FOUNTAIN INN ELEMENTARY

Jessica Preisig, PRINCIPAL

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Fountain Inn, SC 29644
(864) 355-5100
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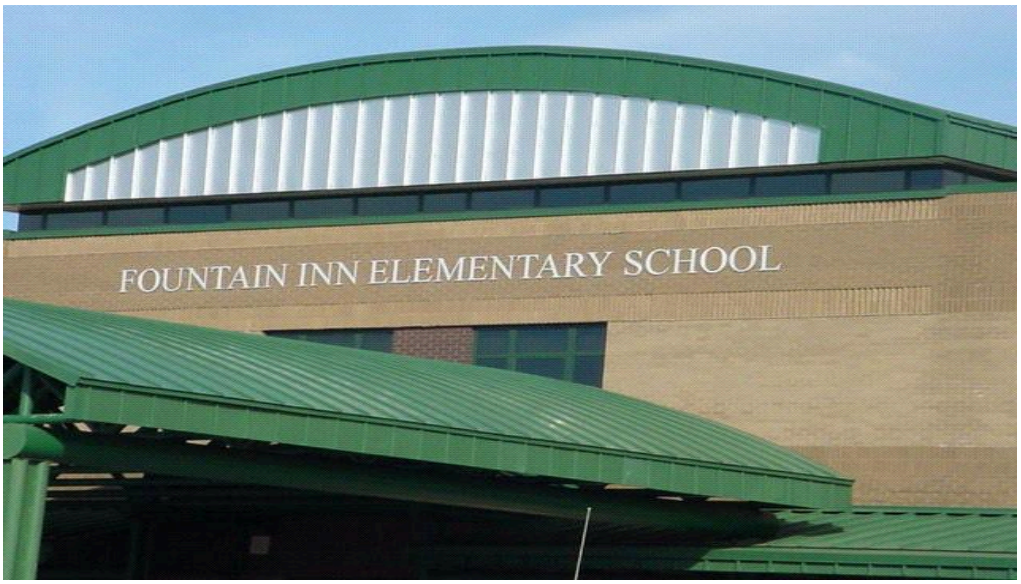
GREENVILLE COUNTY SCHOOLS

DR. W. BURKE ROYSTER, SUPERINTENDENT



Scope of Action Plan: 2024-2025 through 2028-2029

Annual Update for 2025-2026

School Renewal Plan Cover Page

School NAME: **Fountain Inn Elementary**

SCHOOL RENEWAL PLAN FOR YEARS 2024-2025 through 2028-2029 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-2026 *(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	3/10/25
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Jessica Preisig	Jessica Preisig	3/10/25
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	3/10/25
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Melissa Roper	Melissa S Roper	3/10/25
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amanda Reininger	Amanda Reininger	3/10/25
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 608 Fairview Street, Fountain Inn, SC 29644 SCHOOL

TELEPHONE: (864) 355-5100

PRINCIPAL EMAIL ADDRESS: jpreisig@greenvi1le.k12.sc.us

SC SDE Stakeholder Involvement

	Position	Name
1.	Principal	Jessica Preisig
2.	Teacher	Eileen Santos
3.	Parent/Guardian	Melissa Roper
4.	Community Member	Walt Tanner
5.	Paraprofessional	Pam O'Bleness
6.	School Improvement Council Member	Jessica Preisig
		……..Carmelita Cureton
		……Paul Crook
		……Julie Bridges
		……Walt Tanner
		……Cindy Owens
		……Ashley Bair
		……Eileen Santos
		……Leslie Cale
		……Aaron Hood
		……Melissa Roper
		……Jennifer Fisher
		……Mary Langston Don
7.	Read to Succeed Reading Coach	Amanda Reininger
8.	School Read To Succeed Literacy Leadership Team Lead	Amanda Reininger
9.	School Read To Succeed Literacy Leadership Team Members	Jessica Preisig
		……Cindy Owens
		……...Carmelia Cureton
		……..Amanda Reininger
		……Paul Crook

SC SDE (Act 135) Assurances

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
Yes	**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	**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	**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	**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	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	**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	**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.
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	**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	**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.
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.
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

Fountain Inn Elementary's Strategic Plan was developed to document the changes and progress our school has made while working to continuously increase student achievement, strengthen community relations, and offer purposeful staff development. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories in our strategic plan are:

Introduction
Executive Summary
School Profile
Mission, Vision and Beliefs
Data Analysis and Needs Assessment
Action Plan

Our strategic plan is a working document that describes Fountain Inn Elementary and includes evidence of our work. It describes our goals, plans, needs assessment based on results, and achievements. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning.

All of our stakeholders have an investment in our success. Our students are learning academic, emotional and social skills so they can be well-rounded, successful citizens. The FIES staff work collaboratively in Professional Learning Communities to meet the needs of our diverse population. The families of our students provide unwavering support through ongoing communication and attendance in meetings. Our community as a whole cares about our school. This is evidenced by their attendance in community performances and willingness to share their time as guest readers, SIC members and mentors.

This portfolio reflects who we are and how we work collaboratively for continuous improvement as we help every child grow academically, socially and emotionally.

The Staff of Fountain Inn Elementary

Executive Summary

Student Achievement Summary

Academic goals drive our planning, schedules, and instruction. Our classroom teachers and support staff work collaboratively to ensure all students are learning at their fullest potential. After careful review of demographic data, survey questionnaire results, and student achievement data, an effective strategic plan for student achievement was created. Benchmarks were identified for monitoring gains in both reading and math so instructional adjustments could be made throughout the school year. Staff development activities, which include engagement strategies, building effective PLCs,and utilizing technology to increase rigor are all focused on increasing student achievement. The staff, Instructional Leadership Team, and SIC update the goals and objectives determined by the strengths and limitations of current data. Data is disaggregated, discussed, and priorities are established for the upcoming school year.

For the 2023-2024 school year, our school participated in SC READY testing in third through fifth grade. When looking at this data, 65% of students scored Met or Exemplary in English Language Arts and 65% of students scored Met or Exemplary in Math.

For the 2023-2024 school year, all fourth-grade students participated in SCPASS Science. In regards to the SCPASS test, 50.9% of all fourth-grade students scored Met or Exceeding on Science.

Continual Steps Taken to Continually Improve:

Fountain Inn Elementary School continues to enhance instruction through reflection of current practices and data analysis. The following have been identified as areas of growth:

- Working with our Special Education team to create a stronger model for delivery of services including inclusive and resource services for both academics and behavior.
- Continual development of effective PLCs, including the use of common assessments,

common grading practices, and the use of effective instructional strategies in the classroom to meet the needs of all students.

