Sue Cleveland Elementary Strategic Plan/Portfolio

375 Woodmont School Road Ext.
Piedmont, SC 29673

Mrs. Jenni Dunagan – Principal
Greenville County Schools
W. Burke Royster, PHD., Superintendent

Scope of Action Plan 2024-25 through 2028-29

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Sue Cleveland ES

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	03/13/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Jenni Dunagan		03/13/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	03/13/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Alisha Riddle	Alisha Riddle	03/13/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Pell Fain	Pell Fain	03/13/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 375 Woodmont School Rd. EXT, Piedmont, SC 29657

SCHOOL TELEPHONE: (864) 355-4200

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

2025-2026 STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

POSITION	***NAME***
1. PRINCIPAL	Jenni Dunagan
2. TEACHER	Cheryl Banks
3. PARENT/GUARDIAN	Contessa Bryant
4. COMMUNITY MEMBER	Sue Hooper
5. SCHOOL IMPROVEMENT COUNCIL	Alisha Riddle
6. READ TO SUCCEED READING COACH	Pell Fain
7. READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD	Pell Fain

POSITION	***NAME***
Michelin Volunteer	Amber Tishenkel
PTA President	Contessa Bryant
PTA Treasurer	Morgan Jackson
SIC Member	Terria Donald
Parent	Michelle Lyon

2025-2026 **Early Childhood Development and Academic Assistance Act (Act 135) Assurances** (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
☑ Yes ☐ No ☐ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☑ Yes ☐ No ☐ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
☑ Yes ☐ No ☐ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
☑ Yes ☐ No ☐ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

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

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

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INTRODUCTION

Sue Cleveland Elementary School's Strategic Plan/Portfolio provides an overview of the school's perspective on a quality education. This document provides staff an opportunity to assess and communicate continuous improvement as we help our students meet the challenges in the world. It also provides information on student data, stakeholders' involvement, and the characteristics of the school. This report is a living document that describes Sue Cleveland Elementary. It explains who we are, our vision, mission for the school, goals, and plan of action for student achievement. It shows how all of the parts fit together to make our school a positive environment for our students.

This process started with our leadership team gathering data and information about our staff, students, and community involvement. Our school leadership team consists of the principal, the assistant principal, two instructional coaches, the Title I facilitator, and the literacy specialist. This team meets regularly with our Guiding Coalition which consists of the leadership team and grade level and department chairs. We also have a School Improvement Council (SIC) that consists of staff members, parents, and community members. Through the Professional Learning Communities (PLCs) of these teams, input is provided for our portfolio, needs assessment, and action plan. The groups provided input, suggesting ways we can improve our practices and the instructional programs. The leadership team collaborates and combines the information gathered. We will update this document yearly to assess our progress and make plans for improvement. We feel that this document tells the whole story of Sue Cleveland Elementary and how we are working together to improve the education of our students. The results are used as we implement plans to address the needs of all students.

Leadership Team	Delta Team	SIC
Jenni Dunagan - Principal Marianne Vanderford - Assistant Principal Cheryl Banks - Primary Instructional Coach Riley Willingham - Intermediate Instructional Coach Alisha Riddle - Title I Facilitator Pell Fain - Literacy Specialist	Jenni Dunagan - Principal Marianne Vanderford - Assistant Principal Cheryl Banks - Primary Instructional Coach Riley Willingham - Intermediate Instructional Coach Alisha Riddle - Title I Facilitator Pell Fain - Literacy Specialist Nicole Mitchell - Guidance Counselor Ginger Standish - Kindergarten Grade Chair Maura Thompson - First Grade Chair Ashley Henderson - Second Grade Chair Dallis Kennedy - Third Grade Chair Sarah Waltz - Fourth Grade Chair Ashley Luker - Fifth Grade Chair Brooke Foster - Special Education Grade Chair Lucy Carter - Related Arts Chair	Elected Members • Contessa Bryant, Parent • Cheryl Banks, Teacher • Tonya Reilly, Parent • Alisha Riddle, Teacher • Riley Winningham, Teacher (Chair) Appointed Members • Sue Hooper, Community Member • Amber Lorah, Community Member Ex-officio Members • Jenni Dunagan, Principal • Marianne Vanderford - Assistant Principal

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

The comprehensive needs assessment that was done by Sue Cleveland addresses the following areas: (1) Student Achievement, (2) Teacher/Administrator Quality, and (3) School Climate. For each of these areas, a plan of action was developed to outline strategies for improvement. Strengths, weaknesses, and areas of needed improvement were identified by analyzing information on the school report cards, school accountability document, test scores, survey results, parent/community input, and regular school meetings.

