Pelham Road Elementary School

Kristy Qualls, Principal

Greenville County School District

Dr. Burke Royster, Superintendent

2025 through 2029

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Pelham Road 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	2/26/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kristy Qualls	K. Qualls	2/26/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	2/26/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kimberly Reynolds	Kimberly Reynolds	2/26/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sarah Poole	Sarah E Poole	2/26/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 ALL STAR WAY GREENVILLE, SC 29615

SCHOOL TELEPHONE: (864) 355-7600

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

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Kristy Qualls
2.	Teacher	Kevin Dujardin
3.	Parent/Guardian	Natalie Jones
4.	Community Member	Hailey Jones
5.	Paraprofessional	Amy Thorseim
6.	School Improvement Council Member	Keri Lindamood
7.	Read to Succeed Reading Coach	Sarah Poole
8.	School Read To Succeed Literacy Leadership Team Lead	Sarah Poole
9.	School Read To Succeed Literacy Leadership Team Member	Elizabeth Woods

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)
** Must include the School Literacy Leadership Team for Read to Succeed

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
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.

Introduction

The vision of Pelham Road Elementary is to equip students with skills which enable them to apply their learning in meaningful ways. This school portfolio is a working document that shows the progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent and community involvement. It also provides our staff with an ongoing means for communication, self-assessment, accountability, and continuous improvement.

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

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

- **Instructional Leadership Team** is composed of the principal, assistant principal, instructional coach, Literacy Specialist, and Guidance Counselors. This team works together weekly to discuss curriculum, instruction, achievement, and school updates.

- **Faculty Council is** composed of the principal, assistant principal, instructional coach, Literacy Specialist, Guidance Counselors, and a representative from each grade level and intervention team. This team works together to make school wide decisions for the benefit of all students, including preserving a safe school environment, and a culture of engaged learning.

- **PLC Teams** meet within each grade level; these teams consist of grade level teachers, and they serve to constantly monitor and support student achievement through analysis of assessments, collaborative unit planning, data response plans, and utilization of outstanding instructional practices.

- **On Track Team** is composed of the On Track facilitator, assistant principal, instructional coach, school counselor, and others as necessary. This is a problem-solving team that works together to discuss student grades, attendance, and behavior and designs action steps to meet the needs of all students.

- **School Improvement Council** consists of parents, administrators, teachers, and business partners in order to bring about the safest school environment conducive to all children performing in the best way they can.

- **PTA Board** is a group of individuals elected from the PTA general membership. This group works closely with SIC and the Leadership Team to support the mission of the faculty in providing a quality learning environment for the students.

- **Curriculum Committees** consist of grade level and special area representatives to plan special events and strengthen vertical articulation. Pelham Road has the following curriculum committees: SEL, ELA, Math, STEAM, and Social Studies

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

Executive Summary

Assessment Findings:

- SC Ready ELA….....Meets or Exceeds Expectations 81.8%
- SC Ready Math……..……Meets or Exceeds Expectations 82%

Teacher and Administrator Quality:

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

School Climate Findings:

Students, parents, and staff feel as if:

- Instructional time is safe guarded
- The principal is trusted by all and is seen as an effective leader.
- Everyone is treated fairly and with respect.
- The school sets high expectations for all learners.
- Teachers and staff are always supportive of students.
- Teachers care about the students.
- There is open communication between school and home.

Significant Challenges from the Past 3 Years:

- Student readiness level is 47%
- Lowest Performing 20% of students are underperforming compared to the state and district averages.
- Special education disabled population continues to score below their peers in all academic areas.
- Economically disadvantaged population continues to score below their peers in all academic areas.

Significant Awards and Accomplishments:

- National Blue Ribbon School of Excellence
- Palmetto's Finest
- South Carolina Blue Ribbon School Award
- Exemplary Writing School
- Red Carpet School Award
- School Incentive Award Winner
- Terrific Kids
- Safe Kids School Award Winner
- State PTA Reflection Winner
- Palmetto Gold Award Winner
- Palmetto Silver Award Winner
- National PTA School of Excellence
- PTA 100% membership for 35 consecutive years
- 8 National Board Certified Teachers
- Greenville Drive Reading Hall of Fame School
- Presidential Academic Fitness Award
- Afterschool club opportunities
- TASCK Force (Kindness Club)
- National Junior Beta Club
- 4th Grade Challenge Bridge winners for 3 consecutive years
- Carowinds Superior Chorus Awards
- Golden Apple Teacher Winner
- District Art Show Winner

School Profile

Pelham Road is a wonderful school in Greenville County with 775 students. We are ethnically diverse with a student population consisting of 10% African American, 70% Caucasian, and 20% other. 14% of our students have an identified learning disability, 4% have a 504, and 8% are multilingual learners . School leadership includes a principal and an assistant principal with many years of experience.

