MAULDIN ELEMENTARY SCHOOL

SCHOOL PORTFOLIO

2024-25 THROUGH 2028-29

JENNIFER DODDS, PRINCIPAL

GREENVILLE COUNTY SCHOOL DISTRICT

DR. W. BURKE ROYSTER, SPERINTENDENT

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.

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Mauldin Elementary

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	4/8/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Jennifer M Dodds	J M Dodds	4/8/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn Styles	4/8/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kayla Goodridge	KGoodridge	4/8/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Jane Voyles	Dr. Jane Voyles	4/08/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1194 Mauldin Elementary Simpsonville, SC 29651

SCHOOL TELEPHONE: (864) 355-3700

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

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Introduction

Mauldin Elementary School's Strategic Plan/Portfolio offers a comprehensive view of our commitment to quality education. It serves as a tool for staff to evaluate and communicate ongoing progress as we prepare students to navigate the challenges of the world. This dynamic document encapsulates student data, stakeholder engagement, and the defining characteristics of our school community.

Functioning as a living document, it delineates Mauldin Elementary's identity, vision, mission, goals, and strategies for student success. It illustrates the interconnectedness of various components, fostering a positive learning environment for our students. The process commenced with a collaborative effort among staff members and parents, gathering insights on our staff, students, and community involvement through surveys and discussions.

In alignment with our vision and mission, teams analyzed findings to formulate improvement plans. Feedback from students, teachers, and parents enriched the understanding of Mauldin Elementary's ethos. Stakeholders engaged in standards teams and portfolio teams include:

1. Self- Assessment: Standard 1- Purpose and Direction
   Portfolio: Mission, Vision, Beliefs

   - Dr. Jane Voyles, literacy coach, chairperson
   - Jessica Stevens, Pre-K teacher
   - Becca Gordon, Kindergarten teacher
   - Sarah Bundy, 1st grade teacher
   - Andrea Doak, 1st grade teacher
   - Lindsey Stephens, 2nd grade teacher
   - Sarah Beavers, 3rd grade teacher
   - Alexis Fritz, 4th grade
   - Gina Curtis, 5th grade teacher
   - Antonio Allen, special education teacher
   - Natalie Hester, media specialist
   - Lisa Ackerman, music teacher
   - Maggie Bolt, guidance counselor
   - Lori Fleck, paraprofessional
   - Kristy Savage, paraprofessional
   - Javonne Locke, paraprofessional

2. Self- Assessment: Standard 2- Governance and Leadership
   Portfolio: School Profile

   - Cortney Broad, instructional coach, chairperson
   - Shannon Taylor, Kindergarten teacher

- Chrissy Hutto, 1st grade teacher
- Ashlynn Kelly, 1st grade teacher
- Amanda Clark, 2nd grade teacher
- Jordyn Boley, 3rd grade teacher
- Haley Huston, 3rd grade teacher
- Samantha Holmes, 4th grade teacher
- Kristin Davidson, 5th grade teacher
- Holly Bice, special education teacher
- Jonathan Cvammen, gifted and talented
- Katherine Bramlett, music teacher
- Dianna Foster, paraprofessional
- Margie Thomas, paraprofessional
- Raushanah Jackson, paraprofessional

3. Self- Assessment: Standard 3- Teaching and Assessing for Learning
   Portfolio: Data Analysis and Needs Assessment, Introduction

   - Sasha Teal, 5th grade teacher, chairperson
   - Jarrod Moore, administrative assistant
   - Jennifer Hull, Kindergarten teacher
   - Bijal Patel, 1st grade teacher
   - Kylee Rucker, 1st grade teacher
   - Jennifer Clark, 2nd grade teacher
   - Jasmine Dawkins, 2nd grade teacher
   - Amy Bryson, 3rd grade teacher
   - Anna Willingham, 3rd grade teacher
   - Lutica McDaniel, 4th grade teacher
   - Samantha Holmes, 4th grade teacher
   - Hannah Davis, 5th grade teacher
   - Patrick Hawthorne, special education teacher
   - Robin LaRue, reading intervention teacher
   - Michael Duran, PE teacher
   - Lara Hammond, art teacher
   - Kimberly Heller, paraprofessional
   - Annissa Armstrong, paraprofessional
   - Devon Marsland Adams, SPED teacher