Needs Assessment for Student Achievement:

- Sue Cleveland Elementary needs to improve student proficiency percentages in ELA (45.5%) and math (41.8%) on SC Ready. In ELA, there is a 16.2% gap between the proficiency level of the district and Sue Cleveland Elementary. In math, there is an 11.5% gap between the proficiency level of the district and Sue Cleveland Elementary. It is our goal to decrease the gap between the district and school proficiency on SC Ready in ELA and Math.
- Our ELL population is growing and this sub-group did not make the progress needed on SC Ready. It is our goal to improve this sub-group data on SC Ready. Title I funds will fund .2 of the ELL teacher so that she can be full-time. She will pull groups consistently, and co-teach, along with providing support for teachers with their students who receive ML services.
- Title I will provide a reduced class size teacher in grades 2, 3, and 4. This will allow teachers to focus on individualized and small group instruction for students and help with classroom management.
- Dreambox, Lexia, and Reading Horizons data, along with FastBridge, Mastery Connect, and SCReady data support that students need site licenses to support them on their level in reading and math while giving teachers another resource to use with differentiation.
- Instructional and technology supplies, student incentives, and professional development opportunities on engagement and how to use data to guide

instruction are needed. Leadership observations, testing data, meeting agendas/agendas, and survey results support the need for these items.

- Based on FastBridge, KRA, and teacher observations, students continue to enter kindergarten not prepared. Kindergarten transition events will be provided to help provide families with consumable materials/manipulatives and knowledge on how to support their child at home.
- Implementation of Reading Horizon in Kindergarten and first grade will improve the foundational skills of all students.

Needs Assessment for Teacher and Administrator Quality:

- Hire and retain highly qualified teachers and provide them with the tools and professional development to maintain highly qualified status.
- Increase teachers' expertise in using engaging instructional strategies, motivating learners, and creating quality assessments aligned to the district's goals. Through the use of grade level specific staff development, hands-on workshops, PLC collaboration, technology integration, and attending conferences, teachers will be able to continue to provide each student with a strong educational foundation.
- Implementation of Power Hours to focus on instructional strategies and using data to drive instruction. Power Hours are 2 hours of professional development and PLC time dedicated to grade levels.
- All teachers will be trained in LETRS in order for them to be able to meet the needs of struggling readers and writers.
- Provide quality mentoring experiences for new teachers.
- Teachers in Kindergarten and First grade will be trained in providing Reading Horizon instruction to all students.

Needs Assessment for School Climate:

- Based on EWRS, behavior incidents, teacher surveys, and observations the need for behavior and SEL support is also a top priority. We plan to provide

this support with a full-time behavior interventionist, providing the opportunities for staff to attend the Conscious Discipline conference, provide professional development opportunities for teacher engagement, and provide SEL instructional supplies and incentives for academics and behavior.

- Increasing the involvement and support of families is a huge need for our school which is supported by the collaboration of parents and community members at the planning meeting, school observation, teacher surveys, and parent surveys. We will encourage parental involvement and participation in school programs, and assist students' families in areas of school-related concerns. Workshops and quarterly events with materials to help parents and families support their student(s) at home and food and communication resources will be provided for families.
- The learning environment was a low category of the state report card survey for parents, students, and teachers. Conscious discipline training will be provided to teachers to provide common techniques to address student behavior and emotional needs.

Significant Challenges:

- The aftermath of Covid in the upper grades is a challenge. Students in the upper grades tend to have more gaps in foundational math and ELA skills.
- Hiring and retaining highly quality teachers
- Parent involvement
- Growing ELL population
- Social emotional needs of some students
- Lack of substitutes to teach when teachers are absent.
- The last two years, we have had a fifth grade teacher quit in the middle of the year and the job was not able to be filled externally. We have had to cover these classes by moving internal staff.