Pelham Road Elementary School is helping all students develop world class skills and life and career characteristics of the Profile of the South Carolina Graduate by the blending of traditional studies and technology in a supportive, student-centered, and academically challenging learning environment. This environment is provided through the implementation of our school vision: "A Community of Learners." We demonstrate this vision by challenging our students with best practices to reach their full potential and by the continuous professional development of our teachers. Our teachers are continually seeking ways to learn new and effective strategies to implement in their classrooms. Teachers implement Greenville County School's Balanced Literacy Framework, Guided Math, science kits and a variety of online enrichment computer programs. We also provide early reading intervention through our Reading Interventionists, vertical articulation, computer lab instruction, and interactive technology use with promethean boards, Chromebooks and iPads. Strong reading and writing integration across the curriculum provides students with a solid Language Arts foundation.

We are proud of our history of academic success at Pelham Road Elementary. The Palmetto Gold and Silver Awards Program recognizes and rewards schools for attaining high levels of absolute performance and high rates of growth. We have a variety of factors that ensure our success including an outstanding volunteer program with over 30,000 volunteer hours logged each year. Our volunteers tutor, provide assistance during field trips and in school labs, and help with special programs such as our SIC Book Blast and STEAM Day. Our student leadership raises money for local charities such as agencies that help abused and neglected animals and impoverished communities in our local area. Our extended day program provides safe and stimulating activities for more than 200 children, starting with homework help and enrichment offerings in art, music, and PE. At Pelham Road Elementary we believe the school, family and community must share the educational responsibility of our students. Our mission, in partnership with our home and community, is to PREPARE, RESPECT, ENRICH and SUCCEED. We will continue to move forward to maintain the excellent education we provide for our students and community. We are indeed proud to be called "A Community of Learners".

Facilities

With expansion and renovation. Pelham Road Elementary has 46 regular classrooms with regulation-sized gym, art room, music room, science lab, media center, media production lab, and computer lab. Inside the office complex is a health room with a waiting area, triage, and cots for patients. The cafeteria has a full-service line and a stage for PTA performances. Pelham Road has the following amenities:

- Two computer labs
- All classrooms equipped with Promethean Boards
- Media Production Lab for morning news program
- Fully-equipped Media Center
- Book room for teacher access
- Full wireless access throughout the building
- One Chromebook per student
- Art Room with kiln, double sinks, and studio tables and work stools
- Music room with soundproof tile flooring
- State-of-the-art sound system
- Itinerant offices and work rooms for Speech, Psychologist, Mental Health counselor
- Full health suite includes waiting area, triage, and cots for patients
- All kindergarten through third grade classrooms are equipped with restrooms inside each room
- State-of –the art security system for school safety
- Call buttons from each classroom to contact the office when needed
- Large playground with equipment, track, and basketball court
- Separate playground area for kindergarten students
- Landscaped courtyard and picnic area used for educational purposes
- Beautiful Murals

Parental Involvement

Pelham Road recognizes that the educational success of our students is greatly affected by the level of parental involvement in the educational process. Given our community's demographic profile, it is necessary for us to encourage, guide and support parental involvement. Ultimately, we would like to have a clearly articulated parent school partnership in which parents feel competent and effective in their integral role within our school. We offer numerous opportunities for students' families to actively participate in their child's education.

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

- Teacher newsletters to parents
- School website
- Individual teacher websites

- School marquee
- Facebook
- Student/parent handbook
- Events on the district website
- Telephones in classrooms
- E-mail
- Parent Backpack
- Phone messenger of special news and events
- Parent education/input is offered throughout the school year at various times of the day in the following ways:
    - Meet the Teacher
    - Book Fair
    - Challenge/Special Education/Speech
    - Parent Meetings
    - Parent Conferences
    - Parent resource room
    - PTA General Assembly Meetings
    - After school care program available
    - Numerous Volunteer Opportunities
    - Watch Dogs
    - SIC Meetings
    - Donuts with Grownups
    - Parent Tour

School Leaders

Mrs. Kristy Qualls, Principal

I am truly humbled and blessed to be a part of an outstanding school community with a strong reputation for academic success and parental support. The outstanding work that has been accomplished at Pelham Road speaks to the dedication and commitment of collaboration within the school. I share the same drive and passion for excellence!

I received my undergraduate degree from Clemson in Early Childhood Education. I also have a Master's degree from Columbia College in Divergent Learning and a Master's in School Leadership from Furman University. I have been dedicated to public education and Greenville County Schools for more than twenty years. My teaching career began at Alexander Elementary School as a classroom teacher, mostly in 3rd grade. I taught 2nd and 3rd grades at A.J. Whittenburg for two years. My administrative journey also began at A.J. Whittenburg! I was named Administrative Assistant in 2012 and served in this role for 3 years before transitioning to Welcome Elementary School as Assistant Principal for the 2015-2016 school year. Thereafter, in 2016, I was named principal of Pelham Road.

I am elated to work as a partner in education continuing to provide students with a quality education. I love building positive, healthy relationships with the school community and work hard to continue and grow the legacy of success established at Pelham Road.