4. Self- Assessment: Standard 4- Resources and Support Systems
   Portfolio: School Profile

   - Julie Hathaway, assistant principal, chairperson
   - Camila Mahon, Kindergarten teacher
   - Alexis Sharp, 1st grade teacher
   - Beth Wald, 1st grade teacher
   - Alexis Sharp, 1st grade teacher
   - Troy Powley, 2nd grade teacher
   - Tracy Waters, 2nd grade teacher
   - Tiffany Gemmell, 3rd grade teacher
   - Katelyn Owen, 4th grade teacher
   - Kevin Gilstrap, 5th grade teacher
   - Beth Meeks, 5th grade teacher
   - Tara Jarvis, computer lab teacher

- Christine Johnson, Steam teacher
- Debi Osbourne, MLP teacher
- Natalie Hester, media specialist
- Stephanie Payne, special education teacher
- Katherine Bramlett, music teacher
- Sonya Paradiso, paraprofessional
- Mindy Becerra, paraprofessional
- Maya Mack, guidance counselor

5. Self- Assessment: Standard 5- Using Results for Continuous Improvement
   Portfolio: Executive Summary

- Jennifer Dodds, principal, chairperson
- Sandy Puckett, Kindergarten teacher
- Michelle Vaughn, Kindergarten teacher
- Kacey Willer 1st grade teacher
- Holly Wicker, 2nd grade teacher
- Caroline Whitaker, 3rd grade teacher
- Donna Ricard, 4th grade teacher
- Cassie Reid, 5th grade teacher
- Ashley Hollingsworth, special education teacher
- Amanda Rapp, reading interventionist
- Sally Smith, MLP teacher
- Cameron Lomax-Byrd, computer lab teacher
- Kimberly Wix, art teacher
- Rona Neely, guidance counselor
- Deborah Richard, paraprofessional
- Allison Thrower, 2nd grade teacher

Each group participate in developing the 2025-2024 Action Plan. The plan includes five-year performance goals, annual objectives, and strategies to achieve the goals. The action plan address student achievement, teacher and administrator quality, and school climate.

Executive Summary

2023 Assessment Findings for Mauldin Elementary School

- SC Ready English…….59.7% Meets or Exceeds Expectations
- SC Ready Math…….54.5% Meets or Exceeds Expectations

Teacher and Administrator Quality

- 3 Administrators (1 principal, 1 assistant principal, and 1 administrative assistant)
- 73 Teachers/ Professional Staff
- 43 Support Staff
- 52.1% of the teaching staff have an advanced degree
- 100% of the teaching staff are on continuing contract
- 3 National Board-Certified Teachers

School Climate Findings

The student, parents, and teacher surveys indicate the following:

- The school is safe and is well kept.
- The school cares about individual student's needs.
- The teachers have high expectations for students and implement the state curriculum effectively.
- Parents and teachers work together as partners.
- Teachers find a sense of purpose in the work they do each day.

Significant Challenges from past 3 years

- Training new teachers on district initiatives (Houghton, Mifflin, Harcourt (HMH), Reading Horizons, LETRS)
- Implementation of district Literacy Framework
- Implementation of continuum of services for Special Education students
- Implementation of Professional Learning Communities
- Increase in student population

Accomplishments and Awards

- Leader in Me Lighthouse School (Received in 2019, recertified in 2022)
- Excellent Report Card Rating- 2018
- Continuous Growth in Reading on SC Ready
- Recipient of $5000 Burlington Grant
- State and National Beta Club
- Livewell School Award-2019

School Profile

Mauldin Elementary School, initially established in 1937 at 101 East Butler Road, Mauldin, South Carolina, now thrives in a vibrant mixed business and residential community along Holland Road, Simpsonville, South Carolina. The current campus, constructed in 2002, showcases contemporary facilities and amenities.

As one of the 52 elementary schools within the School District of Greenville County, Mauldin Elementary boasts expansive outdoor spaces, including open and covered playgrounds, a ball field, and a track, serving as versatile venues for physical education, recreation, and various school events.

Currently, Mauldin Elementary caters to one thousand forty-four students spanning from pre-K to fifth grade. The school's infrastructure includes a science lab, two computer labs, specialized classrooms for art and music instruction, a gymnasium, and a media center. Each classroom is equipped with a Promethean board, fostering interactive learning experiences. Moreover, Mauldin Elementary operates a one-to-one Chromebook initiative for students from four-year-old kindergarten through fifth grade.

