fair
- Challenge/Special Education/Speech Parent Meetings
- Literacy Night
- Parent Conferences
- Parent resource room
- PTA General Assembly Meetings
- K5 orientation Night
- Grade Level Quarterly Awards Programs
- Hispanic Heritage Night
- After school care program
- STEAM Night
- Literacy Night
- Communities In School Program
- Gingerbread Fun!
- Spookley the Pumpkin Literacy Event
- Sessions with the Title I facilitator and guest speakers on various topics
- Parent Tours
- English Classes for Parents

Parents are involved in planning by serving on the School Improvement Council and volunteering, completing surveys, and participating in PTA. Parents assist in a variety of ways, such as fundraising, supporting classroom teachers, working with the media specialist, teachers, and students, serving on the School Improvement Council, Careers on Wheels, and Field Day.

Business Partnerships

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

- Welcome Baptist Church
- Tremont Church of God
- Longbranch Baptist Church
- Washington Baptist Church
- City View Church
- Simpsonville Baptist Church
- Reconcile Community Church
- Partners for Public Education (PEP)
- Mentor Greenville
- Communities in School
- 100 Black Men of the Upstate
- Clemson Education Department
- South Carolina Children's Theater
- Greenville Little Theatre
- Julie Valentine Center
- Parker Fire Department
- Operation Santa
- Call Me Mister
- Carolina High School
- Mauldin High School
- Tajh Boyd Foundation
- Greenville County Sheriff's Office
- Greenville Mental Health
- Department of Social Services
- United Way
- Chick-Fil-A
- Papa John's
- AMECO
- Frazee Center
- Harvest Hope Food Bank
- Youth Base
- Bank of America
- Buffalo Soldiers Greenville Chapter
- Cliff's Resident Outreach
- First Steps Realty
- First Steps
- Moo Hogz Craft BBQ
- U-Haul



School Personnel Data

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

Education Level	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
BA and/or BS	20					
BA +18	5					
Master's	26					
Master's + 30	6					
PhD	0					

*Number of Teachers

Years of Experience	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0-3	7					
4-6	7					
7-10	15					
11-15	9					
16-20	6					
21+	13					

*Number of Teachers

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Gender of Teachers						
Male	7%					
Female	93.1%					

Race of Teachers						
African American	20.6%					
White	67.8%					
Hispanic	11.4%					

School Personnel Information: SDE School Report Card

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Teachers with advanced degrees	54.3%					
Continuing contract teachers	87.7%					
Teachers returning from previous year	91.2%					
Teacher attendance rate	93.4%					

Student Population Data

Student Enrollment	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Males	48.6%					
Females	51.3%					
Total	647					

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Caucasian	12.6%					
Hispanic	55.9%					
African American	24.8%					

Other	6.4%					
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	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Student retention rate	0.6%					
Student attendance rate	31%					
Eligible for gifted and talented program	10.1%					

Academic and Behavioral Programs

- Literacy Framework
- Multi-Tier System of Supports (MTSS)
- On-Track Process
- Team Planning
- Personalized Learning Communities (PLC)
- Positive Behavior Incentive Supports (PBIS)
- Capturing Kids Hearts
- Trauma Professional Development
- Kagan Cooperative Learning
- Personalized Learning with 1:1 iPads (grades K-1)
- Personalized Learning with 1:1 Chromebooks (grades K-5)
- Reduced class sizes through Title I funds
- Online learning through Seesaw, Dreambox Math, IXL, RAZ-Kids, and Brainpop
- Response to Intervention in all grade levels K5 through 3rd grade in reading and math
- Inclusive practices with Special Education and ML teachers
- Junior Beta Club
- Communities In Schools
- Student Mentor Program
- Digital Leader Program
- G Plus Initiatives
- Tutoring Program
- Girl's with a Purpose



Mission, Vision, and Beliefs

Mission

Welcome Elementary students will learn in a safe, nurturing environment to achieve academic success and become productive citizens.