Marsha Braga, Assistant Principal

Mrs. Braga grew up in South Carolina, graduated from Irmo High School and went to Clemson University. After graduating from Clemson with a degree in Elementary Education, Mrs. Braga began her career with Greenville County Schools as a 5th grade teacher at Mitchell Road Elementary School. When GCS instituted the science lab program, she moved into that position and taught at Lake Forest Elementary, Summit Drive Elementary, Duncan Chappell Elementary, and Paris Elementary, before ultimately settling back into 5th grade at Paris. While teaching at Paris, she completed her Master's in School Leadership degree from Furman University. Mrs. Braga served in administration at Chandler Creek Elementary in Greer, South Carolina for three years. She is currently completing her second year as the Assistant Principal of Pelham Road Elementary. Mrs. Braga is proud to be a member of the Pelham Road All Star Community. Her goal is to work collaboratively with students, staff, parents and the community to foster a respectful, safe, academic environment where all students learn and grow.

PTA

Pelham Road Elementary has a very active PTA. Our PTA continuously raises funds to enhance our school both physically and educationally. They have raised funds to install an outdoor track which has become an integral part of our physical education program as well as paid for copies and supplied countless volunteers to assist with various programs. Each year PTA supplies teachers with money for their classrooms. They also boost morale and spread cheer by providing staff breakfasts, lunches and numerous treats throughout the year. They have also purchased student technology for our classrooms such as Chrome Books, iPads, and Promethean Boards. Pelham Road is proud to have 100% PTA membership for the last 36 years.

Pelham Road Elementary is blessed with parents who volunteer to support our educational priorities. Volunteer parents and community volunteers help manage and support teachers by making copies, working on hall displays, classroom tutoring, promoting Box tops 4 Education, supporting in the classrooms, etc. Parents also provide support services to teachers in the classroom. The Pelham Road PTA conducts Boosterthon, Art Night, Reflections, Spring Fling, Donuts for Dudes and Housewise Streetwise.

SIC

The School Improvement Council (SIC) serves as an advisory body to the school's principal and faculty. The council works collaboratively to develop and implement a five-year school improvement plan. They also monitor and evaluate success in reaching the plan's objectives and to write an annual report to the parents about the progress of the plan. This year our SIC has been keeping abreast of policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational opportunities and most important, school safety. SIC plays a key role in bringing together parents, educators, and community stakeholders to work collectively to improve Pelham Road.

SIC has also worked on the school beautification the past two years (playground) and improvements that are campus wide, affecting many students. SIC also oversee the watchdogs program and support the school counselors as they get mentors and set up careers days.

Business Partnerships

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

- Bob Jones University
- USC Upstate
- Clemson University
- Eastside High school
- Sharon Gillespie
- Summer Orthodontics
- Piedmont Podiatry
- Chuck E Cheese
- Greenville Swamp Rabbits
- Furman University
- TCBY
- Stossner's Bakery
- Tipsy Taco
- Greenville Drive
- State Farm
- Texas Roadhouse
- Carolina Academy
- Converse College
- North Greenville University
- Moe's Southwest Grille
- Palmetto Orthodontics
- Chick-Fil-A

Students participate in many charitable and service-oriented projects including food and clothing drives, collecting items for our troops, and raising money for various organizations such as Harvest Hope, ALS Center, Make-a-Wish Foundation and The Last Chance Animal Rescue, Isaiah 301 to name a few.

School Personnel Data

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

Education Level	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
BA and/or BS	30.2%	30.6%				
BA +18	4.7%	3.2%				
Master's	55.8%	50%				
Master's + 30	9.3%	12.9%				
PhD	0%	1.6%				

Years of Experience	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0-3	4.7%	6.5%				
4-6	7%	9.7%				
7-10	14%	11.3%				
11-15	30.2%	11.6%				
16-20	14%	12.9%				
21+	30.2%	37.1%				

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Gender of Staff						
Male	12%	12%				
Female	88%	88%				
Ethnicity of Staff						
African American	3%	4%				
Caucasian	90%	90%				
Hispanic	4%	4%				
Other	3%	2%				

School Personnel Information: SDE School Report Card

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Teachers with advanced degrees	66.7%	65.9%				
Continuing contract teachers	100%	100%				
Teachers returning from previous year	90.5%	91.1%				

Teacher attendance rate	88.8%	94%				

Student Population Data

Student Enrollment	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Males	54%	54%				
Females	46%	46%				

Ethnicity	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Caucasian	69%	70%				
Hispanic	8%	8%				
African American	12%	10%				
Asian	6%	5%				
Other	5%	7%				

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Student retention rate	0.8%	0.5%					
Student attendance rate	95%	96%					
Eligible for gifted and talented program	32.3%	30.8%					

Academic and Behavioral Programs

Response to Intervention

The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate reading tools and strategies are taught so that children can become independent and successful readers. All kindergarten and first grade students are screened in the fall, winter, and spring. Students who fall in the "high risk" below the 15th percentile range are served in small reading intervention groups. Students who score in the "some risk" category (Amira ARM Score

between 15-25th percentile) and have scored "does not meet" or "approaches expectations," on SCReady are also served in small reading intervention groups. Progress monitoring is done every 1-2 weeks on students using Amira. Students are dismissed from the program when they continue to increase their national %ile and/or work on grade level. Students who have been dismissed are monitored for the remainder of the year to ensure their success. Students previously in RTI/new students/any student second and third grade teachers are concerned about are screened in the fall, winter, and spring. Students who fall in the "at risk" (Amira ARM Score below 25th percentile and scoring below Grade Level on MVPA benchmarks) range are served in small reading intervention groups. Progress monitoring is done every 1-2 weeks on students in the program. Students are dismissed from the program when they continue to increase their national %ile and/or work on grade level. Students who have been dismissed are monitored for the remainder of the year to ensure their success.