Significant Awards, Results, or Accomplishments:

- Improved Mastery Connect scores in ELA and Math over the 2022-2023 school year. We are closing the gap between the district proficiency and Sue Clevlend's proficiency in math and ELA, in most cases within 10 points at every grade level.
- Improved PTA involvement in 2023-2024
- Offering more opportunities for parent involvement in 2023-2024
- Clubs for students (Stem, Art, Chorus, Recycle, News Show, Running) in 2023-2024

SCHOOL PROFILE

Sue Cleveland Elementary School (SCE) is a rural school in the Greenville County School District located in Piedmont, SC. The current principal of Sue Cleveland is Jenni Dunagan. Terria Donald is the current assistant principal. The school serves 532 students in kindergarten through 5th grade. Our ethnicity breakdown is as follows: 39.8% Caucasian; 31.6% African American; 17.7% Hispanic/Latino; .2% Asian, 0.4% American Indian or Alaska Native, and 10.3% two or more races. Based on the poverty index (82.62%) we are designated as a Title I school. As a result of this designation, we qualify for federal funds for instructional materials, professional development, and additional staff. The school colors are blue and white our mascot is the wildcats.

Our Faculty/Staff

Sue Cleveland's entire teaching staff meets or exceeds state and federal guidelines for highly qualified status. Four teachers have National Board Certification. Currently, 53.5% of our staff holds an advanced degree and others are working toward their Master's Degree. Teachers spend 10 days throughout the school year engaged in professional development.

Our leadership staff consists of a principal, an assistant principal, two instructional coaches, a literacy specialist, and a Title I facilitator. Sue Cleveland has twenty-nine certified classroom teachers with 8 paraprofessionals. We have four full-day kindergarten classes, six first grade classes, five second grade classes, five third grade classes, four fourth grade classes, four fifth grade classes, and two self-contained Multi-Cat special education classes. Our student services staff consists of a guidance counselor, a social worker, a part-time mental health counselor, a part-time challenge teacher, and a behavior interventionist. Our intervention team consists of one full-time reading interventionist and one part-time math interventionist who serve students in grades K-5. We have two full-time resource teachers serving students with learning disabilities. The related arts department consists of a music teacher, an art teacher, a physical education teacher, a media specialist, a media center assistant, and an innovation lab teacher.

Our ESOL (educating students of other languages) teacher provides services to a total of 68 students. The speech therapist serves 50 students. Our challenge teacher serves 24 students in grades third through fifth. These teachers and our support staff are here and available to meet the needs of our students.

Our office staff consists of a full-time office clerk and a full-time secretary/bookkeeper. The school's health room is equipped to support the health needs of our students and is operated by a full-time registered nurse. Our school cafeteria, equipped with six full-time workers, proudly serves breakfasts and lunch to SCE students each day. Our school is a safe and clean environment thanks to the effort of our plant manager and his team of four custodians. Through the cooperative efforts of our faculty and staff, our parents, and our community, Sue Cleveland Elementary School strives to prepare our students to perform on or above grade level before proceeding to middle school.

	Admin		Other				Teacher				Employed	% of
Race/Ethnicity	F		F		M		F		M			
African American	1	0.0%	4	0.0%	1	0.0%	1	0.0%	1	0.0%	8	0.0%
Asian			1	0.0%							1	0.0%
Caucasian	1	0.0%	18	0.0%	4	0.0%	40	0.0%	2	0.0%	65	0.0%
Hispanic			1	0.0%							1	0.0%
Other			1	0.0%			1	0.0%			2	0.0%
Grand Total	2	100.0%	25	100.0%	5	100.0%	42	100.0%	3	100.0%	77	100.0%

Teaching Experience for Instructional Staff:

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
0-5 years	8	13				
6-10 years	9	10				
11-15 years	7	6				
16-20 years	4	8				
21-25 years	9	8				
26-30 years	3	1				
31-35 years	3	1				

Our Community:

Sue Cleveland Elementary School is located in the small community of Piedmont, SC. This community is located right outside the city limits of Greenville, SC, and has a total population of about 5,795. The average household income in our area is $53,179 and the median home value is $196,593.

