Armstrong Elementary School Portfolio
2024-2025

Tracy Atkins,
Principal

8601 White
Horse Road
Greenville, SC
29617

Superintendent: Burke Royster

"Striving for Excellence"

School Portfolio- 2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Armstrong Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 *(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	W Burke Royster	
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Tracy S. Atkins	Tracy S. Atkins	1-24-25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Sarah Southerlin	Sarah Southerlin	1-27-25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jennifer Adams	Jennifer Adams	2-28-25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 8601 White Horse Road Greenville, SC 29617

SCHOOL TELEPHONE: (864) 355-1100

PRINCIPAL E-MAIL ADDRESS: tsatkins@greenville.sc.us

Stakeholder Involvement for School Renewal

Position and Name

1. Principal Tracy S. Atkins

2. Teacher Sarah Southerlin

3. Parent/Guardian John Rogers

4. Community Member Jimmy Vereen, Danny Seay, Ashley Russell

5. Paraprofessional Eunice Parker

6. School Improvement Council Member: Suzie Hill

7. Read to Succeed Reading Coach Jennifer Adams

8. School Read To Succeed Literacy Leadership Team Lead Jennifer Adams

9. School Read To Succeed Literacy Leadership Team Member Caroline Sweeting

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
Yes No 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).
Yes No 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).
Yes No N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes No N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
Yes No N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes No N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

Yes No N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
Yes No N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
Yes No N/A	**Half-Day Child Development** The school provides half-day child development programs for four-year-olds (some districts fund **full-day programs**). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
Yes No N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
Yes No N/A	**Parenting and Family Literacy** 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.

Yes No N/A	**Recruitment** 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.
Yes No N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

Our school portfolio was developed to document the changes and progress our school has made while working to continuously improve student achievement. The portfolio provides our staff with an ongoing means for self- assessment, communication, continuous improvement, and accountability.

The categories utilized in this school portfolio are:

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan
- *Annual School Report Card*

This school portfolio is a living document that describes Armstrong Elementary and includes actual evidence of the work being conducted in our Professional Learning Community. It describes the Armstrong Elementary Community, our vision for the school, goals, plans, progress, and achievements in the context of client demographics, school/stakeholder needs, and school partnerships. The portfolio describes how we build and utilize our overall school plan for the purpose of increasing student achievement and learning, which is our ultimate goal. One can see an overview of all the progress and changes we have been able to accomplish within each section and throughout the school during this time. This portfolio also shows how all of these parts fit together to make our school a positive, safe place for our students and faculty members

A team of teachers, our Building Representative Committee, was involved in developing the narrative for our school portfolio based on input from all faculty and staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work on the school portfolio. In addition, information from our survey was gathered through input by parents, students, and community stakeholders, as well as teachers. Input was also received by students, parents, and teachers as reported on The School Report Card survey.

Leadership

The Principal at Armstrong Elementary School is Tracy S. Atkins. This is Ms. Atkins' tenth year serving in this capacity. Leadership is supported by the Administrative Assistant, Instructional Coach, Literacy Coach, and Title I Facilitator.

The decision-making process is a collaborative effort that involves school and district administration as well as faculty, staff, and members of the community. Recognizing the growing demands for higher student achievement and accountability at the classroom level, our teachers have become increasingly involved in the decision-making process over the past six years as demonstrated in the diagram below:

· Armstrong Leadership Team, made up of the Principal, Assistant Principal, Instructional Coach, Literacy Specialist, and Title 1 Facilitator

- participate in the development of Title I Needs Assessment
- review teacher observations to determine coaching needs
- coordinate Instructional Rounds
- review data to determine school wide areas of opportunity
- plan effective, specific Professional Learning Opportunities
- enforce district and school initiatives
- reflect on student learning and teaching
- plan for sharing teacher best practices
- participate and create action plans related to Focus Group Meetings

Armstrong Faculty Council (Building Representatives), made up of the Principal, Leadership Team and Grade/Department Representatives was established to:

- ensure the implementation of district and state standards and school vision
- review data and planning for improvement
- encourage and modeling school wide-expectations of best practices
- help determine and implement school goals
- guide, enforce, and reinforce the school portfolio plan
- coordinate grade level activities
- attend monthly focused council meetings
- communicate team concerns, successes, and feedback on specific school initiatives

School wide events are coordinated by all stakeholders throughout the year. These events include American Education Week, Black History Month, Hispanic Heritage Month, Student Conferences, Read Across America Event, school wide reading competition and a variety of other activities. The team may recommend specific courses of action that will support the implementation of a high-quality instructional

program aligned with the state's curriculum standards to celebrate various national holidays and observances.

Grade Level Teams/Data Teams - The purpose of grade-level teams is to maintain unity of curriculum, instruction, assessment, maintain pacing and to implement the standards at each grade level. Therefore, each teacher will:

- -participate in meetings with his/her grade level
- -coach and support the implementation of the standards
- -study and support each other's implementation of *Best Practices*
- -Grade level data analysis to inform remediation and enrichment needs
- -plan instruction that is engaging and student oriented
- - Weekly math and ELA PLCs

Executive Summary

Needs Assessment for School Climate: 2024-2025 School Report Card and Cognia Survey Results (average of parent, teacher and student survey results)

- Percent satisfied with learning environment- 72.3%
- Percent satisfied with school-home relations- 66.7%
- Student Explosion Rate- 0%

Needs Assessment for Student Achievement:(SDE School Report Card 2023-2024

- ELA – 41%
- Math- 39%

Needs Assessment for Teacher and Administrator Quality: PD focus for the 2024-2025 School Year

- Conscious Discipline
- ELA Training on new curriculum
- Reading Workshop
- Math Problem Solving
- Orton Gillingham
- Training on working with ML students
- LETRS
- Lexia usage
- Student Engagement/John Hattie

· **Significant Challenges for 2024-2025**

Armstrong Elementary School's students are in need of intense instruction in reading. We have realized many of our students are very hesitant to read because they struggle with basic reading practices which include vocabulary development, phonics instruction, writing about reading, interpreting and creating charts and graphs, informational text, and mathematical problem solving. We are continuing to address these challenges with professional development, focused professional learning communities, and intervention and enrichment during an Instructional Enrichment period held each day. We have grade level focused PLCs weekly to help our teachers develop effective instructional lessons. We also realize that student engagement in the rigor of Tier 1 instruction that matches the standard is key. We are working in our weekly PLCs to address these needs.

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Significant awards, results, or accomplishments for 2024-2025:

- Armstrong was a PEP Grant Recipient for the 2024-2025 school years. This grant provided many instructional resources for all teachers as well as a collection of books for every student to take home in a book bag and keep for their own personal use.

- Armstrong offered an After-School Program in the 2024-2025 school year to better serve our students' needs through integrated, hands-on activities which provide intense reading support services. All activities are standard driven and data driven based on student identified areas of opportunities using SC Ready and Mastery Connect Data.

- Armstrong developed a soft landing at the beginning of every day. Teacher used this time for intervention and classroom environment activities.

- Armstrong is using John Hattie research in student engagement. We have a focus for teachers and students to increase student engagement around the rigor of the standards.

- We are beginning to train in the implementation of Conscious Discipline.

School Profile

Armstrong Elementary

8601 White Horse Road
Greenville, SC 29617
Telephone: (864) 355-1100
Fax: (864) 355-1158
www.greenville.k12.sc.us/armstrng/
Grades: K4 - 5th Grade
Enrollment: 431
School Location: 8601 White Horse Road
Directions - http://www.greenville.k12.sc.us/gcsd/Schools/directions.asp
Principal: Tracy S. Atkins
Email:
tsatkins@greenville.k12.sc.us