Tutoring Programs

To help 'close the gap' with students who have academic needs, during the 2020-2021 school year, we have put in place afterschool tutoring opportunities for students in grades 2-5 in both reading and math, as well as in-school tutoring opportunities for specific students in the area of reading based on data and teacher input. We also have implemented a before school tutoring program in first grade for our English Language Learners and have added a full-time Reading Interventionist for students in grades K-2 to help close the gap for students who have academic needs. Continuing our tutoring program in the 2021-2022 school year, we have offered both afterschool and in-school tutoring options for students in grades 1-3 to assist in closing those academic gaps in the area of reading. We have continued to add additional support in the area of personnel to target specific skills, standards and strategies for students with academic needs.

Technology Integration

Instructional staff members are trained to use Promethean Boards, iPads, Chromebooks and document cameras to incorporate technology into instructional delivery to assist with meaningful student engagement. Our staff has participated in numerous professional development trainings in the area of Personalized Learning, various technology platforms and Discovery Education trainings to support student achievement. We are fortunate to have two staff members dedicated to assisting teachers and students in the use of our technology and its vast uses to enhance student achievement.

Our school also provides access to several computer-based learning programs that aide in differentiating our curriculum. These programs are used in various grade levels for collaborative groups, enrichment activities and even at home. Students have access to:

- RAZ Kids
- Flocabulary
- Freckle
- IXL
- Starfall
- Pebble Go

- Gizmo
- Imagine Math
- Dreambox
- Read Works
- See Saw
- Extra Math

OnTrack Greenville

Pelham Road was a pilot school for the OnTrack Greenville Initiative during the 2017-2018 school year and continues the OnTrack process as this program is designed to address each student's unique needs. The members of this valuable team meet twice monthly to assist in creating customized plans to reach the needs of students.

G+ Initiative

Pelham Road students have had numerous experiences with the District's initiative in "Building a Better Graduate" which supports our career awareness standards. It is best understood by the following statement from a global Google educator: "Don't ask kids what they want to be when they grow up but what problems do they want to solve." (Jaime Casap) Through field trips, implementing strategies for developing a growth mindset, working in small groups, collaborating with grade level teams, creating career suggestion opportunities, as well as hosting a Career Day for students, Pelham Road keeps a strong focus on creating 'Career Awareness' and building character in all of our students.

Mentor Upstate

Since the 2018-2019 school year, Pelham Road has been partnering with Mentor Upstate to help students be able to navigate life's journey. Adults in the community are trained through Mentor Upstate and have to meet Level 2 approval to volunteer their time to meet with a student. It requires 30 minutes each week to have intentional time with one student to encourage and support. These supporting relationships have made a big difference in the lives of our students. Teachers have also seen improvement in behavior and higher academic achievement.

TASCK Force

In the 2016-2017 school year, a fifth-grade student spearheaded the creation of a kindness club and TASCK Force was born. This club is open to students in grades 3-5. Currently, the TASCK Force boasts more than 60 members and a list of accomplishments as impressive as their student created mission statement: The All-Star Compassion and Kindness Force is committed to inspiring a positive All-star community by modeling compassion and teamwork, and spreading kindness to everyone. This school year we are also hosting a kindness week affording all students the ability to participate in healthy social emotional awareness activities.

Extended Day Program

We are in our seventeenth year of our Extended Day Care program that is staffed by Pelham Road teachers, high school, and college students. Our program offers snacks, homework help, enrichment activities, and organized games to over 110 students each day during the 2020-2021 school year and 158 students each day in the 2021-2022 school year. Money generated from this program is used to help pay for educational materials and supplies as well as an Interventionists to assist in the Response to Intervention Program and a part-time Math Coach.

Student Involvement Programs

We continue to offer extra-curricular activities such as safety patrol, an award-winning chorus, Beta Club, recycling club, morning news anchors, afterschool enrichment classes such as our Chess, Gardening, Sign-Language, Cheer, Coding, Ukulele and Lego Clubs along with various contests through PTA Reflections. However, as stated earlier, due to the COVID-19 global pandemic, we are unable to offer many of our afterschool clubs during the 2020-2021, as well as the 202- 2022 school year.

School Counselor's Support

Students at Pelham Road Elementary receive a high level of support from our school counselors. Students are provided a comprehensive, developmental guidance program for all students, with a focus on social emotional learning. Direct services include classroom guidance lessons, small group sessions and individual counseling. As needed, our counselors provide crisis intervention for the school community. Indirect services include consultation with parents, teachers and administrators. The program assists students' growth in the three major areas as defined by the state. They are: Learning to learn (academic development), Learning to work (career development), and Learning to live (personal/social development).