The general level of education in our community is a high school diploma. Of adults aged over twenty-five, 77.9% have a high school diploma or higher and 10.5% have a bachelor's degree or higher. The racial composition of the community consists of 85% Caucasian, 10% African American, 2.8% Hispanic, and 2.4% reporting two or more races.

Sue Cleveland Elementary was originally built in the 1940s and was located at the intersection of Highways 20 and 86. At that time, it primarily served students and their families who resided in the rural communities of Piedmont and Pelzer, South Carolina. A vast majority of these students' parents were employed at the nearby J. P. Stevens Piedmont Plant which was at that time a vibrant and prosperous textile mill in southern Greenville County.

Textile manufacturing continued to be the economic driving force surrounding the Sue Cleveland community for roughly the next three decades. Therefore, the population it served remained fairly steady. However, during the late 1970s and early 1980s, the textile industry faced a significant downturn not only locally, but more importantly nationally.

After many families left the area when the textile industry declined, the school attendance area became more of a commuter neighborhood which included several small businesses along with just a couple of scaled back manufacturing plants. It was also during this time that the school received a major renovation. This improvement occurred in 1983.

Despite the modifications of the school; the complexity of the population it served continuously ebbed and flowed over the next twenty or so years. It was indeed a reflection of the ups and downs of the local and national economy. Also, Sue Cleveland began to experience the trend of a transient student population which exists to this present day.

Another significant and major blow to the local economy occurred in 2004. The Delta Mills Estes Spinning and Weaving Plant in Piedmont shut its doors in October 2004. A few months before this event occurred, the school had just begun to receive funds for Title I targeted assistance.

Sue Cleveland's Title I status expanded school-wide during the school year of 2004-2005. It remains as such to this day. The school also moved its location during the spring of 2005. The current school is on Woodmont School Road Extension which is approximately four and a half miles from the original school. However, even with the move to a brand new facility, the number of students who receive free/reduced lunch assistance continues to climb, as the overall economy has faltered over the last few years. The poverty index for 2015 was at 83.23%. In December 2015, due to the high number of students receiving free/reduced lunch and the poverty index of the community, Sue Cleveland began a Universal Feeding

program for lunch. That meant that all students began receiving free lunch as well as the free breakfast that all students were already receiving.

The Piedmont area is growing as neighborhoods are expanding. To meet the needs of this growth, Sue Cleveland is currently being renovated with 10 new classrooms being added along with an expanded cafeteria to accommodate the expected growth. This renovation will be completed in fall 2024.

Our Family Involvement:

Sue Cleveland Elementary receives Title I funding. One of our main priorities is School/Parent Involvement. As a result, there are numerous ways parents can be involved. In addition to volunteer opportunities through the PTA (such as being room parents or helping out with fundraisers), Sue Cleveland Elementary also offers parents numerous involvement activities throughout the school year. These activities include Meet Your Teacher Night, Title I Planning Meetings, Awards Days, Curriculum Night, Donuts with Grownups, Kids Invite Someone Special Lunch, Fall Conferences, Literacy Night, STEAM Night, Family Math Night, Kindergarten Transition, and many others.

Our Enrollment:

Membership by Grade Level

GradeLevel	Members	% of Total
K5	90	17.0%
01	87	16.5%
02	92	17.4%
03	80	15.2%
04	78	14.8%
05	101	19.1%
Grand Total	528	100.0%

Student Demographics by Grade Level and Gender

GradeLevel	K5		01		02		03		04		05		K5		01		02		03		04		05	
Race/Ethnicity	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
American Indian or Alaska Native					1							1					2.8%							2.0%
Asian	1												2.1%											
Black or African American	15	11	11	14	10	13	12	16	18	9	17	20	31.3%	26.2%	24.4%	33.3%	27.8%	23.2%	32.4%	37.2%	40.9%	26.5%	33.3%	40.0%
Hispanic/Latino	8	5	7	7	9	13	4	10	6	11	6	9	16.7%	11.9%	15.6%	16.7%	25.0%	23.2%	10.8%	23.3%	13.6%	32.4%	11.8%	18.0%
Two or More Races	6	5	6	6	4	4	4	3	3	1	7	4	12.5%	11.9%	13.3%	14.3%	11.1%	7.1%	10.8%	7.0%	6.8%	2.9%	13.7%	8.0%
White	18	21	21	15	12	26	17	14	17	13	21	16	37.5%	50.0%	46.7%	35.7%	33.3%	46.4%	45.9%	32.6%	38.6%	38.2%	41.2%	32.0%
Grand Total	**48**	**42**	**45**	**42**	**36**	**56**	**37**	**43**	**44**	**34**	**51**	**50**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Highlights of Sue Cleveland Elementary:

At Sue Cleveland Elementary, we want to support students and give them opportunities to explore their talents. Please see the highlights of programs and services offered to students at Sue Cleveland Elementary.

- Promethean Board in Every Classroom
- Art Club
- Active PTA
- School Improvement Council
- SCE Singers (Chorus)
- Cheer Club
- STEM Club
- Running Club
- Conscious Discipline
- Intervention in reading and math
- Terrific Kid Program sponsored by Kiwanis Club of Greenville
- Michelin Mentoring Program
- Gifted and Talented Program
- Awards Day Celebrations
- Full-Time Title I Social Worker
- Digital Teacher Leaders
- Safety Patrol
- Literacy Night
- Family Math Night

- School News Show
- Personalized Learning Devices for All Students
- Partnership with Public Education Partners

Academic Programs:

At Sue Cleveland Elementary, we follow all academic initiatives of Greenville County School. Over the past two years, all teachers have been trained in LETRS (the science of reading) in order to meet the foundational literacy needs of all students. We use SAVVAS My View Literacy as our curriculum, which is based on the science of reading. We make sure all instruction is aligned to SC State Standards. In 2024-2025, we will implement a new reading curriculum along with new ELA and math standards. Sue Cleveland teachers give Mastery Connect Assessments in ELA and Math three times a year to all 2nd - 5th graders. In fourth grade, we give the science Mastery Connect test three times a year. After each assessment, we analyze the results to evaluate student progress and plan for identified needs. In grades k-2, all students are tested through Fastbridge three times of year to determine the academic level of each student. We identify students who have no risk, some risk and high risk.

Student Services:

In order to meet the needs of all students at Sue Cleveland Elementary School, we offer programs specific to our student needs. At SCE our students in grades K through 5th can be identified to participate in Reading and/or math Interventions. Interventionists use Reading Horizons for students' decoding needs and Leveled Literacy Intervention for students' comprehension needs. The math interventionist uses Bridges to strengthen the foundation of struggling students in math. All students receive individualized instruction on their needs through the computer based programs Dreambox for math and Lexia or Reading Horizon for Reading. As a school, we provide incentives quarterly for students who work hard to achieve

their goals in these programs. Students identified as Speakers of Other Languages are served in ESOL on a weekly basis. Our ELL teacher uses Lexia data to guide her instruction. We have 97 students with IEP's or Individualized Education Plans and 20 students with a 504. We currently have a full-time social worker and a full-time mental health counselor who serve our students on-site. She consistently serves students in on-going sessions/programs. These students are identified through office referrals, teacher recommendations, and parent requests. We also have a Weekend Backpack Snack Pack Program sponsored by the United Way of Greenville County and Golden Harvest Food Bank. Many students receive the Backpack Snack Pack every Friday to take home with them to supply them with food for the weekend.

Sue Cleveland Elementary has a collaborative team that works to make sure all students are on track to be the best they can be. Amanda Hendrich is the On Track Facilitator at Sue Cleveland School. In this role, Amanda monitors student attendance, behavior, and academic achievement to ensure all students are on track. If a student is identified as falling off track, Amanda hosts a meeting of partners and school staff to discuss what interventions or services can best assist that student to get back on track.

Classroom Learning Climate:

The faculty and staff at Sue Cleveland Elementary School have confidence that if we have established goals, rigor, and relevance in our classrooms, and high expectations, all the while maintaining a primary school feeling of fun and wonder; our students will live up to those expectations. The Sue Cleveland Elementary staff strives to create a safe, innovative, and creative learning environment for our students. We are always striving for excellence. Our mission is to produce lifelong learners who are respectful, responsible, and productive members of our communities.