- Staff development on strengthening our Project Based Learning focus including engagement, real-life applications, student feedback, self-assessment, accountable talk and presentation skills.
- Under the new revision to the Read to Succeed Act, the State Department of Education is requiring LETRS training for all K4-3rd grade teachers who are certified in early childhood, elementary, and special education. In addition, all administrators, reading coaches, Instructional coaches, and reading interventionists will be required to complete the training.Our staff will work together during this training to implement new understanding.

Teacher and Administrator Quality Summary

According to the 2023-2024 state report card, 51% of our staff hold advanced degrees which is up from 41.3% in the previous year. 100% of classes are taught by highly qualified teachers. On the School Climate portion of the state report card, teacher perceptions of instructional focus, safety and working conditions at Fountain Inn Elementary were above the district and state.

All staff will continue to participate in ongoing, professional development for meeting our academic goals and creating an engaging, safe learning environment.

School Climate Summary

According to our teacher, student, and parent survey data from the 2023-2024 school report card, 100% of teachers, 88% of students and 90.5% of parents are satisfied with the learning environment. We will continue to seek ways to create a school culture that cultivates and celebrates student growth and learning. In regards to school-home relations, 100% of teachers and 92.9% of parents indicated they were satisfied. We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Significant Challenges

One of our significant challenges from the past three years has continued to be reaching all abilities of the learning spectrum in the classroom. We strive to look for ways to lessen the gaps for our subgroups, as well as challenge our high-performing students.

In order to strive for 100% growth in our students, all teachers regularly meet with differentiated math and reading groups. Our staff is committed to strengthening collaboration between classroom teachers and support staff (ML, SPED, Intervention, Counseling, etc.). The need for this enhanced collaboration between classroom teachers and support staff can be found under the Student Progress section. Our overall percentage of student progress was less than the state and the district. As far as subgroups, our economically disadvantaged students have the largest discrepancy in their achievement. To address the barriers that often come with teaching children of poverty, staff will continue to focus on building relationships, teaching strategies for self-regulation and using data to identify specific skills that need to be retaught.

Awards and Accomplishments

During the 23-24/24-25 school year, our school was recognized as a Special Olympics Unified Champion School with a focus of building inclusion and an appreciation for diversity. Multiple teachers received Donors Choose grants including art projects such as mosaic tiles, clay and paint. Our STEAM lab teacher received a $10,000 Pilot grant for robotics equipment and a 3D printer.

Our Junior Beta Club had several winners at the state convention including Creative Writing and Spelling. Several of our chorus members performed in the Spring Sing concert,which showcases the talents of over 500 elementary and middle school singers in a professionally directed performance in the Concert Hall of the Peace Center.

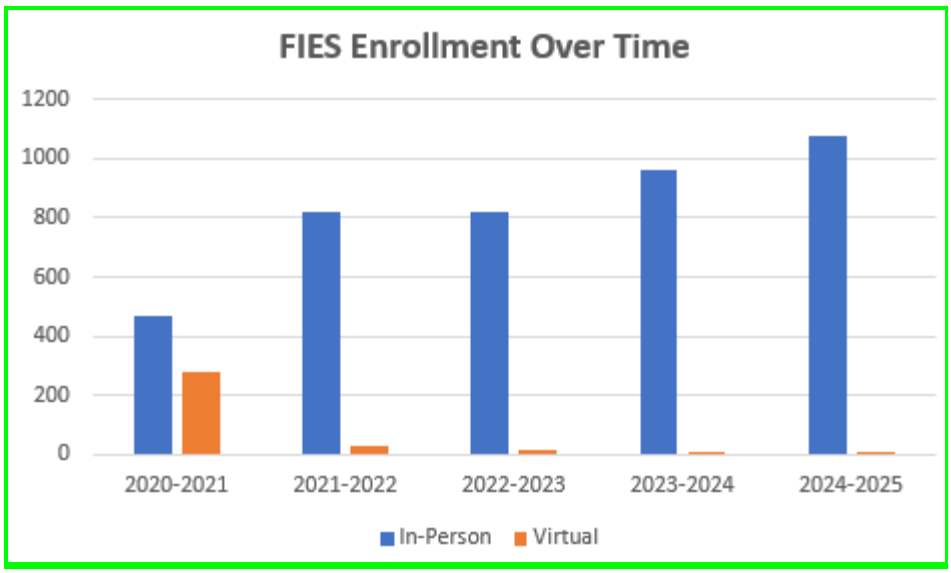
Kimberly Byrd, one of our third grade teachers, was recognized for a district employee spotlight for her excellence in professionalism and academic achievement. FIES students showed positive growth on the ELA and Math SCReady test from Spring 22 to Spring 23.

School Profile

<u>Fountain Inn Elementary and its Community:</u>

Fountain Inn Elementary is a kindergarten through grade five public school built in 1998. It is one of fifty-two elementary schools in the School District of Greenville County. Fountain Inn Elementary is located in Fountain Inn, South Carolina. Fountain Inn Elementary serves a community of urban, rural, and agricultural areas. It has been fully accredited by the regional association and is a deregulated school. Originally built in 1939, the new facility was completed in 1998. There are forty-two classrooms, as well as two art rooms, 2 music rooms, science lab, gymnasium, and a media center. Twelve additional classrooms and a multi-purpose room were added during the spring of 2007.

Fountain Inn is now home to 1076 (in-person) and 2 (virtual) students and 68 (in-person) and 0 (virtual) instructional staff members and 19 support staff members.



Fountain Inn Elementary has the following current combined (in-person and virtual) enrollment configuration by grade level:

Student Totals by Grade

Year 2024-2025	Grade	In-Person Students	Virtual Students	All Students
	K3	22	0	22
	K4	43	0	43
	K5	167	0	167
	01	167	0	167
	02	170	0	0
	03	184	0	184
	04	159	0	159
	05	166	2	166
2024 - 2025 Total		1076	2	1078

Our school population has increased over 100 students in the past year. It is imperative that we are aware of the ongoing changes throughout Fountain Inn as the town continues the revitalization process in an effort to impact our students and community.

Fountain Inn Community

The Fountain Inn Community reflects the growing national trend toward an increase in the number of single-parent families, families where both parents are working, or families where neither parent is working. This has been further compounded by the current economic conditions. According to the 2020 census for the Fountain Inn zip code of 29644, the city has a population of 10,416. The educational level of our community is quite diverse. Approximately 31.2% of the population only has a high school diploma or equivalent; 17.8% has some college, no degree; 12.4% has an Associate's degree and 26.2% of the population has a Bachelor's degree or higher. Approximately 20% of the population consists of single parent households. According to the 2020 Census, 12.2% of the households reported are living below the poverty level in Fountain Inn. This affects the quality of educational resources available to students in their homes.