Mission, Vision, and Beliefs

Pelham Road Elementary certified staff members and representatives from stakeholder groups met throughout the 2016-2017 school year to review and amend the Beliefs, Vision, and Mission of our school. The group was divided randomly into 8 groups which discussed each topic following a brief explanation. This activity generated a lot of good interaction and discussion. Over the course of the next month, the results of the inventory were presented and final revisions were made to the Beliefs, Vision, and Mission statements.

Our mission of **Prepare, Respect, Enrich, and Succeed** (PRES) embodies our beliefs that all children can learn at high levels. The mission is being realized through the team efforts and examples set by our staff, parents, and other community volunteers.

Our staff believes that effective learning must include curriculum and instruction that are aligned with state standards, integrated, and include opportunities for the use of technology and writing in all areas. Character education, after school enrichment opportunities, and inclusive practices provide a well-rounded education for all our students. In addition, our instruction is multi-tiered, takes place in individual, small, and large groups, and addresses the diverse learning styles of our population. A variety of assessments inform our instruction such as standardized tests, rubrics, benchmarks, conferencing, project based, observation, and peer and student evaluations. Differentiated testing models are used to ensure that all students have the opportunity to show mastery in subject areas. They are utilized on an individualized basis. Our environment is enhanced through a community atmosphere, flexible scheduling in the Media Center, high expectations, a supportive administration, and a highly qualified and collegial staff.

Due to these beliefs, we envision a school where there is mutual respect, responsibility and cooperation among the home and school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Data Analysis
Needs Assessment

Student Achievement Needs Assessment 2024-2025

SC Ready by Grade Level

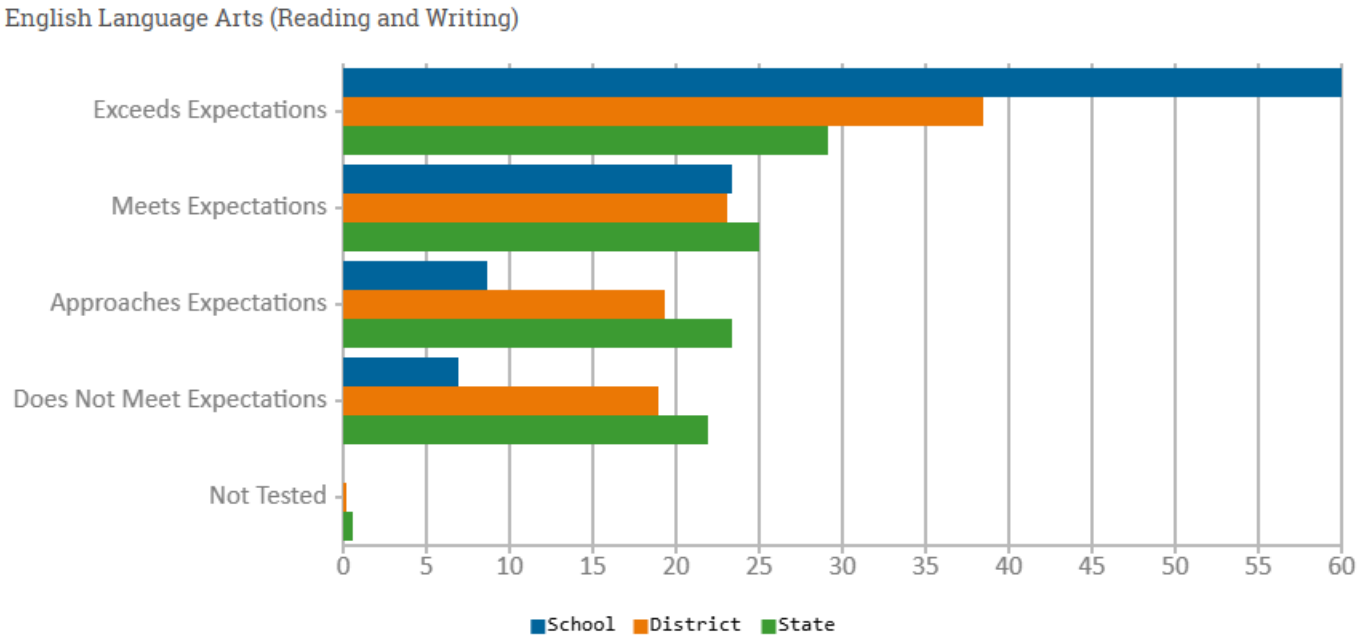
English Language Arts (ELA)

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	126	11.1%	7.1%	24.6%	57.1%	81.7%	88.9%	534.7	112.5
4	127	11.8%	11.0%	15.0%	62.2%	77.2%	88.2%	600.9	128.4
5	109	6.4%	8.3%	29.4%	56.0%	85.3%	93.6%	653.5	110.1