School Facility Summary

- Building includes Gym, Music, Art Room, Guidance room, STREAM Lab,
- Building with 33 Classrooms, Library, Guidance Office, Social Work Office
- Speech Lab • PTA Office, Psychologist/Occupational Therapy Room, Mental Health Counselor, Cafeteria, Small Dining Room, Kindness Cafe
- Faculty Workrooms on each hall

Awards and Honors

- Artist In Residence (SMARTS Grant)
- Donors Choose Grants
- Public Education Partners
- Growth Mindset Character Recognition
- Webmaster's Choice Silver Award
- National Board-Certified Teachers
- United Way Achievement Award

School Personnel Data – reflects 24-25 GCS online school profile

- Administrator- 2
- Teachers/professional staff-36
- Support Staff- 16
- National Board Staff- 4
- Teachers with Master's Degree or above- 14
- Percentage of Teacher Attendance- 95.58%

Student Population

- Enrollment- 224 males,207 females
- Special Education- 20%
- Gifted and Talented- 3 %
- Attendance- 92.77%
- Retention- less than 1%
- Ethnicity-31.7% -White, 21.1% -African American, 36.1% -Hispanic, .6% Asian, .6% American Indian/Alaskan Native, 8.8% two or more races

School Profile Summary

Armstrong Elementary School (AES) has continued to be a transient population throughout the years. Our student enrollment has changed in terms of cultural diversity, and our faculty and staff continue to work diligently to accommodate our changing population. As we have grown, our student population has become more diverse regarding both ethnicity and socio-economic status. One hundred percent of our student population receives free lunch and universal free breakfast to all students. Armstrong also provides universal free breakfast and lunch to all students. Due to our percentage of students on free and reduced lunch, we became a Title I school for the 2004-2005 school year. Through research, best practices, and targeted professional development, our school strives to improve student achievement with a focus on English Language Arts and Math.

In addition to excellent educational opportunities, Armstrong Elementary School encourages participation in various academic groups. Our programs include after school extended day program, LEXIA groups, character education with emphasis on Conscious Discipline and Growth Mindset, Safety Patrols, and after school tutoring. Armstrong has a Parent Teacher Association (PTA) that supports school activities, and is available to support teachers by purchasing instructional materials and student incentives. The PTA hosts various events for the teachers, students and their families, including Meet the Teacher, Teacher Appreciation Week, Skate Nights, Family Movie Nights, Parent Trainings, Parent Lunch and Learns, Spring Carnival and host quarterly PTA meetings.

Armstrong had 2 new initiatives in the 2024-2025 school year that continue. We have done professional development around John Hattie's work in student engagement. We have begun work with Conscious Discipline to support our classroom management.

Armstrong continues to use MTSS along with OnTrack to meet the academic and behavioral needs of our students.

Armstrong rewards academic achievement in many ways. We have End of the Year Celebrations, and classroom-based student recognition programs such as Growth Mindset Awards and recognition of meeting academic goals and excellence. In addition to this, on any given day, a student may come to share a note of praise from the teacher and receive special recognition from the office. Armstrong promotes reading through many parent involvement activities that focus on the importance of reading with your child.

Armstrong Elementary School also teaches students that in order to become responsible individuals, we must reach out to others. Each year at Christmas the faculty and staff, business partners, and Santa Helpers provide Christmas toys and gifts for numerous families in need. Armstrong faculty members have made donations to the United Way and sponsored canned food drives for local food pantries along with Toys for Tots during the holiday season. In addition, we assist Berea First Baptist Church by providing weekend food bags for many families in our community.

As we continue our path to excellence, our challenge remains to meet the needs of each student, both academically and socially as we prepare tomorrow's leaders and help them achieve their personal best. Each child is important and deserves our very best efforts.

School Governance and Financial Management

Armstrong Elementary school is under the jurisdiction of Greenville County Schools. All financial claims and monies are handled using the processes outlined by Greenville County School District. Additional funds that may become available at the school level are requisitioned using the appropriate forms and are approved by the principal. PTA allows teachers the opportunity to request funds for special projects within their classrooms. Teachers submit proposals and the PTA Board decides whether or not to grant their request.