Parental Involvement and Community Business Partners

School Improvement Council (SIC) meets monthly to review school decisions and policies and offer advice towards meeting our school goals. SIC includes the Principal, Assistant Principal, Assistant Administrator, two teachers, a PTA representative, two parents, and two community/ business members. The PTA Board meets monthly to discuss school improvement and projects for the school. The PTA Board includes the President & Vice- President, Treasurer, Secretary, Teacher Liaison, and Ways and Means Chair. Many in the business community have reached out to Fountain Inn Elementary for ways to help the school in meeting the needs of the students and teachers. They have offered incentives for both students and teachers as well as services to enhance the overall program.

School Leadership

Mrs. Jessica Preisig is in her second year as Principal of Fountain Inn Elementary School. This is her 7th year as a school administrator and her 20th year in education. She holds a Master's Degree in School Supervision.

Mrs. Carmelita Cureton is in her second year as Assistant Principal at Fountain Inn Elementary. This is her 7th year as a school administrator and her 19th year in education. She holds a Bachelor's in Early Childhood Education and a Master's in Instructional Accommodation as well as School Supervision and Administration.

Mr. Paul Crook is in his second year as Assistant Administrator at Fountain Inn Elementary, This is his fifth year as a school administrator and his 17th year in education. He holds a Bachelor's in music education, certification in Elementary Education and a Master's in School Leadership and Supervision.

Fountain Inn Elementary Staff

The staff at Fountain Inn Elementary School includes: 1 principal, 1 assistant principal, 1 assistant administrator, 1 instructional coach, 2 school counselors, 1 mental health counselor, 45 classroom teachers, 3 self-contained special education teachers, 2 resource teachers, 2 speech teachers, 1 media specialist, .6 challenge teacher, 1.5 media clerk, 7 kindergarten aides, 2 K3 aides, 2 K4 aides, 4 special

education resource self-contained aides, 1.6 music teachers, 1.6 physical education teachers, 1.6 art teachers, 2 RTI interventionist, and 1 Literacy Specialist.

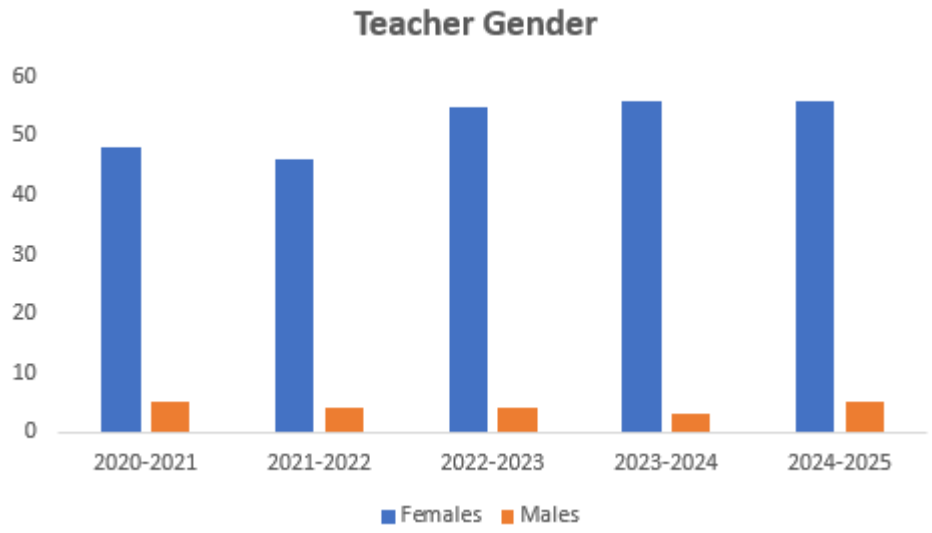
Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	49	Up from 46
Percent of teachers with advanced degrees	51.0	Up from 41.3
Teacher attendance rate	99.9	Up from 93.7
Average teacher salary	$60,278	Up from $56,441
Percent of teachers on continuing contract	100.0	No change
Percent of teachers returning from previous year - current year	81.3	Down from 93.3
Percent of teachers returning from previous year - three year average	88.2	Up from 80.2
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	93.4	Up from 86.9
Student-teacher ratio in core subjects	24.6 to 1	Up from 23.9 to 1
Percent of inexperienced teachers	9.7	Down from 20
Number of inexperienced teachers	6	Down from 10
Percent of out-of-field teachers	4.8	Up from 0
Number of out-of-field teachers	3	Up from 0
Percent of inexperienced school leaders	N/AV	N/A
Number of inexperienced school leaders	N/AV	N/A

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Fountain Inn Elementary is centrally located near numerous colleges and universities where continual educational programs are available and accessible. This accessibility provides teachers with the resources to enhance their professional knowledge, and continually upgrade their teaching throughout the year. Staff development programs are based on a review of data and survey results to determine the areas of instructional needs for our staff.

There are currently 56 female and 5 male teachers.



There are currently 59 Caucasian and 2 African-American teachers.

Additional personnel include 2 guidance, one secretary, two attendance clerks, six custodians, and six food services workers. Six bus drivers also provide services to students which include three regular education buses and three special education buses. Other support personnel available to assist in meeting the needs of Fountain Inn Elementary students include the district psychologist, mental health counselor, two speech pathologists, 2 OT Therapists, and 1.5 school nurses.

Counseling and Other Student Support Services

Students at Fountain Inn Elementary receive a high level of support services from an outstanding staff. Julie Bridges and Alexis Benham, our school counselors, provide a comprehensive, developmental guidance program for all students. Direct services include classroom guidance lessons, small group sessions, and individual counseling. As needed, the counselor provides crisis intervention for members of the school community. Indirect services include consultation with parents, teachers, and administrators. The program assists students' growth in three major areas as defined by the state. They are: 1) Learning to learn (academic development), 2) Learning to work (career development), and 3) Learning to live (personal/social development).

Anna Solesbee, our school's site-based Mental Health Counselor, works with our school to increase partnerships within our school and community that promote emotional health. Her position is funded by the S.C. Department of Mental Health and has a mission of identifying and intervening at early points in emotional disturbances and assisting parents, teachers, and counselors in developing comprehensive

strategies for resolving these disturbances. School-based services include individual, family, and group counseling as well as crisis intervention and psychiatric consultation as needed. These programs are non-stigmatizing and easily accessible to children and their families in the Fountain Inn Community.