Beginning in 2023, the staff began training in Conscious Discipline. Conscious Discipline is an adult-first technique that "addresses adult self-regulation and skill sets first to empower adults to model, teach, and live the skills and ideals they want children to acquire." It is meant to demonstrate—for children—healthy ways to manage their thoughts, feelings, and behaviors to deal with conflict and difficult situations. By training teachers in these techniques, the staff at Sue Cleveland is equipped to meet the social and emotional needs of all students.

Parents are provided with a copy of the SCE handbook at the beginning of school. Parents are asked to review this and speak with their child about the expectations at SCE. Parents and students then sign and date a pledge that they will follow all rules and expectations of our school. They sign a Title One Pledge as well. In the 2023-2024 school year, we collected 95% of these from parents.

Our Business and Community Partnerships:

As budget cuts annually increase and continue to impact school districts, the importance of community involvement and business partnerships have become more critical than ever. Sue Cleveland Elementary School is fortunate enough to be located within a very supportive community. Through partnerships that have been established with many businesses and local philanthropists, exciting opportunities have been made available for our students on a yearly basis. Through United Way, our students are offered a program called Back Pack Snack Pack. This program sends home food in the students' backpacks over the weekend. This snack pack has healthy kid-friendly snacks that the students can fix for themselves and eat at home. It is discreetly placed in the students' backpacks out of view of the class.

The financial support of these partnerships helps to cover field trip costs for many students who otherwise would not be able to participate. Also, we have tremendous support from the Michelin Challenge in Education program. These are just a few specific areas where community involvement plays a dual role in enhancing student's home life as well as helping families and students with school-related

needs and supplies or providing students the opportunity to explore other communities and the world through field trips that may be the only time some students will ever get to travel to different areas. These partnerships make huge impacts on the lives of our students, their families, and our staff and we are grateful for all the wonderful support we have been provided with as it contributes to our positive and productive learning environment.

Sue Cleveland Elementary has many business partnerships. Through these partnerships, we are better prepared to meet the needs of our students. Below is a list of partnerships:

- Michelin Prime
- Michelin US6
- Michelin USO
- Augusta Road Methodist
- Bessie Road Baptist Church
- Valley Brook Baptist
- St. Matthews Baptist
- Chick-fil-A
- Carolina Center for Excellence
- Greenville Chamber
- Public Education Partners
- Piedmont Mental Health
- South Greenville Fire Department
- Kiwanis Club
- United Way
- Food Lion

MISSION, VISION, BELIEFS

Our Mission:

Our mission statement is “Leaders shine all the time.”

Our Vision:

At Sue Cleveland Elementary, we cultivate respectful and responsible leaders who are ready, willing, and able to succeed.

Our Beliefs:

In our school,

we are responsible for what we say and do,

we recognize the value of planning ahead,

we work before we play,

we seek fair solutions,

we listen before we speak,

we work together as a team,

and we celebrate success.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement and Needs Assessment

Comparing Sue Cleveland to the District SCREADY % Met or Exceeding Data:

ELA	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
School	36.7%	45.5%				
District	61.7%	61.7%				
D-S	25%	16.2%				

Math	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
School	32.4%	41.8%				
District	50.8%	53.3%				
D-S	18.4%	11.5%				

Sue Cleveland Elementary needs to improve student proficiency percentages in ELA (45.5%) and math (41.8%) on SC Ready. In ELA, there is a 16.2% gap between the proficiency level of the district and Sue Cleveland Elementary. In math, there is a 11.5% gap between the proficiency level of the district and Sue Cleveland Elementary. The gap between district and school both decreased. It is our goal to continue to decrease the gap between the district and school proficiency on SC Ready in ELA and Math.

Sue Cleveland Data by Grade Level:

ELA	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
3rd Grade	40.7%	45%				
4th Grade	35%	40%				
5th Grade	28.3%	48%				

Math	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
3rd Grade	42.4%	55%				
4th Grade	32%	32.75%				
5th Grade	22.8%	37.25%				

The 2022-23 data by grade level shows fifth grade students scoring significantly lower than fourth and fifth graders in both ELA and math. This is no longer the case according to 2023-24 data along with each grade level showing growth in both ELA and math.