Parent Involvement

Armstrong Elementary is consistently striving to increase parent involvement. We have regular PTA meetings, an open house and School Improvement Committee. Our school and our PTA plans events throughout the school year that focuses on getting our parents involved. We host Trunk or Treat, carnivals, and encourage our parents to stay involved in their student's education.

Business Partnerships

Partner	How partner is utilized
Furman University	Clinical observations, tutoring, and clothes donations
North Greenville University	Clinical observations and Practicum Students
Wal-Mart	Donations and food bag project
Berea First Baptist	Weekend food bags, tutors
Berea First Baptist	Good News Club
Greenville Drive	Reading All Stars
Ingles	In house catering for events
Donaldson Career Center	Career Day Speakers

Instructional and Organizational Priorities

In our instructional setting, the content of the curriculum, instructional strategies, the monitoring of student achievement, and the professional development programs of our school are in alignment with each other and well aligned with the school's mission and beliefs.

Based on studies done for the Advance Ed and our school portfolio, the following instructional organizational priorities have been established:

- Student achievement and performance standards for self-assessment, as well as school-wide improvement
- Continuing development of collaborative networks with families and community members
- Continuing development of a collaborative decision-making process these same studies have helped us to establish the following student learning needs and desired results
    - Personal and social responsibility-increased evidence of students taking responsibility for personal actions, demonstrating respect for self and others, and good citizenship
    - Student goal setting
- Thinking and reasoning skills-increased evidence of students gathering information and using varied strategies to learn and generate new ideas and work to the rigor of the standards
- Communication Skills-increased evidence of students using, understanding, and analyzing a variety of communication forms

School's major academic and behavioral features/programs/initiatives:

● Academic Honor Rolls ● Advanced Technology (computers, laptops, Chromebooks, iPads) ● Improved Classroom libraries ● RTI ● Extended Day Program ● STREAM Lab ● After School Tutoring	● Science of Reading ● Regional Team Monthly Celebrations ● Awards Day/Nights ● Safety Patrol ● Battle of the Books ● Growth Mindset ● Conscious Discipline ● Armstrong Positive Behavior Program	● Title 1 Parent Involvement Activities ● Community partnerships ● MTSS ● Lexia ● Dreambox ● AMIRA

Mission, Vision, Values, and Beliefs

The implications of current educational research were reviewed and discussed by the planning team, which helped us take into account "best practices" identified through research and the challenges and opportunities our students will likely face in the future.

Mission

We the faculty at Armstrong Elementary School will create a safe environment that inspires and improves the quality of life for the students we serve.

Vision

We promise to…

Collaborate productively and efficiently to cultivate a community of learners;
Develop the potential of individual students while promoting a love for life-long learning;
Empower our students to make a difference and achieve excellence;
Encourage our students to be confident learners as we collectively share best practices through a quality education

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and Beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Staff was asked to brainstorm independently before we produced our core beliefs about what curriculum, instruction, assessment, and environment will increase our students' learning.

We believe…

- We believe all children can learn.
- We believe all people have positive qualities.
- We believe everyone is entitled to equal access to the educational process.
- We believe in respect and dignity for all people.
- We believe children are entitled to a nurturing atmosphere at home and at school, enabling them to reach their full potential.
- We believe learning is a lifelong process.
- We believe all people are responsible for their actions.
- We believe education must equip everyone to succeed in a changing world

Shared Vision

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Armstrong Elementary School students:

Curriculum

- Integrated between content area and connected to real world experience; children see a purpose to what they are learning
- Multiplicity of role models, from both the technical and professional fields
- Instruction that addresses the needs of all students
- A set of rigorous standards for measuring and improving the quality of school work
- Focus on Pacing as set through District Landing Page