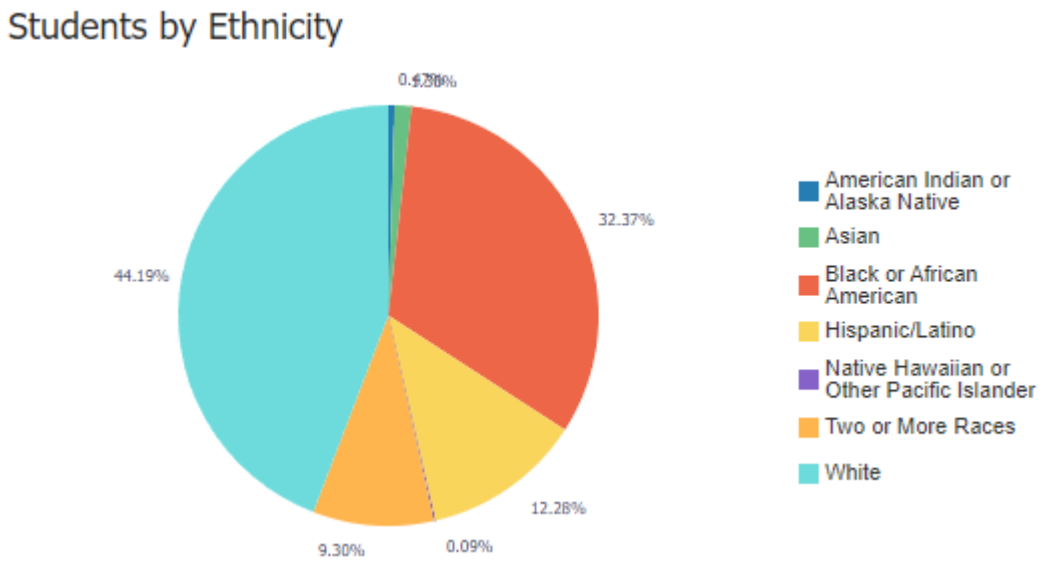
Safety, Cleanliness, and Adequacy of School Facilities

Fountain Inn Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan. Regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing student safety first. Safety Patrol, originally sponsored by the police department, is now coordinated and supervised by adults in our building.

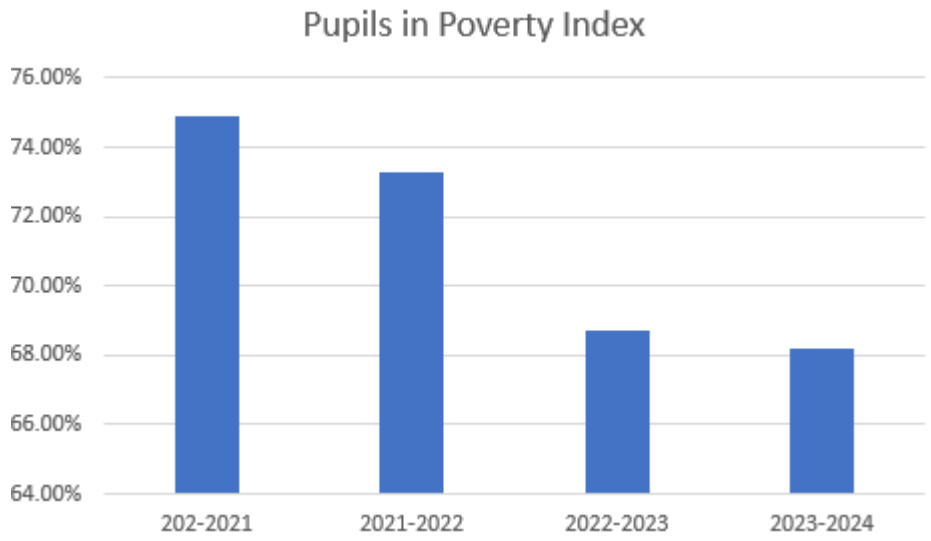
Specific safety concerns regarding buildings and grounds at the school site are handled by both the maintenance department and site custodians or utility workers assigned to site duties. Our professional staff includes one plant engineer and five custodians who perform basic cleaning operations in every classroom every day.

Fountain Inn Elementary Students:

The total enrollment of Fountain Inn Elementary School is 1078. At present, the student enrollment at Fountain Inn Elementary is composed of 12.28 percent Hispanic, 44.19 percent Caucasian, 32.37 percent African-American, 9.3 percent two or more races, and 0.56 percent "Other", as shown in the pie chart below. The population served by Fountain Inn Elementary has remained consistent with no significant shifts in demographics of ethnic groups over the past years.



The Pupils in Poverty Index (PIP) for Fountain Inn Elementary is currently 68.2%. The PIP Index over time can be viewed in the infographic below.



The student population is composed of students with 5 home languages with 61 students served through ML services. These languages, in order of student enrollment, are Spanish, Portuguese, French, Russian, and Arabic. Fountain Inn Elementary has several funded programs which focus on helping "at risk" students and the special needs of all students. This assistance is provided by having specialized instruction during the school day.

Fountain Inn Elementary has identified 31.6% of its population this year as special needs students. There are 53 students in the gifted and talented program, 52 students assigned to self-contained special education classes, 81 students in special education resource classes, and 125 speech students. There are 30 students on a 504 plan.

Fountain Inn Elementary Academic and Behavior Features:

Fountain Inn Elementary School offers a variety of academic programs and accommodations to meet student needs. Data is utilized to determine needs of students and effectiveness of models.

Measures of Academic Progress (MAP) - The Measures of Academic Progress (MAP) test is an additional resource for assessment in Greenville County. This computerized system of testing was administered once this year to all Greenville County Schools in first and second grade students in both reading and mathematics. MAP correlates with national and state curriculum standards, and is nationally norm- referenced. The difficulty of each test item adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences. As MAP testing continues, the

results will increasingly be used to help assess students' academic achievement and in district planning.

OnTrack - The OnTrack Team, chaired by our Intervention Specialist, meets weekly to address students with learning problems not resolved by classroom accommodations. Members may refer students for possible psychological evaluations. The purpose of this team is to explore interventions and strategies to put into place for the purpose of serving student's individual needs. If students qualify based on the psychological testing provided by our district, students will then enter into the inclusive resource program or self-contained resource program.