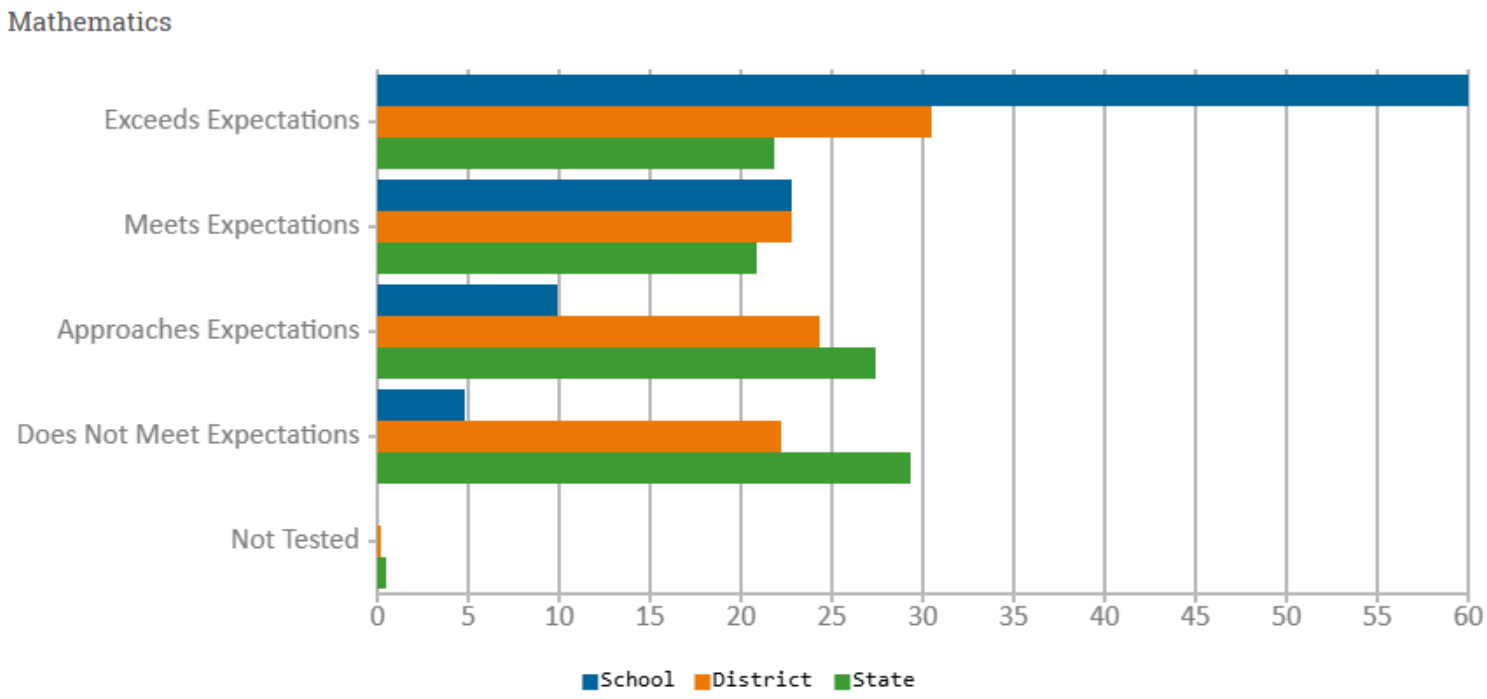
Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
3	126	7.9%	6.3%	23.8%	61.9%	85.7%	92.1%	568.3	125.6
4	127	8.7%	11.0%	18.9%	61.4%	80.3%	91.3%	586.3	119.2
5	109	6.4%	13.8%	25.7%	54.1%	79.8%	93.6%	636.6	122.2

Pelham Road Elementary ELA



Pelham Road Elementary Math



Teacher and Administrator Quality

Pelham Road Elementary Professional Development

2024-2025

PRES Professional Development Focus: LETRS and HMH/Math Unit Planning

Date	Professional Development	Time	Location
July 11, 2024	LETRS Unit 1 Training	8:00-3:00	Media Center
July 31, 2024	New Staff Orientation	9:00-12:00	Media Center
August 6, 2024	LETRS Unit 2 Training	8:00-3:00	Media Center
August 12, 2024	3rd Grade PLC PD	2:45-4:00pm	Media Center
August 13, 2024	2nd Grade PLC PD	2:45-4:00pm	Media Center
August 14, 2024	Kindergarten PLC PD	2:45-4:00pm	Media Center
August 15, 2024	5th Grade PLC PD	2:45-4:00pm	Media Center
August 20th	4th Grade PLC PD	2:45-4:00pm	Media Center
August 26, 2024	1st Grade PLC PD	1:15-2:00pm	Conference Room
September 23, 2024	New to PRES PD	2:45-4:00pm	Media Center
October 2, 2024	Pop-In PD (Canva and MagicSchool)	2:45-4:00pm	Media Center
October 3, 2024	K5 and 1st Grade Math Unit Planning	8:00-2:00	Conference Room
Weekly (Monday's)	1st Grade Math Unit Planning	1:20-2:00pm	Brittingham's Classroom
October 7, 2024	New to PRES PD	2:45-4:00pm	Media Center
November 4, 2024	LETRS Training Unit 3	8:00-3:00pm	Media Center
November 6, 2024	Staff SCRally PD	2:45-4:00pm	Media Center
November 7, 2024	4th/5th Grade ELA Unit Planning PD	8:00-2:00pm	Conference Room
November 11, 2024	New to PRES PD	2:45-4:00pm	Media Center
November 14, 2024	2nd/3rd Grade ELA Unit Planning PD	8:00-2:00pm	Conference Room
December 4, 2024	Optional IC LETRS Support	2:45-4:00pm	Media Center
January 15, 2025	K5/1st Grade Math Unit Planning PD	8:00-2:00pm	Conference Room
January 16, 2025	2nd/3rd Grade HMH Unit Planning PD	8:00-2:00pm	Conference Room
January 29, 2025	2nd Grade HMH Support PD	8:00-2:00pm	IC Office
February 5, 2025	Generative AI and MagicSchool PD	2:45-4:15	Media Center
February 6, 2025	4th Grade HMH Unit Planning PD	11:00-2:30	Conference Room
February 7, 2025	5th Grade HMH Unit Planning PD	11:00-2:30	Conference Room
February 26, 2025	LETRS Unit 4 Training (Part 1)	2:45-5:15pm	Media Center
February 27, 2025	LETRS Unit 4 Training (Part 2)	2:45-5:15pm	Media Center
March 5, 2025	LETRS IC Support PD	2:45-4:00pm	Media Center
TBD	Additional PRES PD Support		