Instruction

- · Developmentally appropriate instructional programs
- · Every student engaged in learning
- · Instruction that matches the learning style of the students
- · Instruction utilizing available technologies
- · Inclusive Practices
- · Integration of Mastery Connect and TE 21

Assessment

- Realistic assessment that gives students the opportunity to show what they learned in a variety of situations
- Academic subjects and real-world tasks in a system of standards-based instruction
- Common Assessments
- Data Teams/PLC that focus on assessment and student growth
- TE 21 Benchmarks

Environment

- Actively involved in a community of learning in a structured environment which stresses high expectations tempered by love
- We want to see a unity of purpose
- Student-centered integrated activities school wide

Provide a safe, inviting, technology rich environment for learning in which the active involvement of parents is welcome and essential to their children's success

Student Achievement Needs Assessment

ELA % Meets or Exceeds Expectations

	2021-2022	2022-2023	2023-2024
3rd	33.9%	39.3%	34.5%
4th	29.3%	50%	43.7%
5th	41.5%	39.3%	41%

Math % Meets or Exceeds Expectations

	2021-2022	2022-2023	2023-2024
3rd	43.6%	58.3%	38.4%
4th	27.6%	35.1%	41.7%
5th	35.8%	33.9%	32.8%

Teacher and Administrator Quality-Professional Development or 24-25

- LETRS
- Orton Gillingham Intermediate and new teachers
- Guided Reading
- Weekly ELA and Math PLCs
- Classroom Management and school wide Discipline
- Student Engagement
- Rigor and new standard implementation

2023-2024 SC SDE School Report Card

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 43.2% in 2022-23 to 68.2% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% 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)	48.9%	53.9%	58.9%	63.2%	68.2%
	439%	39%	Actual (ES)					
	61.7%	53.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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		*C=Continue*
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Instructional Leadership Team , teachers, Title 1 math specialist	n/a		*C=Continue*
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	Instructional Leadership Team , teachers, Title 1 math specialist	n/a		*C=Continue*
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	Coaches, Math Academic Specialists, teachers	n/a		*C=Continue*
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	Coaches, Math Academic Specialists, teachers	n/a		*C=Continue*
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Teachers, Instructional Coach, Administration, Title 1 Academic Specialists	n/a		*C=Continue*
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	Instructional Leadership Team, Academic Specialists	n/a		*C=Continue*
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Instructional Leadership Team	n/a		*C=Continue*
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, Title 1 Academic Specialists	n/a		*C=Continue*
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Leadership Team, Title 1 Academic Specialists	n/a		*C=Continue*
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning	2024-2029	Instructional Leadership Team, Title 1 Academic Specialists	n/a		*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between schools and parents.	2024-2029	Administration, Teachers	n/a		*C=Continue*
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Teachers, Academic Specialist, Title 1 Facilitator, Teachers	$500	Title 1	*C=Continue*

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 43% in 2022-23 to 64.7% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 5% 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)	44.7%	49.7%	54.7%	59.7%	64.7%
	43.0%	39.7%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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		*C=Continue*
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Literacy Coach, Instructional Coach, Academic Specialist	n/a		*C=Continue*
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	Reading Interventionist, Classroom teachers, Instructional Leadership Team	n/a		*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	Reading Interventionist, Classroom teachers, Instructional Leadership Team	n/a		*C=Continue*
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	Classroom Teachers, Instructional Leadership Team	n/a		*C=Continue*
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	Classroom Teachers, Literacy Coach, Academic Specialists	n/a		*C=Continue*
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	Instructional Leadership Team, Academic Specialist, Teachers	n/a		*C=Continue*
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Teachers, Instructional Leadership Team	n/a		*C=Continue*
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Interventionist, Literacy Coach, Teachers	n/a		*C=Continue*
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Teachers, Literacy Coach, Instructional Coach	n/a		*C=Continue*
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Instructional Leadership Team, Academic Specialist	n/a		*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Teachers, Instructional Leadership Team	n/a		*C=Continue*
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 community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to	2024-2025	· Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	Instructional Leadership Team, Teachers, Academic Specialist	n/a		*C=Continue*
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Teachers, Academic Specialist, Literacy Coach, Instructional Coach	n/a		*C=Continue*
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Literacy Coach, Instructional Coach, Teachers, Interventionist	n/a		*C=Continue*
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Literacy Coach, Instructional Coach, teachers	n/a		*C=Continue*
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Instructional Leadership Team, Academic Specialist	n/a		*C=Continue*
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	Instructional Leadership Team	n/a		*C=Continue*
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Literacy Coach, Academic Specialist, Instructional Coach	n/a		*C=Continue*
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		*C=Continue*
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Literacy Coach, Teachers, Academic Specialist	n/a		*C=Continue*
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Teachers, Instructional Leadership Team, teachers	n/a		*C=Continue*
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team, Academic specialists	n/a		*C=Continue*