Reading Intervention - Reading instruction is supported in kindergarten through 5th grade with reading intervention utilizing three positions: two full-time RTI, and one full-time Literacy Specialist. All kindergarten through 5th grade students are screened three times a year with Amira. Students who score in the high-risk area are targeted and provided with 30 additional minutes of reading intervention at least four times per week. High-risk kindergarten students are supported through small group intervention using Reading Horizons or Fountas and Pinnell's Leveled Literacy Intervention (LLI) orange literacy system. The first grade high-risk students receive small group instruction with Reading Horizons or the LLI green literacy system. Second and third grade students who have been identified as high risk receive small group instruction using Reading Horizons or the LLI blue literacy system. Fourth and fifth grade high-risk students receive additional support through Amira tutoring. Student progress is monitored through running records, Amira, and Reading Horizons skills checks daily throughout the school year.

Amira - All teachers have been trained to implement Amiral in the classroom. This program measures proficiency in reading and promotes small group instruction. Amira is used to evaluate reading progression as students increase their reading achievement. A measurement is taken three times a year. All staff have successfully implemented Amira within their classrooms. Teachers regularly check Amira Progress Reports to meet individual students' reading needs.

Technology Integration - Instructional staff members (Kindergarten through fifth grade) are trained to utilize ActivPanels, Laptops, Chromebooks, and Hues to incorporate technology into daily instructional delivery and student engagement. Our staff has also participated in a series of Google Apps for Education training, Discovery Ed training, as well as other technology tools to assist with effectively utilizing Google Chromebooks to support and extend student learning. We began implementing Personalized Learning with Chromebooks in grades 3-5 during the 2017-2018 school year. The 2020 school year introduced PLD to all students in grades K4-5th grade.

STEAM – We are striving to become a STEAM school. Our staff has participated in a series of professional development opportunities to effectively implement PBL practices. We continue to provide ongoing staff development to assist with effectively implementing STEAM strategies and practices to support and extend student learning. A team of staff members is scheduled to train with the Buck Institute June 27-July 1, 2022. We also added a full-time STEAM Lab this year on the Related Arts Wheel.

Data Tracking - We continue to provide staff development focused on instruction strategies and best practices to implement within the classroom. As a school, we are tracking students' progress in setting goals for Amira, MVPA District Benchmark assessments, MasteryConnect formative assessments, and common formative assessments.

PLC (Professional Learning Community) - We continue to provide ongoing staff development for maintaining ourselves as a strong Professional Learning Community. Over the past years as a PLC, we have participated in numerous book studies, addressed issues pertaining to professionalism, developed common grade-level assessments, and utilized a consistent grading system for our school.

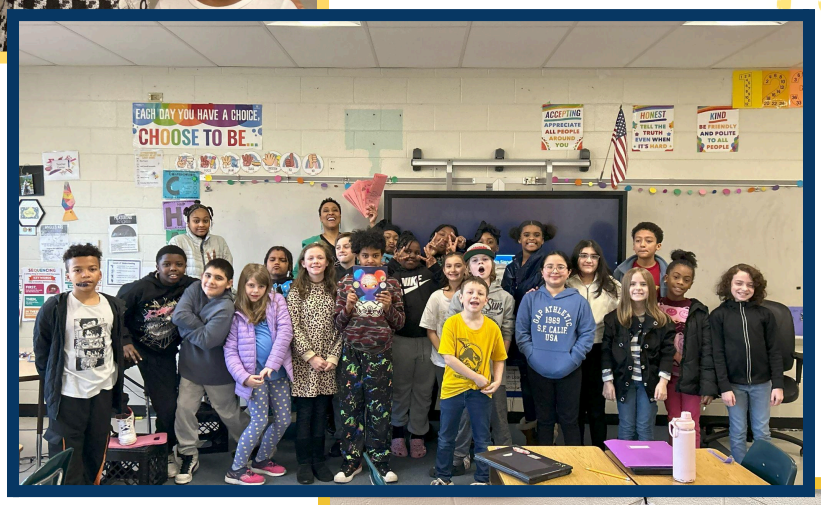
After-School Activities – Fountain Inn Elementary supports after-school programs that service many of the students attending the school. These programs include: Good News Club, Elementary Beta Club, Safety Patrol, Chorus, Art Club, and the After-Care Program. FIKE is also a local free after-school and mentoring center for our students in the community of Fountain Inn.

Classroom Discipline/Learning - Fountain Inn Elementary provides a disciplined, but stimulating, learning climate for students. This climate for learning is enhanced with parental involvement. Parents are encouraged to become involved in school communities and councils, to help with homework, and to encourage and honor their child's successes. Daily instruction directly aligns with our state academic standards and district curriculum support.

Student discipline is the responsibility of all Fountain Inn Elementary staff members. A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behaviors. To reach this goal, Fountain Inn Elementary offers many opportunities for student participation and recognition. Our school's Positive Behavior Intervention Support (PBIS) strategies assist us in promoting positive behaviors and minimizing negative outcomes.

At Fountain Inn Elementary our positive behavior theme, "Let Your Light Shine Bright!" or "SHINE," stands for **S**how Respect, **H**old Yourself Accountable, **I**nspire Others, **N**ever Give Up, and **E**veryday Good Choices. Expectations are clear throughout the school and home. School rules and consequences are posted in every room and additional areas throughout the school. Students are rewarded for following the "SHINE" acronym individually and as a class. Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Mission, Vision, and Beliefs



Mission, Vision, and Beliefs

School Mission & Vision

Empowering ALL students to SHINE

School Expectations

S-Show Respect

H-Hold Yourself Accountable

I-Inspire Others

N-Never Give Up

E-Everyday Make Good Choices

Core Beliefs

- Everyone in our school is important and valuable.
- Every student is in our room for a reason.
- Teachers will make sure students know what they are learning and why.
- Every student can be successful.
- Our staff will focus on solutions not problems.
- When someone on our team struggles, we will support them.
- We all make mistakes because we are all learning and growing.
- We can positively influence students who are disengaged or disadvantaged.