Vision

The vision of Welcome Elementary is to educate and empower each child to be an independent lifelong learner, and a productive, responsible citizen. We will achieve this by creating a safe and nurturing environment for all students. Our South Carolina College and Career standards-based curriculum will be progressive, challenging, and rigorous. Instruction will be interactive, providing opportunities that are developmentally appropriate and will integrate technology across all areas of the curriculum.

Beliefs

- We believe all students can learn, achieve, and succeed.
- We believe schools should provide a physically safe and nurturing environment conducive to learning in which everyone is treated with dignity and respect.
- We believe in providing 1:1 advanced opportunities for the 21st Century learner.
- We believe each child can develop into a self-directed, independent learner and a productive, responsible citizen.
- We believe that curriculum and assessments should be standards-based, rigorous, and integrated.
- We believe instruction should involve best practices, differentiation, and utilize a hands-on, multi-sensory approach.
- We believe education is the shared responsibility of teachers, parents, and the community.
- We believe in promoting a healthy lifestyle through physical activities and a variety of nutritional choices.
- We believe we should be good stewards of the financial resources afforded to our school.

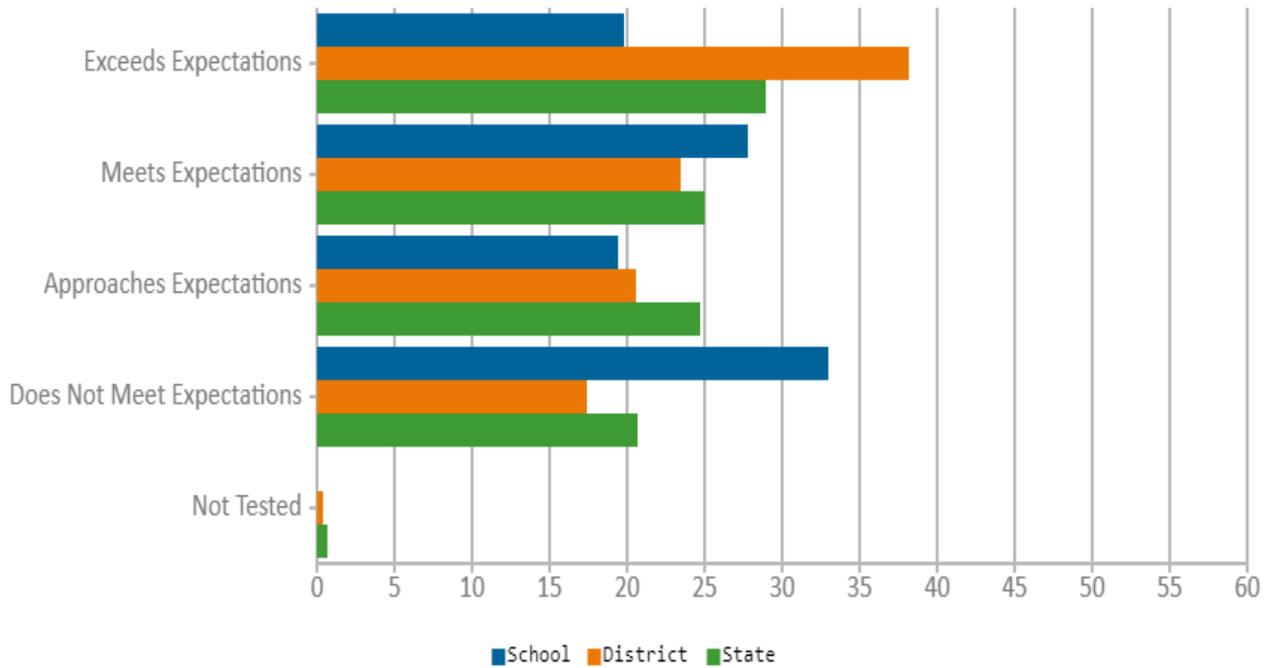


Data Analysis and Needs Assessment

Student Achievement Needs Assessment 2023-24

SC Ready ELA

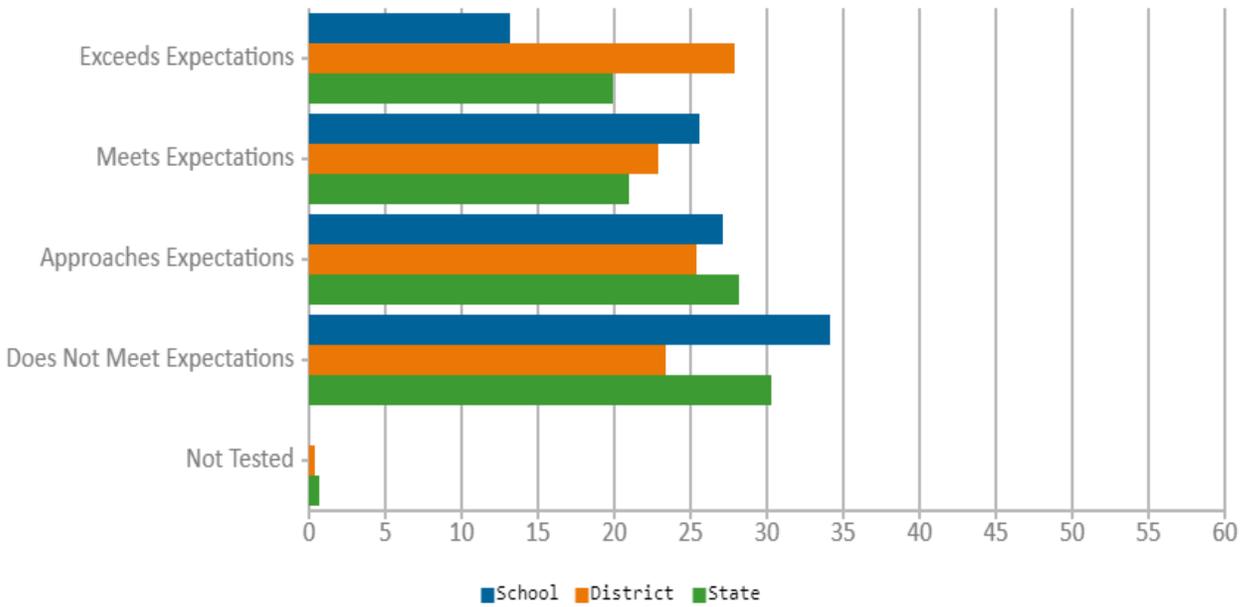
English Language Arts (Reading and Writing)