Teacher/Administrator Quality

Professional Development Plan: click **HERE** for the 2024-2025 PD Plan.

Every year, Sue Cleveland teachers engage in quality professional development based on the needs of the school as well as initiatives led by the district. During the 2024-2025 school year, we will continue implementation training of Conscious Discipline and LETRS for new teachers. Teachers in K-1 will be trained in implementing Reading Horizon for all students. As a district, we are adopting a new reading textbook. We will receive training and support on implementation. In addition, Coleman Brown will have professional development on instructional technology skills and strategies. As a school, we will have a learning walk to determine a theory of action and set a professional development goal specific to our school based on the needs that are identified. In addition, we will receive individualized school support from our math and ELA Academic Specialists.

SCHOOL CLIMATE NEEDS ASSESSMENT

Source used: 2023 - 2024 SDE Teacher/Parent/Student Survey Results

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	41	270	8
Percent satisfied with learning environment	75.6%	86.4%	80.0%
Percent satisfied with social and physical environment	87.8%	84.7%	100.0%
Percent satisfied with school-home relations	87.5%	90.0%	100.0%

Strengths:

- 100% of parents are satisfied with the social and physical environment and school-home relations.
- School-home relations are the highest area overall for parents, students, and teachers.

Areas for Improvement:

- Increase the percentage of teachers, students, and parents satisfied with the learning environment.
- Increase the percentage of students satisfied with the social and physical environment.

Student Behavior Data:

Behavior Referrals							
Academic Year	Referrals	# Rank 1	# Rank 2	# Rank 3	ISS Hours	OSS Days	Bus Suspen. Days
2023-2024	211	130	80	1	46	125	296
2024-2025 (as of 3/11/25)	127	42	84	1	186	163	40

Attendance, absenteeism, and truancy:

Sue Cleveland Elementary has an attendance rate of 92.81% The Chronic Absenteeism Rate is 30.42% and the Truant Rate is 50%.

Parent/teacher conference:

Our teachers had conferences with 94% of our students' families.

Volunteer hours:

Our documented volunteer hours are 1,149:21.

Backpack accounts/logins:

# Parent Contacts	# Parent Contacts (30 days)	% Parent Contacts (30 days)	# Parent Contacts (School Year)	% Parent Contacts (School Year)
483	170	35.20%	356	73.71%

School Report Card: click **HERE** for the 2023-2024 School Report Card.

ACTION PLAN

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 32.3% in 2022-23 to 57% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	41%	46%	51%	56%	61%
	32.3%	41.8%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	☐Jenni Dunagan			*Continue*
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	☐leadership team ☐classroom teachers			*Continue*
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	☐Riley Winningham, Cheryl Banks ☐classroom teachers			*Continue*
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level	2024-2029	☐ Riley Winningham, Cheryl Banks			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
rigor and pacing and ensure consistent use across all classrooms.					
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	Riley Winningham, Cheryl Banks			*Continue*
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Riley Winningham, Cheryl Banks Classroom teachers			*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	leadership team			*Continue*
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Jenni Dunagan, Terria Donald			*Continue*
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	leadership team			*Continue*
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Riley Winningham, Cheryl Banks			*Continue*
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	Jenni Dunagan, Terria Donald			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Foster a collaborative relationship between schools and parents.	2024-2029	Alisha Riddle, Jenni Dunagan, Terraria Donald			
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Alisha Riddle, Cheryl Banks, Riley Winningham			*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 34.2% in 2022-23 to % in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 5% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	44.70%	50%	55%	60%	65%
	34.2%	45.5%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and support 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	☐Jenni Dunagan			*Continue*
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	☐Cheryl Banks, Pell Fain			*Continue*
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	☐ Riley Winningham, Cheryl Banks, Pell Fain ☐classroom teachers			*Continue*
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical	2024-2029	☐Riley Winningham, Cheryl Banks, Pell Fain ☐Classroom teachers			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
literacy skills for success while maintaining high achievement expectations for all students.					
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	Riley Winningham, Cheryl Banks, Pell Fain Classroom teachers			*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	Riley Winningham, Cheryl Banks, Pell Fain Classroom teachers			*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	Riley Winningham, Cheryl Banks, Pell Fain Classroom teachers			*Continue*
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	leadership team			*Continue*
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Riley Winningham Cheryl Banks, Pell Fain, Amanda Hendrich Classroom teachers			*Continue*
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Riley Winningham, Cheryl Banks, Pell Fain Classroom teachers			*Continue*
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Riley Winningham, Cheryl Banks, Pell Fain			*Continue*
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Riley Winningham, Cheryl Banks, Pell Fain Classroom teachers			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to 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	2024-2025	Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	Riley Winningham, Cheryl Banks, Pell Fain classroom teachers			*Continue*
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Riley Winningham, Cheryl Banks, Pell Fain classroom teachers			*Continue*
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Riley Winningham, Cheryl Banks, Pell Fain classroom teachers			*Continue*
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Riley Winningham, Cheryl Banks, Pell Fain classroom teachers			*Continue*
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	leadership team			*Continue*
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	Riley Winningham, Cheryl Banks, Pell Fain classroom teachers			*Continue*
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	Riley Winningham, Cheryl Banks, Pell Fain			*Continue*
2. Establish peer support groups, mentors and/or networks for	2024-2029	Riley Winningham, Cheryl Banks, Pell Fain			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
teachers to share experiences, resources, and strategies for success.		classroom teachers			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Riley Winningham, Cheryl Banks, Pell Fain classroom teachers			*Continue*
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Riley Winningham, Cheryl Banks, Pell Fain classroom teachers			*Continue*
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	leadership team			*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)					