Given its diverse student population, Mauldin Elementary embraces cultural inclusivity and celebrates the following ethnic distribution among its students:

Student Groups	Total School Enrollment 1044 (M 55% /F 48%)	Percentage
Caucasian	306	29%
African American	458	44%
Hispanic	155	15%
Two or More Races	97	7%
Asian	18	2%
Other	10	1%
Poverty Index		63.8%

The poverty index, reflecting the proportion of families residing below the South Carolina poverty line, stands at 63.8% in our school community. Around 15% of our students benefit from assistance provided by the special education department, while an additional 11% receive support through multi-language learner

services. Moreover, 6% of students demonstrate eligibility for the gifted and talented program across grades 3, 4, and 5.

Our school maintains a retention rate of less than 1% annually, highlighting our commitment to student progression. Instructional groups are heterogeneously structured, allowing students to spend the majority of their day with their classroom teacher. The teacher-student ratio currently stands at 1 to 24.5, ensuring personalized attention and support.

The school leadership team comprises one principal, one assistant principal, and one administrative assistant, providing support to 46 classroom teachers. Additionally, the staff includes specialized teachers in art, computer, music, physical education, STEAM, speech, challenge, and resource areas. Two multi-language teachers engage with students through both classroom inclusion and pull-out instructional support.

An instructional coach collaborates with teachers to analyze student data and develop effective lesson plans, while a literacy coach aids classroom teachers in literacy instruction. Two reading interventionists focus on supporting identified students through Response to Intervention (RTI). Furthermore, a part-time challenge teacher guides identified students in the gifted and talented program.

Three school counselors deliver classroom lessons and provide small group and individual counseling sessions. Additional support personnel include a secretary, three office clerks, two nurses, a cafeteria manager, a plant engineer, a media clerk, and thirteen classroom aides.

The Guiding Coalition operates on the principle of equitable decision-making, ensuring that all members have an equal voice in the process. Monthly meetings are held to deliberate on school matters and disseminate pertinent information. Decisions are reached through consensus, with a shared understanding that outcomes prioritize the best interests of students and the school community.

Committees play a pivotal role in the decision-making framework, with all teachers and support staff actively participating in monthly meetings. Collaboratively, committee members work towards achieving the goals outlined in the strategic plan, sharing recommendations with the broader faculty and staff for discussion. This inclusive approach fosters heightened commitment towards realizing the school's mission, vision, and objectives.

Professional Learning Communities (PLCs) serve as forums for cross-grade dialogue, meeting weekly with administrative and instructional support to analyze student data and devise instructional strategies. The dedication of our PLCs to enhancing the teaching and learning environment is evident in the tangible improvements observed in student achievement scores on district assessments and state testing.

The PTA collaborates closely with faculty and staff to strengthen home-school relationships, ultimately benefiting the education of all students. PTA officers are tasked with presenting an annual budget to members for approval, with a focus on aligning expenditures with school improvement plans. PTA initiatives encompass a variety of activities such as fundraisers, family school events, membership drives, and festivals. Additionally, the PTA sponsors teacher grants aimed at providing support for classroom instruction through the purchase of additional materials. In the past three years, PTA fundraisers have played a pivotal role in facilitating the purchase of two new playgrounds for the school, enhancing recreational opportunities for students. To keep the community informed, the PTA maintains active social media presence on platforms like Facebook and Instagram, where upcoming events are announced, and specific volunteer needs are communicated. Monthly board meetings are held by the PTA, while school-PTA meetings are scheduled periodically throughout the year.

The School Improvement Council (SIC) serves as an advisory committee to the school principal, comprising parents, staff, and community members. Members actively contribute to various aspects of school governance, including the formulation of the school's strategic plan, monitoring and evaluating annual initiatives, and collaborating on the narrative for the state Report Card. Additionally, they collaborate with the principal in preparing the annual report to the community. Meetings are convened on a monthly basis. Over the past three years, the SIC has prioritized enhancing student access to books within their home library. Through successful grant applications, the council secured funding to acquire a Book Vending Machine, providing students with opportunities to earn free books.