Data Analysis and Needs Assessment

Data Analysis and Needs Assessment

Student Achievement Needs Assessment:

Data Source:

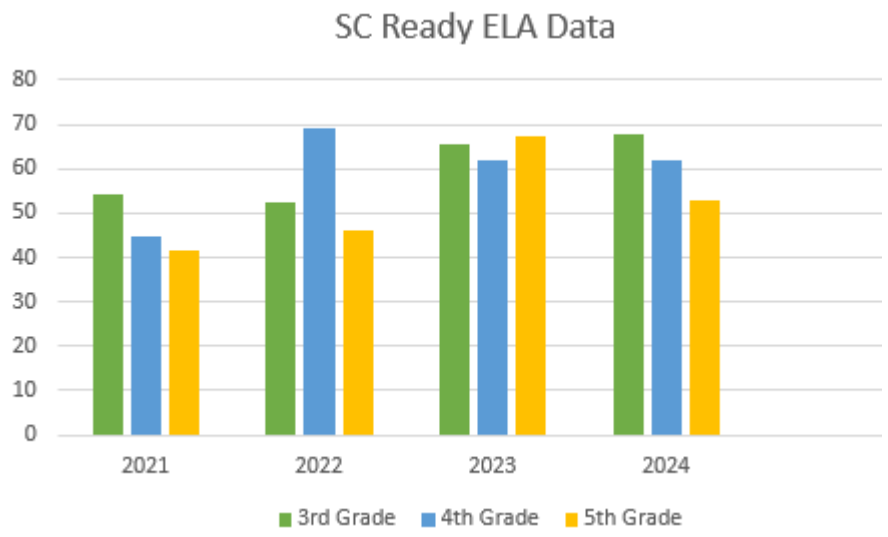
- SDE School Test Scores Website
- SDE School Report Card Website

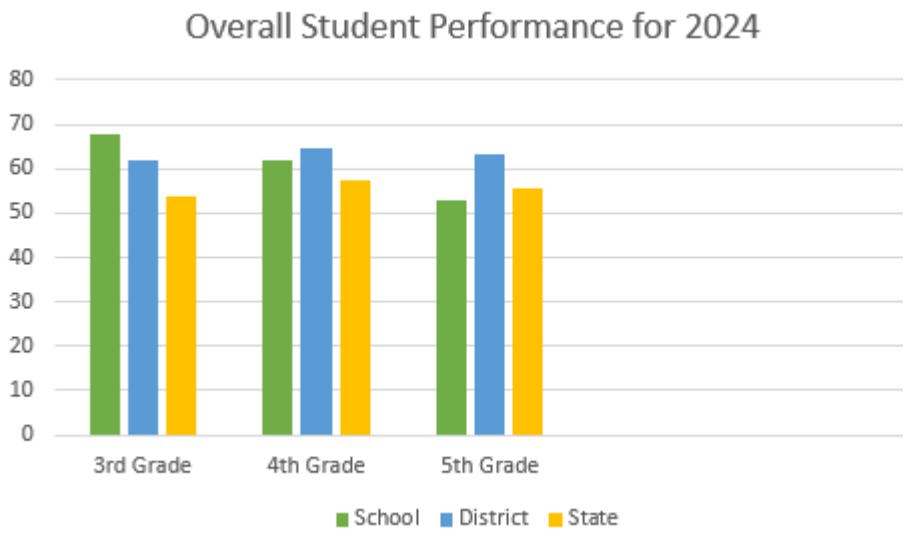
SC READY Analysis

Each year, students in third through fifth grades at the elementary level take this standardized assessment. The scoring categories included the following SC READY Levels: Exceeds Expectations, Meets Expectations, Approaches Expectations, Does Not Meet Expectations. School performance, as

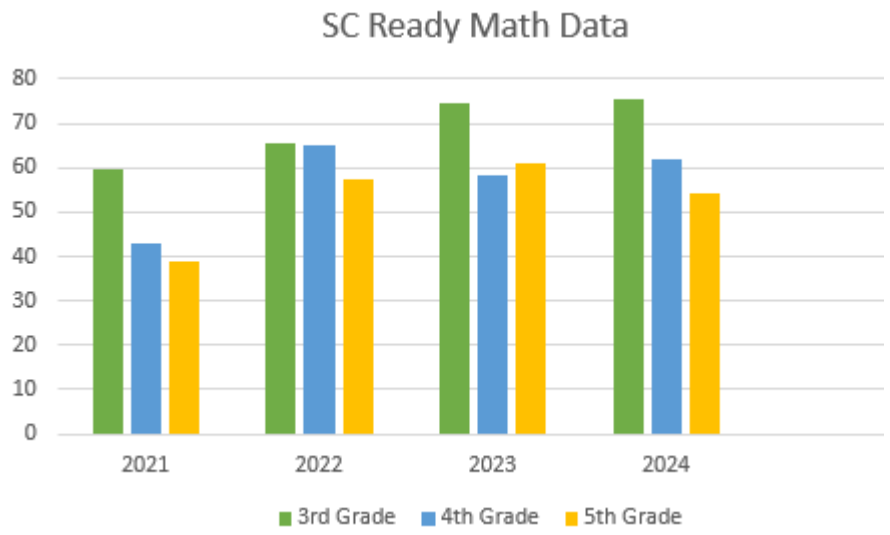
well as grade level performance is below.