PLC Weekly Meetings			
Day of Week	**Grade Level**	**Time**	**Location**
Monday	ILT	8:00-9:30am	Conference Room
Tuesdays	Kindergarten	11:25-12:15pm	Grade Level Chairs Classroom
Tuesdays	First Grade	1:20-2:00pm	Grade Level Chairs Classroom
Thursdays	Second Grade	12:20-1:10pm	Grade Level Chairs Classroom
Tuesday	Third Grade	9:05-9:50am	Grade Level Chairs Classroom
Tuesdays	Fourth Grade	10:00-10:45am	Grade Level Chairs Classroom
Thursdays	Fifth Grade	8:10-8:55am	Grade Level Chairs Classroom

Pelham Road Data Dives			
Date	**Instructional Team Meetings Grade Level Meetings**	**Time**	**Location**
August 19, 2024	3rd Grade SCReady Data Meeting	9:10-9:55am	Conference Room
August 29, 2024	4th Grade SCReady Data Meeting	10:00-10:45am	Conference Room
August 29, 2024	5th Grade SCReady Data Meeting	8:10-8:55am	Conference Room
November 1, 2024	Fall MasteryConnect Benchmark Data Dives (2nd-5th Grade)	PLC Time	Conference Room
January 13, 2025	Winter MasteryConnect Benchmark Data Dives (2nd-5th Grade)	PLC Time	Conference Room
March 14, 2025	Spring MasteryConnect Benchmark Data Dives (2nd-5th Grade)	PLC Time	Conference Room
TBD	AMIRA Data Dives		

Coaching Cycles/IC Support			
Month(s)	**Teacher/Grade Level**	**Day/Time**	**Location**
2024-2025 School Year	Brittingham/LoVine (1st Grade Math Planning Support)	Weekly (Monday) 1:10-2:00pm	Brittingham's Classroom
September	Dixon/2nd Grade (Math Support)	9/19 9/20 9/24 9/26	Teacher Classroom
November	Reeder/GT (Shark Tank)	11/13 11/14	Teacher Classroom
November/December	Smith (4th Grade ELA/Science)	11/15 11/21 11/22 11/25	Teacher Classroom

		11/26 12/6 12/9 12/10 12/11	
December	Templeton (1st Grade Student Support)	12/11 12/13 12/16 12/18	Teacher Classroom
January-March	Levantino (SPED)	Weekly Wednesdays 11:30-12:00pm	IC Office
January-March	Whitaker (Math Support)	Weekly Wednesdays Classroom Support (Monday, Wednesday, Thursdays 1:10-2:00pm)	IC Office

*****This PD plan is a work in progress additional PD's will be scheduled throughout the year*****

School Climate Needs Assessment

Percent Satisfied with Learning Environment School Report Card Data							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Teachers	100%	98%					
Students	97.5%	95.8%					
Parents	92.7%	90.6%					

Percent Satisfied with Social and Physical Environment School Report Card Data							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Teachers	100%	97.9%					
Students	94.9%	95.8%					

Parents	90%	100%					

Percent Satisfied with School/Home Relations School Report Card Data							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Teachers	100%	100%					
Students	95.6%	97.2%					
Parents	91.2%	91.3%					

Number of Students with Suspensions							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
In-School	6	8					
Out of School	20	30					

Parent Involvement							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Backpack Accounts	95%	97%					
Conferences	100%	100%					
Volunteer Hours	5500	4300					

School Report Card Link

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 77.1% in 2022-23 to 87.1% 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)	79.1%	81.1%	83.1%	85.1%	87.1%
	77.1%	TBD	Actual (ES)	82%				
	60%	TBD	Actual (District)	60 %				

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
into science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	District math specialists	N/A	N/A	Continue
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	District math specialists	N/A	N/A	Continue
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Teachers	N/A	N/A	Continue
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	Administration	N/A	N/A	Continue
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Administration	N/A	N/A	Continue