As a Leader in Me Lighthouse school, Mauldin Elementary boasts staff, student, and parent Lighthouse Teams dedicated to championing Leader in Me initiatives schoolwide. Collaboratively, members of these teams contribute to various initiatives aimed at giving back to the local community, fostering student leadership endeavors, and organizing the annual Leadership Day event for families and the broader community each spring.

Our academic curriculum is meticulously crafted to align with state and district academic standards, catering to the diverse needs of our students. Each teacher develops a syllabus that delineates student expectations, classroom protocols, and academic standards. In language arts instruction, we implement Houghton Mifflin Harcourt (HMH) curriculum. Everyday Counts math strategies enrich our mathematics curriculum, promoting conceptual understanding and problem-solving skills. Moreover, writing and technology are seamlessly integrated across all subject areas to enhance learning experiences. To further enrich academic instruction, we utilize a range of supplemental resources and strategies, including Dreambox Math, Science Kids, Amira, and small group reading and math instruction, ensuring personalized support and engagement for all students.

Teachers receive ongoing training to support school initiatives, with Professional Learning Communities serving as platforms for increased dialogue among faculty members to enhance student learning. Our faculty actively engages in various training programs, including Leader in Me Trainings and district initiatives. Additionally, our teachers receive support in reading and math training provided by our district academic specialists.

Mission, Vision, Beliefs

MISSION

At Mauldin Elementary our mission is to educate, nurture, and empower the leaders of today and tomorrow

VISION

We will build relationships, be intentional, present, and driven by data.

BELIEFS

- We believe children learn best in a safe, nurturing, student-centered environment.
- We believe education must be a cooperative effort of home, school and community where everyone models responsibility and respect.
- We believe curriculum and instruction must be developmentally appropriate in order to accommodate each student's individual learning styles.
- We believe we must recognize, respect, encourage and share our cultural diversity.
- We believe students must become responsible learners who can function and compete in a global society.

Data Analysis and Needs Assessment

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

The South Carolina READY Assessment assessed students in reading, writing, and math.

SC READY ELA

ELA	2021	2022	2023	2024
3rd	50%	55.6%	65%	55.3%
4th	58.3%	59.3%	63.2%	58.9%
5th	53.8%	59.1%	62.3%	64.6%

SC READY Math

Math	2021	2022	2023	2024
3rd	52.7%	66.9%	61%	52.7%
4th	54.6%	52.7%	56.8%	50.4%
5th	48.5%	59.1%	62.3%	59.5%

TEACHER AND ADMINISTRATOR QUALITY

Professional Development calendar for 2024-2025

- Leader in Me
- Reading and Math professional development with District academic specialist
- Classroom technology workshops with emphases determined by teacher needs assessment survey results
- Strategies for Multi-Language Learners
- Data Analysis topics determined b teacher survey

SCHOOL CLIMATE NEEDS ASSESSMENT

Effective discipline is fundamental to the success of our school program. At Mauldin Elementary, we embrace the principles of the Leader in Me program, with the teaching of the 7 habits of highly effective students serving

as a cornerstone of our approach. We actively foster student leadership and ownership throughout our school community, encouraging students to take on leadership roles within their classrooms and beyond. In order to ensure clarity and consistency, we have developed a comprehensive school-wide behavior plan, which is annually shared with both parents and students through the student handbook. However, during the 2023-24 school year, we observed that 219 students received at least one discipline referral. Notably, 59.82% of these students received two or more referrals.

Regular student attendance is paramount to fostering student achievement. During the 2023-24 school year, Mauldin Elementary experienced a chronic absenteeism rate of 24.5%.

As a Leader in Me School, Mauldin Elementary is dedicated to fostering student ownership of academic success and maintaining robust communication with parents. To achieve this, the school offers biannual Leader in Me student-led conferences in both fall and spring. During these conferences, parents have the opportunity to attend sessions led by their students, where they receive updates on academic progress, participate in goal-setting discussions, and learn about strategies for academic success.

Parent communication is further facilitated through Parent Backpack, where parents can not only access their student's academic progress and grades in real time but also receive information from school staff and updates about school events. Presently, 83.6% of Mauldin parents/guardians have an active Parent Backpack account.