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

SC Ready Math

Mathematics

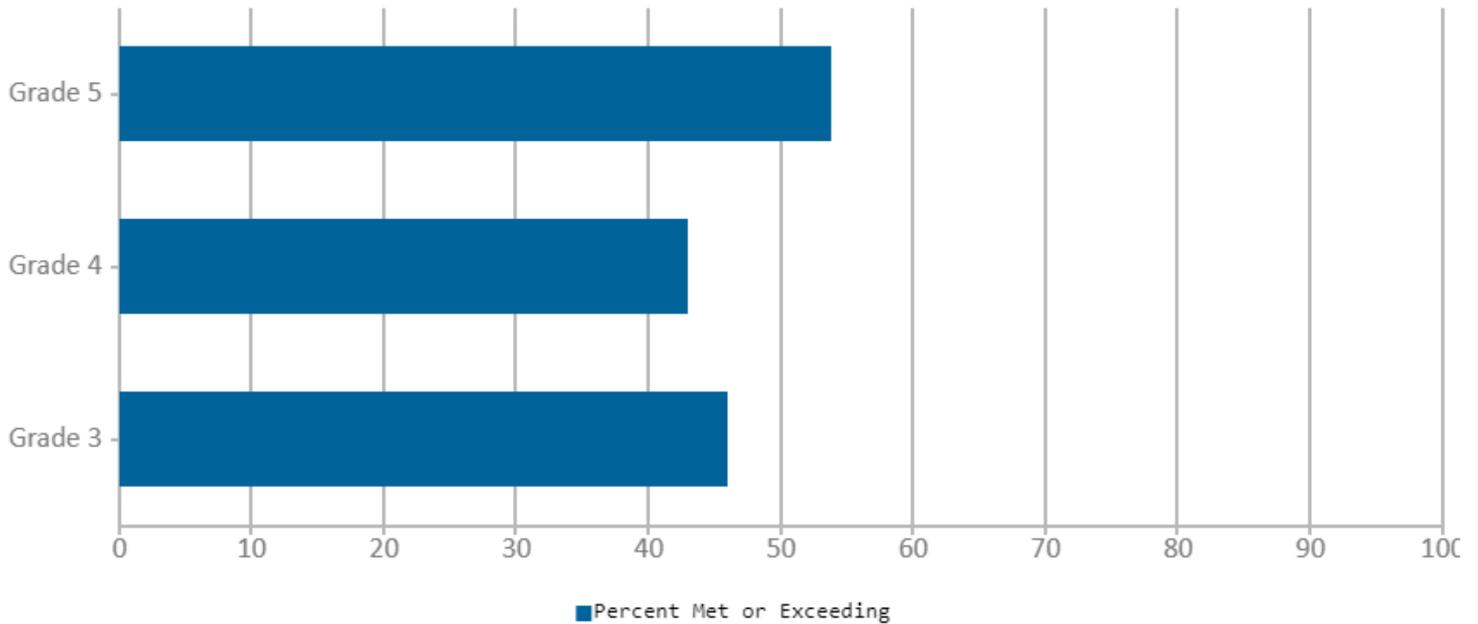


Note: Results from alternate assessments were included in the calculations where available.

SC Ready Performance by Grade Level

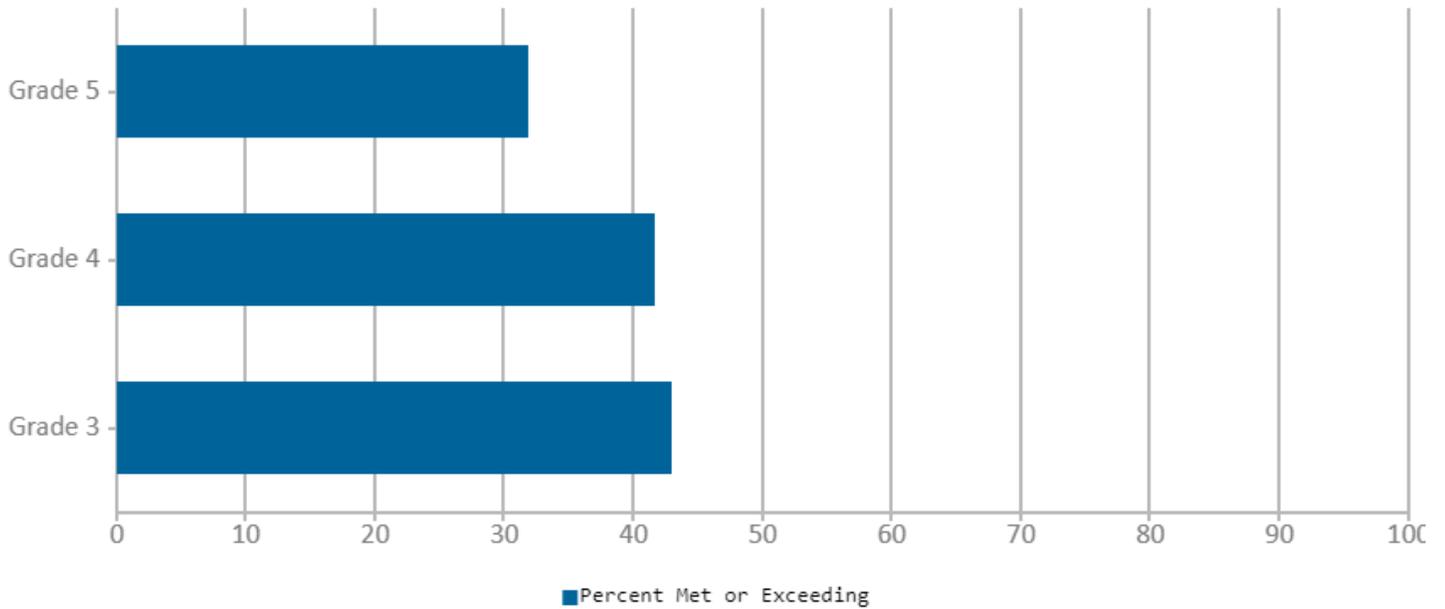
SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