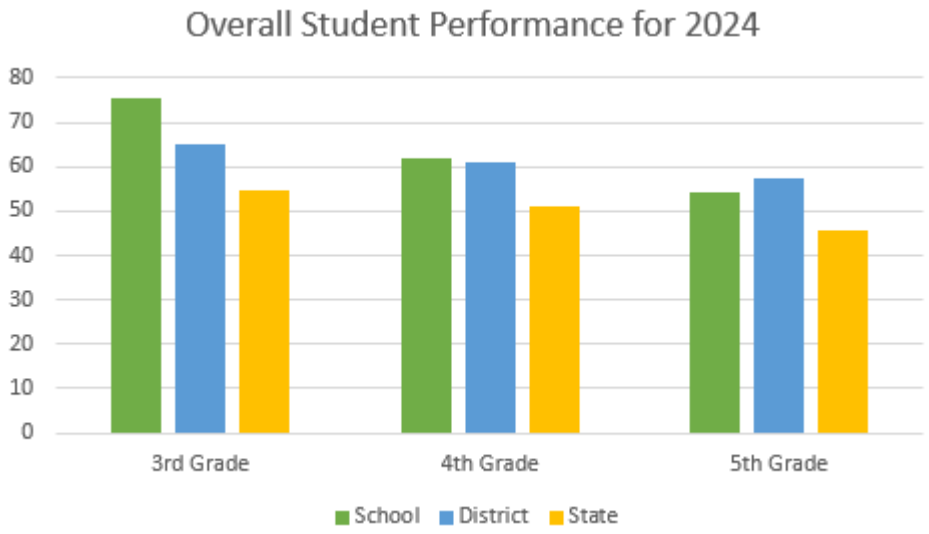
SC READY ELA





SC READY MATH





Fountain Inn Elementary Professional Development Calendar							
For School Year 2024-2025							
Focus on: LETRS Training, PLC, PBL, Response to Intervention, Meaningful Data Analysis							
Title	**Presenter**	**Description**	**Date**	**Time**	**Targeted Group**	**Correlation to School Goals**	
PBL 101 & PBL 201	GCSD Staff	101: Intro to PBL & Project Design 201: Building Key knowledge and skills for effective PBL Implementation	PBL 101: PBL 201: July 28-July 30, 2024	8:30-3:30 FIHS	Identified Staff	Goals 1, 2, & 3	
FIE: Faculty Council Planning	Preisig, Curton, Crook	Planning for the 24-25 School year, Setting Goals, Strategies, & Celebrations	July 22, 2024	12:00-3:00	Faculty Council Members	Goal 1,2,&3	
New Teacher Support	Priesig & Owens	To discuss methods and strategies that will guide continual improvement of our school.	7/31/24	8:30-12:30	New Teachers to FIE	Goal 1,2,&3	
SPED Inclusion Practices	SPED Teachers & HR Teachers	Key knowledge and skills for effective SPED Inclusion	July 10, 2024	1:00	SPED Teachers & Identified HR Teachers	Goal 1, 2, & 3	
PLC Collaboration	Priesig, Curton, Crook, Reininger, Owens	Grade level collaborations focused on instructional practices, academic updates, instructional strategies, and student data	Weekly	During PLC	FIE Staff	Goals 1, 2, & 3	

LETRS	TBA	LETRS: Overview and strategies for implementation	June 24, 2024 - Unit 1 August 5, 2024 - Unit 2 Nov.4, 2024 - Unit 3 Jan. 6, 2025 - Unit 4 June 30, 2025 - Unit 5 August 6, 2025 - Unit 6 Oct. 13, 2025 - Unit 7 Jan.,5, 2026 - Unit 8	8:00-3:00	K-3rd Admin IC RTI Literacy Coach Challenge SPED ML	Goal 1,2,&3	
Reading Horizons	TBA	Reading Horizons Implementation	5/30/2024 September 24, 2024 October 8, 2024 October 16, 2024 November 12, 2024	8:30-3:30			
PowerTeacher Pro	Owens	Navigating PTP and establishing individual gradebooks	August 6, 2024	Planning Periods	FIE Staff	Goal 1,2,&3	
Mastery Connect	Owens	Navigating MC & Setting Up Trackers	August 6, 2024	Planning Periods	FIE 2nd - 5th Grade Teachers	Goal 1,2,&3	
OnTrack	Balentine, Tchimou	OnTrack Procedures and Guidelines	TBA	PLC Planning	FIE Staff	Goal 1,2,&3	
MAP Test Training	Balentine Reininger	MAP Testing Guidelines	August 15, 2024	12:30	1st Grade, SPED	Goal 1,2,&3	
HMH Amira	TBA	To provide teachers with support and guidance with progress monitoring and identified intervention support needs for students in reading	ongoing	During PLC	FIE Staff	Goal 1,2,&3	

Working Website Training	Owens, Balentine	Setting up and Updating Teacher Websites	July 31, 2024	10:00	Optional - FIE Staff	Goal 1,2,&3	
ReThink Ed Overview	Bridges	Overview of ReThink Ed & SEL Lessons	TBA	3:00	Optional - FIE Staff	Goal 1,2,&3	
Raptor Training	Paul Crook	Raptor Overview	August 2, 2024	8:30	FIE Staff	Goal 1,2,&3	
CogAT/IOWA Test Training	Owens Balentine	CogAT & IOWA Test Guidelines	Sept. 30, 2024	1:20	FIE Staff	Goal 1,2,&3	
ACCESS Test Training	Reininger Owens	ACCESS Test Guidelines	Jan. 17, 2025	11:30	FIE Staff	Goal 1,2,&3	
SCReady Test Training	Owens Reininger	SCReady Administratio n Training	April 23, 2025	3:00	2nd - 5th grade teachers & all instructional support staff	Goals 1, 2, 3	

School Climate Needs Assessment
Data Source: SDE School Report Card Website

SCHOOL PERCEPTIONS

The survey data below is recorded from the Annual School Report Card from the State of South Carolina. Evaluations are presented from teachers, third-fifth grade students, and all parents. School climate is recognized as a significant factor related to student achievement. Survey results from the 2023-2024 school year are included below.

Survey Data from the Annual Report Card Survey – Teachers					
	2020	2021	2022	2023	2024
Satisfied with learning environment	N/A for this year	100	100	100	100
Satisfied with social and physical environment		100	100	98.1	96.3
Satisfied with home-school relations		97.3	N/A	100	100

Survey Data from the Annual Report Card Survey – Students					
	2020	2021	2022	2023	2024
Satisfied with learning environment	N/A for this year	96.4	93.9	88.4	88
Satisfied with social and physical environment		94.6	89.9	88	90.5
Satisfied with home-school relations		90.9	93.5	89.9	93

Survey Data from the Annual Report Card Survey – Parents					
	2020	2021	2022	2023	2024
Satisfied with learning environment	N/A for this year	94.7	90	94.1	90.5
Satisfied with social and physical environment		87.3	90	90.6	91.3
Satisfied with home-school relations		90.9	82.6	92.9	92.9

According to our 2024 results, the staff rated satisfaction with the social and physical environment slightly lower. Student ratings increased slightly in social and physical environment and home-school relations. Parent ratings increased in social and physical environment, and remained the same in home-school relations and decreased slightly in the learning environment. As a result of these findings, our school will continue to explore and enhance strategies to improve and increase communication and involvement with our parents and community.

Of our school's 1081 students, 93.04% of their families have created a Greenville County Schools

Backpack account. This is the primary resource for sharing student information with parents, including absences, behavior information, and grades.

Our school goal is conferences with 100% of our students' parents over the course of the year. We have achieved this goal each year. In addition, we are working toward making sure 100% of our parents are connected to Greenville County's Backpack system. This program allows the school to share grades, attendance, behavior, and announcement information with parents. This program also allows us to maintain up to date contact information for families. As of the 2024-25 school year, we have increased from 88.3% to 93.04% of our students' families being connected to the Greenville County Schools' Backpack System.

Since the COVID-19 pandemic, absenteeism has become a special focus in most schools. The state of South Carolina defines chronic absenteeism as any student who misses 50% or more of the school day for more than 10 days. For the 2023-24 school year, we have a chronic absenteeism rate of 17.8%. This was a decrease from 19.41% for the 2022-23 school year (as reported on the SC Report Card).

Improving student behavior is another important goal for our school. In the 2022-23 school year, 4.5% of our students had at least one disciplinary referral to the office. Of those students, 39.5% of them had two or more referrals. For the 2023-24 school year we had 9.9% of our students had at least one disciplinary referral to the office. Of those students, 44.3% of them had two or more referrals.