Volunteers are an integral part of our school community, dedicating their time and effort to support various initiatives. They participate in the PTA, SIC, and Lighthouse committees, assist with Leader in Me student clubs, accompany students on field trips, aid teachers in classrooms, and provide valuable mentorship to our students. Annually, our volunteers collectively log over 20,000 volunteer hours, showcasing their commitment and dedication to Mauldin Elementary. We are grateful for their invaluable contributions, which greatly enrich the educational experience for our students.

We are proud to announce that Mauldin Elementary has been selected to participate in the YESS Lab mentor program starting in the 2024-2025 school year. This initiative is a collaboration between Greenville County Schools, the University of South Carolina, and OnTrack Greenville (Mentor Upstate), funded by a grant from the Duke Endowment. The YESS Lab project aims to develop a sustainable, best-practice model for school-based mentorship programs. Over the course of three years, the project will focus on increasing the number of

mentors, ensuring program sustainability for coordinators providing financial support, and offering best-practice models and training for mentors, particularly in the realm of student mental health.

Annually, teachers, students in third through fifth grades, and parents are surveyed as part of our comprehensive approach to gathering valid and reliable information about the school environment. Recognizing the impact of school climate on student achievement, detailed data on client perceptions of climate are considered crucial additions to the information utilized by the school. This information helps determine appropriate strategies to ensure a safe, orderly, and supportive environment for learning, thereby fostering ongoing improvement in student achievement. Survey responses are meticulously recorded and analyzed to inform decision-making processes.

Below are the 2024 survey results from teachers, students and parents.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	60	372	29
Percent satisfied with learning environment	93.1%	90.9%	75.9%
Percent satisfied with social and physical environment	86.7%	94%	96.4%
Percent satisfied with school-home relations	91.5%	96.9%	95.5%

Link to 2024 South Carolina State Department of Education 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 54.5% in 2023-24 to 69.7 % in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% 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)	57.5%	60.5%	63.5%	66.7%	69.5%
	54.5%	TBD	Actual (ES)					
	60%	TBD	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	· Administrators · Instructional Leadership Team	$0	NA	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for Cremediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· District Academics Team	$0	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	· District Academics Team	$0	NA	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	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	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C
5. Track trend data on teacher observations in the district observation tool to plan for	2024-2029	· Administrators	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
professional learning and individualized coaching.		· Instructional Leadership Team			
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	· Administrators · Instructional Leadership Team	$0	NA	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Administrators · Instructional Leadership Team	$0	NA	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Administrators · Instructional Leadership Team	$0	NA	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	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 59.7% in 2023-24 to 71.1% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% 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)	62.7%	65.7%	67.7%	69.7%	71.1%
	59.7%	TBD	Actual (ES)					
	64%	TBD	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	· Administrators · Instructional Leadership Team	$0	NA	C
2. Provide appropriate resources and support for early learners to ensure	2024-2029	· Administrators · Instructional Leadership Team	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
all students are reading on grade level by 3rd grade.		· Teachers			
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	· Administrators · Instructional Leadership Team · Teachers · Reading Interventionist	$0	NA	C
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	· Administrators · Instructional Leadership Team · Teachers · Reading Interventionist	$0	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	· Administrators · Instructional Leadership Team · Teachers	$0	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	· Administrators · Instructional Leadership Team · Teachers	$0	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	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	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	· Administrators · Instructional Leadership Team · Teachers	$0	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.	2024-2025	· Director of Early Intervention and Student Support	$0	NA	Waiver

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Administrators · Instructional Leadership Team · Teachers · Reading Interventionist	$0	NA	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Administrators · Instructional Leadership Team	$0	NA	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and	2024-2029	· Administrators	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
interactive texts to accommodate various learning styles.		· Instructional Leadership Team · Teachers			
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	· Administrators · Instructional Leadership Team	$0	NA	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Administrators · Instructional Leadership Team	$0	NA	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· Administrators · Instructional Leadership Team	$0	NA	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Administrators · Instructional Leadership Team · Teachers	$0	NA	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Administrators · Instructional Leadership Team	$0	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%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	92%	TBD	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	· District · Administrators · Instructional Leadership Team	$0	NA	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express	2024-2029	· District	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· District	$0	NA	C