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	☐leadership team			*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	☐leadership team			*Continue*
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	☐leadership team			*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)	19.5%	19%	18.5%	18%	17.5%
	20%	12%	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: Limit the mandatory time teachers stay after school.					
1. Teachers will not be asked to stay after 3:45 for weekly faculty meetings.	2024-2029	☐Jenni Dunagan			*Continue*
2. Have creative planning during the school day for power hours (PLC for grade levels to meet).	2024-2029	☐Jenni Dunagan			*Continue*
Action Plan for Strategy #2: Create an environment where teachers feel valued.					
1. Plan special treats/ events to communicate appreciation for all teachers do.	2024-2029	☐Jenni Dunagan			*Continue*
2. Have teachers fill out a survey that tells you what they like the most (example - kind note of affirmation or duty free lunch.. Plan special treats for teachers during teacher appreciation week.	2024-2029	☐Jenni Dunagan			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #3: Support teachers so that they experience success.					
1. Power Hours for grade levels. (PLC)	2024-2029	Cheryl Banks, Riley Winningham.			*Continue*
2. Provide coaching for teachers to help them refine their skills and experience success.	2024-2029	Cheryl Banks, Riley Winningham. Pell Fain			*Continue*

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	51.33%	49.33%	47.33%	45.33%	43.33%
	53.33%	58.62%	Actual (School)					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	☐leadership team, Nicole Mitchell			*Continue*
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	☐leadership team ☐Nicole Mitchell ☐classroom teachers			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	Nicole Mitchell Terria Donald			*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	Riley Winningham, Cheryl Banks			*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	Nicole Mitchell Terria Donald			*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	Nicole Mitchell Alisha Riddle			*Continue*
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	Alisha Riddle Jenni Dunagan Terria Donald			*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	Alisha Riddle Jenni Dunagan Terria Donald			*Continue*
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	Alisha Riddle Nicole Mitchell Classroom teachers			*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	2024-2029	Jenni Dunagan			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
activities more accessible through transportation, scholarships for fees/trips, etc.					
2. Increase leadership opportunities within the school during the school day.	2024-2029	□classroom teachers			*Continue*
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	□Alisha Riddle □Terria Donald			*Continue*
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	□Terria Donald □Nicole Mitchell			*Continue*
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	□Terria Donald			*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	□leadership team □Nicole Mitchell			*Continue*
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	□Nicole Mitchell □classroom teachers			*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	□Nicole Mitchell □Terria Donald □classroom teachers			*Continue*

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)	793	816	840	865	890
		770	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	☐			*Continue*
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	☐			*Continue*
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐			*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	☐			*Continue*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029				*Continue*
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029				*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				*Continue*
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026				*Continue*
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029				*Continue*