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

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 78.9% in 2022-23 to 88.9% 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)	80.9%	82.9%	84.9%	86.9%	88.9%
	78.9%	TBD	Actual (ES)	81%				
	64%	TBD	Actual (District)	64.2%				

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

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
teaching practice (district, school, and individual data).					
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Instructional Leadership Team	N/A	N/A	Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Instructional Leadership Team Teachers	N/A	N/A	Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Instructional Leadership Team	N/A	N/A	Continue
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Leadership Team	N/A	N/A	Continue
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.	2024-2025	Director of Early Intervention and Student Support	N/A	N/A	Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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 addition, the SC Child Care Licensing Standards					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	Instructional Leadership Team	N/A	N/A	Continue
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Instructional Leadership Team Teachers	N/A	N/A	Continue
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Instructional Leadership Team Teachers	N/A	N/A	Continue
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Instructional Leadership Team	N/A	N/A	Continue
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Instructional Leadership Team	N/A	N/A	Continue
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to	2024-2029	Instructional Leadership Team Teachers	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
accommodate various learning styles.					
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	Instructional Leadership Team	N/A	N/A	Continue
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Instructional Leadership Team	N/A	N/A	Continue
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Instructional Leadership Team	N/A	N/A	Continue
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Instructional Leadership Team	N/A	N/A	Continue
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team	N/A	N/A	Continue

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	☐ Instructional Leadership Team	N/A	N/A	Continue
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	Instructional Leadership Team	N/A	N/A	Continue

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	3.5%	3%	2.5%	2%	1.5%
	4%	3.5%	Actual (School)	2%				

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Identify and address areas of improvement to improve teacher satisfaction.					
1. Continue to plan and execute teacher appreciation activities	2024-2029	☐ Instructional Leadership Team	N/A	N/A	Continue
1. Discuss with Faculty Council any areas of concern	2024-2029	☐ Instructional Leadership Team ☐ Faculty Council	N/A	N/A	Continue

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	48%	46%	44%	42%	40%
	50%	48%	Actual (School)	43.86%				

**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	2024-2029	☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	Instructional Leadership Team Teachers	N/A	N/A	Continue
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	Instructional Leadership Team Teachers	N/A	N/A	Continue
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	Instructional Leadership Team Teachers	N/A	N/A	Continue
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	Instructional Leadership Team Teachers	N/A	N/A	Continue
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	Instructional Leadership Team Teachers	N/A	N/A	Continue
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	☐ Instructional Leadership Team ☐ Teachers	N/A	N/A	Continue
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	☐ Instructional Leadership Team ☐ Teachers	N/A	N/A	Continue
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	☐ Instructional Leadership Team ☐ Teachers	N/A	N/A	Continue
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	☐ Instructional Leadership Team ☐ Teachers	N/A	N/A	Continue
2. Increase leadership opportunities within the school during the school day.	2024-2029	☐ Instructional Leadership Team ☐ Teachers	N/A	N/A	Continue
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	☐ Instructional Leadership Team ☐ Teachers	N/A	N/A	Continue
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption,	2024-2029	☐ Instructional Leadership Team ☐ Teachers	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
disobedience/defiance, and inappropriate behavior.					
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	Instructional Leadership Team Teachers	N/A	N/A	Continue
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	Instructional Leadership Team Teachers	N/A	N/A	Continue
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Instructional Leadership Team Teachers	N/A	N/A	Continue
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	Instructional Leadership Team Teachers	N/A	N/A	Continue

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)	8.83%	6.83%	4.83%	2.83%	0.83%
	10.83%	24.5%	Actual (School	11.52%				

*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	☐ Instructional Leadership Team ☐ Attendance Clerk	N/A	N/A	Continue
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐ Instructional Leadership Team ☐ Attendance Clerk	N/A	N/A	Continue
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	☐ Instructional Leadership Team ☐ Attendance Clerk	N/A	N/A	Continue
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	☐ Instructional Leadership Team	N/A	N/A	Continue
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	☐ Instructional Leadership Team ☐ Attendance Clerk	N/A	N/A	Continue
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	☐ Instructional Leadership Team ☐ Attendance Clerk	N/A	N/A	Continue
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	☐ Instructional Leadership Team ☐ Attendance Clerk	N/A	N/A	Continue

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317, 534	327, 060	336, 872	346, 978	357, 386
		308, 285	Actual (District)					
			Projected (School)	7,387	7,608	7,836	8,071	8,313
		7, 172	Actual (School)	w6,719				

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	☐ Instructional Leadership Team ☐ Attendance Clerk	N/A	N/A	Continue
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐ Instructional Leadership Team	N/A	N/A	Continue
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	☐ Instructional Leadership Team	N/A	N/A	Continue
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	☐ Instructional Leadership Team	N/A	N/A	Continue
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	☐ Instructional Leadership Team	N/A	N/A	Continue
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	☐ Instructional Leadership Team	N/A	N/A	Continue
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	☐ Instructional Leadership Team	N/A	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	Instructional Leadership Team	N/A	N/A	Continue