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%
	12.10%	TBD	Actual (District)					
			Projected (School)	12.5%	12.0%	11.5%	11%	10.5%
	13%	TBD	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: Provide Teacher Mentorship Programs to foster community, support, and guidance for teachers new to the professional and school.					
1. Conduct a comprehensive orientation session for all newly hired staff before the start of the school year.	2024-2029	· Administrators · Instructional Leadership Team · Staff Lighthouse Team	$0	NA	C
2. Establish formal mentorship programs where experienced teachers	2024-2029	· Administrators	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
are paired with new hires or those in need of support.		· Instructional Leadership Team · Mentor Teachers			
3. Organize monthly meetings specifically for new staff members to provide ongoing support, share resources, and facilitate integration into the school community. These meetings can help address any concerns or questions new hires may have, fostering a sense of belonging and increasing retention.	2024-2029	· Administrators · Instructional Leadership Team · Mentor Teachers	$0	NA	C
4. Offer instructional coaching sessions where experienced teachers or instructional coaches observe classroom instruction and provide feedback to improve teaching practices.	2024-2029	· Administrators · Instructional Leadership Team · Mentor Teachers	$0	NA	C
5. Facilitate PLCs where teachers collaborate in grade-level or subject-area teams to analyze student data, plan instruction, and share best practices.	2024-2029	· Administrators · Instructional Leadership Team	$0	NA	C
6. Empower experienced teachers to take on leadership roles within the school, such as department chairs, curriculum coordinators, or mentorship coordinators. By leading professional development sessions or mentoring others, teachers can further develop their skills while supporting their colleagues.	2024-2029	· Administrators · Instructional Leadership Team	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
7. Encourage a culture of observation and feedback where teachers regularly observe each other's classrooms and provide constructive feedback	2024-2029	· Administrators · Instructional Leadership Team	$0	NA	C
8. Promote reflective practices among teachers by providing structured opportunities for self-reflection and goal-setting.	2024-2029	· Administrators · Instructional Leadership Team	$0	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*	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *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	2024-2029	· Administrators	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· All staff	$0	NA	C
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	· All Staff	$0	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	· Administrators	$0	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	· Administrators	$0	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	· Administrators · Guidance Counselors · Teachers	$0	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: 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	· Administrators · Guidance Counselors · Teachers	$0	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	· Administrators · Guidance Counselors	$0	NA	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Administrators · Instructional Leadership Team	$0	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	· Administrators · Staff Lighthouse Team	$0	NA	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Administrators · Staff Lighthouse Team · Teachers	$0	NA	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Administrators · Staff Lighthouse Team · Teachers	$0	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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	· All staff	$0	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	· Administrators · Guidance Counselors · Staff Lighthouse Team · Teachers	$0	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	· Administrators · Teachers	$0	NA	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Administrators · Guidance Counselors · Teachers	$0	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	· Administrators · Guidance Counselors · Staff Lighthouse Team · Teachers	$0	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%	TBD	Actual (District					
			Projected (School)	24%	22%	20%	18%	16%
	26%	TBD	Actual (School					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *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	· Administrators · Attendance Clerk · School Attendance Team	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Administrators · Attendance Clerk · School Attendance Team	$0	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 follow-up on individual Attendance Intervention Plans.	2024-2029	· Administrators · Attendance Clerk · School Attendance Team	$0	NA	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District	$0	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	· Administrators · Attendance Clerk · School Attendance Team · Teachers	$0	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	· Administrators · Attendance Clerk · School Attendance Team · Teachers	$0	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	· Administrators · Attendance Clerk · School Attendance Team · Teachers	$0	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
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)	2,570	2,647	2,726	2,807	2,891
		2,495	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	· Administrators · Teachers · PTA · SIC	$0	NA	C
2. Implement a plan to increase parent and guardian awareness of communication	2024-2025	· Administrators	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
methods, involvement opportunities, and resources for students.		· Teachers · PTA · SIC			
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Administrators · Teachers · PTA · SIC	$0	NA	C
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	· Administrators · Guidance Counselors · PTA · SIC	$0	NA	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Administrators · Guidance Counselors · PTA · SIC	$0	NA	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Administrators · Guidance Counselors · PTA · SIC	$0	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	· Administrators · Guidance Counselors · PTA · SIC	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Administrators · Guidance Counselors · PTA · SIC	$0	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	· Administrators · Guidance Counselors · PTA · SIC	$0	NA	C