Action Plan

FOUNTAINNN
the INN Place to Learn Elementary

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 64.5% in 2022-23 to 72% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __1_% 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)	68%	69%	70%	71%	72%
	65%	63.9%	Actual (ES)					
	60%	61.2%	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 acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	☐Admin Team ☐Instructional Leadership Team	NA	NA	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	☐Instructional Leadership Team ☐Teachers	NA	NA	C
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	☐GCS Math Academic Specialists ☐GCS Math Curriculum Writing Team ☐Instructional Leadership Team ☐Teachers	NA	NA	C
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	☐ GCS Math Academic Specialists ☐ GCS Math Curriculum Writing Team	NA	NA	C
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	☐ GCS Math Academic Specialists ☐ GCS Math Curriculum Writing Team	NA	NA	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team	NA	NA	C
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	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C

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 65% in 2022-23 to 72% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% 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)	68%	69%	70%	71%	72%
	65%	60.8%	Actual (ES)					
	64%	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	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Literacy Specialist ☐ 3rd Grade Teachers	NA	NA	C
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district	2024 - 2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
screeners, summative assessments and classroom observations.		☐ Interventionists			
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	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers ☐ Interventionists	NA	NA	C
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	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers ☐ Challenge Teacher	NA	NA	C
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	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers ☐ Interventionists	NA	NA	C
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	☐ GCS ELA Academic Specialists ☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers ☐ Interventionists	NA	NA	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	☐ GCS ELA Academic Specialists ☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers ☐ Interventionists	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers ☐ Interventionists	NA	NA	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
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.	2024-2025	☐ Director of Early Intervention and Student Support	NA	NA	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
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	☐ GCS ELA Academic Specialists ☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
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 all students in building necessary reading skills.	2024-2029	☐ GCS ELA Academic Specialists ☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	☐ GCS ELA Academic Specialists ☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers	NA	NA	C
3. Build capacity for consistent implementation of the GCS	2024-2029	☐ NA	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Secondary ELA Instructional Framework.					
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	☐ Administration Team ☐ Instructional Leadership Team ☐ Teachers ☐ Interventionists	NA	NA	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	☐ GCS ELA Academic Specialists ☐ Administration Team ☐ Instructional Leadership Team	NA	NA	C

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)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	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: 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	☐SIC Committee ☐Guidance Counselors	NA	NA	C
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	☐ SIC Committee ☐ Guidance Counselors ☐ Administration ☐ Instructional Coach ☐ Literacy Specialist	NA	NA	C
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	☐ Guidance Counselors	NA	NA	

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)	11.50%	11.00%	10.50%	10.00%	9.50%
	12%	18.7%	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: Enhance Support Systems:					
1. Continue mentorship programs pairing new teachers with experienced trained mentors to provide guidance and support during their initial years and/or new to the state teachers.	2024-2029	☐Administration ☐Instructional Coach ☐Trained Teacher Mentors	NA	NA	C
2. Offer ongoing professional development opportunities tailored to the needs and interests of teachers, including workshops, seminars, and online courses.	2024-2029	☐Administration ☐Instructional Coach ☐Literacy Specialist ☐GCS Instructional Technology Staff ☐GCS Academic Team	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Advocate for competitive salaries and benefits packages to attract and retain high-quality educators.	2024-2029	Administration FIE Staff	NA	NA	C
4. Promote work-life balance initiatives such as flexible scheduling, reduced paperwork, and wellness programs to prevent burnout.	2024-2029	Administration FIE Leadership Team	NA	NA	C
5. Involve teachers in decision-making processes related to curriculum development, school policies, and instructional strategies to increase their sense of ownership and empowerment.	2024-2029	Administration Faculty Council Members	NA	NA	C

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)	37.47%	35.47%	33.47%	31.47%	29.47%
	39.47%	44.3%	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	☐Administration ☐OnTrack Team	NA	NA	C
2. Establish consistency in teaching and reinforcing expectations and building	2024-2029	☐Administration ☐Guidance Team	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
positive relationships, while allowing custom, school-based programming to meet this goal.		☐ Teachers			
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 Team ☐ Teachers ☐ OnTrack Team	NA	NA	C
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	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C
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 ☐ Guidance Team ☐ OnTrack Team ☐ Teachers	NA	NA	C
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	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C
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	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C
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	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	☐ Administration ☐ Guidance Team ☐ Teachers ☐ OnTrack Team	NA	NA	C
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	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C
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	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C
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	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	☐ Administration ☐ Guidance Team ☐ Teachers	NA	NA	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	☐ Administration ☐ Guidance Team ☐ Teachers ☐ OnTrack Team	NA	NA	C

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)	17.41%	15.41%	13.41%	11.41%	9.41%
	19.41%	17.8%	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	☐ Administration ☐ Guidance Team ☐ Teachers ☐ OnTrack Team ☐ Attendance Clerk	NA	NA	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐ Administration ☐ Guidance Team ☐ Teachers ☐ OnTrack Team	NA	NA	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and	2024-2029	☐ Administration ☐ Guidance Team	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
follow-up on individual Attendance Intervention Plans.		☐ Teachers ☐ OnTrack Team ☐ Attendance Clerk			
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	☐GCSD	NA	NA	C
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	☐ Administration ☐ Guidance Team ☐ Teachers ☐ OnTrack Team ☐ Attendance Clerk	NA	NA	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	☐ Administration ☐ Guidance Team ☐ Teachers ☐ OnTrack Team	NA	NA	C
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	☐ Administration ☐ Guidance Team ☐ Teachers ☐ OnTrack Team ☐ School Nurse	NA	NA	C

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
GCS Education Technology Support (ETS)			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)					
			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	☐Administration ☐Teachers ☐Office Clerk	NA	NA	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	☐ Administration ☐ Teachers ☐ Guidance Team	NA	NA	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐ Administration ☐ Teachers ☐ Guidance Team ☐ Media Specialist	NA	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	☐ Administration ☐ Teachers ☐ Guidance Team	NA	NA	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	☐ Administration ☐ Leadership Team ☐ Teachers ☐ Guidance Team ☐ Media Specialist	NA	NA	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	☐ Administration ☐ Leadership Team ☐ Teachers ☐ Guidance Team ☐ Media Specialist	NA	NA	C
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	☐ Administration ☐ Leadership Team ☐ Teachers ☐ Guidance Team ☐ ML Teacher	NA	NA	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	☐ Administration ☐ Leadership Team ☐ Teachers ☐ Guidance Team ☐ ML Teacher	NA	NA	C
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	☐ Administration ☐ Leadership Team ☐ SIC Team	NA	NA	C