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

Mathematics



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



Teacher and Administrator Quality

2024-2025 PD Plan for Welcome Elementary School

When	Professional Development	Audience	Presenter
May 30th	Leadership Meeting	Grade Level Chairs	Cobbs Stevenson Theus Carter
Summer	Grade Level Planning Days	K5-5th grades	Carter Theus
July 11	LETRS Training	K-3 grades ML Teachers SPED Teachers Interventionists	District Staff
August 6	LETRS Training	K-3 grades, ML Teachers	District Staff

		SPED Teachers Interventionists	
As needed	Benchmarking Basics	All teachers who need a refresher	Carter Theus Keith
August 20 During GLPs	ML Accommodations	All teachers	Sims Cortez Giles Hogan Jinks Rabb
September ? 3:00-4:00	MAP Training	1st Grade ESOL, SPED, RTI	Carter Theus
September ? 3:00-4:00 (Computer Lab)	Google Sites	All new teachers & those who need refresher	Jasmine Ford Theus Carter
October 3:00 - 4:30 (Media Center)	CogAT and IOWA testing training	All involved in Testing 2nd grade, RTI, ML, SPED, Evatt, Shroy, Theus	Carter Keith
November	Planning Day Data Analysis (Media Conference)	K-5 teachers	Carter Theus Academic Specialists
November 4	LETRS Training	K-3 grades, ML Teachers SPED Teachers Interventionists	District Staff
November 3:00-4:30	MAP Training	All involved in Testing	Carter Theus
January 6	LETRS Training	K-3 grades ML Teachers SPED Teachers Interventionists	District Staff
February	Planning day TDA Grading (Media Conference)	K-5	Carter Theus Academic Specialists
April 3:00-5:00	Testing training	All involved	Stevenson Carter

(Media Center)			
July 10, 2025	LETRS Training	K-3 grades, ML Teachers SPED Teachers Interventionists	District Staff
August 7, 2025	LETRS Training	K-3 grades, ML Teachers SPED Teachers Interventionists	District Staff
October 13, 2025	LETRS Training	K-3 grades, ML Teachers SPED Teachers Interventionists	District Staff
January 5, 2025	LETRS Training	K-3 grades, ML Teachers SPED Teachers Interventionists	District Staff

School Climate Needs Assessment

School Climate

Each year we administer the state survey to students, parents and teachers. The results are included in our annual School Report Card and shown below.

Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	50	269	5
Percent satisfied with learning environment	95.9%	86.7%	100.0%
Percent satisfied with social and physical environment	95.8%	85.9%	100.0%
Percent satisfied with school-home relations	89.8%	91.1%	100.0%

[School Report Card Link](#)

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 38.5 % in 2022-23 to 54 % 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)	42%	45%	48%	51%	54%
	38.5%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Instructional Leadership Team	N/A	N/A	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Instructional Leadership Team	N/A	N/A	
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the	2024-2029	· Teachers · Instructional Leadership Team	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> · District math specialists 	N/A	N/A	
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> · District math specialists 	N/A	N/A	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> · Teachers 	N/A	N/A	
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to	2024-2029	<ul style="list-style-type: none"> · Administration 	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
grade-level instruction and standards.					
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Administration	N/A	N/A	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	· Instructional Leadership Team	N/A	N/A	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Instructional Leadership Team	N/A	N/A	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Instructional Leadership Team	N/A	N/A	
4. Foster a collaborative relationship between schools and parents.	2024-2029	· Instructional Leadership Team	N/A	N/A	
5. Provide resources and workshops to help parents support their	2024-2029	· Instructional Leadership Team	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
children's mathematical development at home.					

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 47 % in 2022-23 to 62 % 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)	50%	53%	56%	59%	62%
	47%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	· Instructional Leadership Team	N/A	N/A	
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	· Instructional Leadership Team	N/A	N/A	
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	· Instructional Leadership Team	N/A	N/A	
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· Instructional Leadership Team	N/A	N/A	
2. Identify the areas of strengths and areas of growth each year from summative assessments to	2024-2029	· Instructional Leadership Team	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
ensure curriculum maps and resources fully support student success.					
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"> · Instructional Leadership Team 	N/A	N/A	
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	
8. R43-205 GCS Strategic Plan Strategy	2024-2025	<ul style="list-style-type: none"> · 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>G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify.</p> <p>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities.</p>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>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>1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> Instructional Leadership Team 	<p>N/A</p>	<p>N/A</p>	
<p>2. Integrate disciplinary literacy, targeting informational texts,</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> Instructional Leadership Team Teachers 	<p>N/A</p>	<p>N/A</p>	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
tasks, and talk across all subject areas.					
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	
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"> · Instructional Leadership Team · Teachers 	N/A	N/A	
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	· Instructional Leadership Team	N/A	N/A	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· Instructional Leadership Team	N/A	N/A	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Instructional Leadership Team	N/A	N/A	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Instructional Leadership Team	N/A	N/A	

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Instructional Leadership Team	N/A	N/A	
2. If applicable, partner with Clemson University on an ongoing basis to host the Call	2024-2029	· Instructional Leadership Team	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· Instructional Leadership Team	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
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	7.50%	7%	6.50%	6%	5.50%
	8%	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: Identify and address areas of improvement to improve teacher satisfaction.					
1. Continue to plan and execute teacher appreciation activities	2024-2029	· Instructional Leadership Team	N/A	N/A	
1. Discuss with Faculty Council any areas of concern	2024-2029	· Instructional Leadership Team · Faculty Council	N/A	N/A	

GOAL AREA 3 – Performance Goal 1

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
	57%		Projected (School)	55%	53%	51%	49%	47%
	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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
a higher proportion of behavior incidents.					
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
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	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
3. Discuss social, emotional, and behavioral development within	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
parent/teacher/student conferences.					
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	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.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant,	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and Inappropriate Behavior, while maintaining accountability for these actions.					
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	N/A	N/A	

GOAL AREA 3 – Performance Goal 2

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	23.97%	21.97%	19.97%	17.97%	15.97%
	25.97%	TBD	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Attendance Clerk 	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Attendance Clerk 	N/A	N/A	
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Attendance Clerk 	N/A	N/A	
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> • Instructional Leadership Team 	N/A	N/A	
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Attendance Clerk 	N/A	N/A	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Attendance Clerk 	N/A	N/A	
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Attendance Clerk 	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
school and when not to send them (ex. fever, lice, etc.).					

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Increase parent and guardian utilization of Backpack.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Attendance Clerk 	N/A	N/A	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	
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	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	N/A	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 	N/A	N/A	
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	<ul style="list-style-type: none"> Instructional Leadership Team 	N/A	N/A	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> Instructional Leadership Team 	N/A	N/A	
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 	N/A	N/A	