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Administration	n/a		*C=Continue*
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	·			*C=Continue*
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		*C=Continue*

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☑Teacher/Administrator Quality* ☐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%
	10.4%	10.1%	Actual (District)					
			Projected (School)	8.5%	8%	7.5%	7%	6.5%
	16%	9%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: _Teachers will be empowered with a voice in decision making____					
1. Building Representatives will monthly meet to address climate and teacher empowerment (ways to cultivate empowerment)	2024-2029	· n/a			*C=Continue*

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	59.5%	54.5%	49.5%	45%.5	40.5%
	9.3%	61.5%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
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	· Instructional Leadership Team, Teachers	n/a		*C=Continue*
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	Instructional Leadership Team, Teachers	n/a		*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
custom, school-based programming to meet this goal.					
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	· Administration, Guidance			*C=Continue*
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	· Mentors, Instructional Leadership Team			*C=Continue*
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	· Administration			*C=Continue*
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	· Guidance, Teachers			*C=Continue*
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	· Teachers, Administration	n/a		*C=Continue*
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	· Instructional Leadership Team	n/a		*C=Continue*
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Guidance, Instructional Leadership Team, Teachers	n/a		*C=Continue*
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· School personnel, Administration	$300	Local Funds	*C=Continue*
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Instructional Leadership Team, School Building Rep Council	n/a		*C=Continue*
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Instructional Leadership Team, Guidance	n/a		*C=Continue*
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	· APBP/Shine Committee, Administration, teachers	n/a		*C=Continue*
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	· APBP/Shine Committee, Administration, Guidance	n/a		*C=Continue*
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	APBP/Shine Committee, Administration	n/a		*C=Continue*
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Teachers, Guidance, Instructional Leadership Team	n/a		*C=Continue*
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop	2024-2029	· On Track, Instructional Leadership Team, APBP/Shine Committee	n/a		*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
healthy regulation and decision-making skills.					

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 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%
	24.2%	23.9%	Actual (District					
			Projected (School)	24.91%	20.91%	19%	17%	16.91%
	25.25%	26.91%	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 *C=Continue, M=Modify, F=Finish*
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	· Guidance, School Social Worker, Administration	n/a		*C=Continue*
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Guidance, School Social Worker, Administration	n/a		*C=Continue*
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	· Guidance, School Social Worker, Administration	n/a		*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· Administration			
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	· School social worker, administration, guidance			*C=Continue*
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· School social worker, administration			*C=Continue*
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	School social worker, administration, guidance			*C=Continue*

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

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
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	3,056	3,147	3,241	3,338	3,438
		2,967	Actual (School)					

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.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	· Office staff and teaching staff			*C=Continue*
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Administration and teaching staff			*C=Continue*
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Office staff, teaching staff, administration			*C=Continue*
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	2024-2029	· Building Rep committee and administration			*C=Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Building Rep committee and administration			*C=Continue*
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Building Rep committee and administration			*C=Continue*
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	· Building Rep committee and administration			*C=Continue*
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Building Rep committee and administration			*C=Continue*
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	· Building Rep committee and administration			*C=Continue*