Thomas E. Kerns Elementary
Ronda Simmons, Principal

Greenville County Schools
W. Burke Royster, Superintendent

Scope of Action Plan
for Years 2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Thomas E. Kerns 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	**3/11/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Ronda Simmons	Ronda Simmons	**3/11/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	**3/11/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tyhesha Fogle	T Fogle	**3/11/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Elaine Naradowski	Elaine Naradowski	**3/11/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 6650 Frontage Rd. at White Horse Rd. Greenville, SC 29605
SCHOOL TELEPHONE: (864) 355-1301
PRINCIPAL E-MAIL ADDRESS: rrsimmons@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

	Position	***Name***
1.	Principal	Ronda Simmons
2.	Teacher	Tyhesha Fogle
3.	Parent/Guardian	Melissa Resendiz Cantera
4.	Community Member	Wendy Thacker
5.	Paraprofessional	Dena McCombs
6.	School Improvement Council Member	Karen Rosenthal
7.	Read to Succeed Reading Coach	Molly Graves
8.	School Read To Succeed Literacy Leadership Team Lead	Elaine Naradowski
9.	School Read To Succeed Literacy Leadership Team Member	Loren Pessolano

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

POSITION	***NAME***
Asst. Principal	**Lakeshia Rainey**
Title I Facilitator	**Ann Heatherly**
Interventionist	**Lori Smith**

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

Thomas E. Kerns Elementary School Portfolio

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

The following categories included in this school portfolio make up our school committees to include our leadership team and guiding coalition (lead teachers from each grade level):

- Academic and Behavioral Features/Programs/Initiatives
- Student Achievement needs assessment
- Teacher/Administrator Quality needs assessment
- School Climate needs assessment

This school portfolio is a living document that describes Thomas E. Kerns Elementary and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. All staff members are involved in the creation of the school portfolio. Our desire is to provide a clear picture of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future.

Executive Summary

As a Title I school, Thomas E. Kerns Elementary is actively involved in annually reviewing our needs, and determining and using the best research-based practices to address the identified needs. We recognize and celebrate our strengths such as 1-1 Chromebooks and Professional Learning Communities. We continue to focus on improving student achievement. We envision our families, staff, and community working together to help our children succeed.

Summary of Student Achievement
Thomas E. Kerns Elementary faculty and staff conduct an annual analysis of testing data. Results from these data sources demonstrate a need to continue to address student learning needs. Several strategies for increasing student success at Thomas E. Kerns Elementary are:

English/Language Arts
Structured Professional Learning Communities with a focus on what students will learn, how do we know that have learned, what will we do when they have not learned, what we will do when they have learned. (data analysis, lesson planning, modeling of lessons, etc.)
Increased strategies from LETRS training
Modeling and Coaching for Tier 1 instruction with focus on the gradual release model
Small group reading instruction for all grades
Extended-day tutoring and academic assistance
Early intervention reading strategies for grades K, 1, 2
Computer assisted instruction in Lexia
High-quality professional development for teachers
Increased focus on unpacking the standards
Identifying priority standards
Unit Planning with District Academic ELA Specialists and Instructional Coaches
Rigor focus
Intervention – inclusion and pullout models for kindergarten through fifth grade students
Progress Monitoring for Special Needs students
Sheltered Instruction

Mathematics
Structured Professional Learning Communities with a focus on what students will learn, how do we know that have learned, what will we do when they have not learned, what we will do when they have learned. (Data analysis, lesson planning, modeling of lessons, etc.)
Modeling and Coaching for Tier 1 instruction with focus on the gradual release model
Increased hands-on instructional activities for all mathematical concepts
Increased focus and instruction on problem-solving and data interpretation
Identifying priority standards
Increased focus on unpacking the standards
Extended-day tutoring and academic assistance
Computer assisted instruction on DreamBox
Rigor focus
Continued high-quality professional development for teachers
Unit Planning with District Academic Math Specialists and Instructional Coaches
Sheltered Instruction

Summary of Teacher and Administrator Quality
Thomas E. Kerns Elementary School strives for excellence in all areas including holding teachers to a high standard. In 2023-2024, we had a 18% teacher turnover rate. The varying degrees held by teachers at Thomas E. Kerns Elementary are Bachelor's, Master's, National Board and Master +30, and Doctoral. All teachers are considered highly qualified.
Professional development workshops and technology proficiency at the school and district level help aid in this endeavor.

Summary of School Climate
Numbers of Surveys Returned: Teachers 41, Students 222, and Parents 24
Percent satisfied with learning environment: Teachers 95.1%, Students 84.1%, Parents 81.8%
Percent satisfied with social and physical environment: Teachers 97.6%, Students 86.6%, Parents 81%
Percent satisfied with school-home relations: Teachers 89.7%, Teachers 92%, Parents 84.2%

Significant Challenges:
- Mobility of students
- Teacher Retention
- Underperforming Special Education, White and African American populations
- Our academic weak areas were ELA, Math and Science, according to SC Ready ELA, SC Ready Math and SCPASS Science
- A portion of the population present significant behavior challenges

Significant Accomplishments:
- Removed from the State's Comprehensive School Improvement List
- Conscious Discipline School
- Increased in school volunteers
- A sensory playground built by volunteers for K-2 graders
- Grants from Spinx and SC Federal State Union
- Three National Board-Certified Teachers
- Increased parental participation in backpack program, monthly parent education programs, and attendance at school-wide events
- Teachers applying and receiving grants.
- Teachers earning advance degrees
- Teachers taking leadership in modeling and presenting to individuals and staff
- ScanSource partnership

School Profile

Thomas E. Kerns Elementary is a suburban elementary school located on the frontage road of Interstate 85 in Greenville, South Carolina. It is one of 52 elementary schools in The School District of Greenville County. Situated off White Horse Road, the school opened its doors in August of 2006. Two former schools, Greenview Elementary and Bakers Chapel Elementary, were closed at this time and combined into a new school, which was named Thomas E. Kerns Elementary School. The school was named after former Greenville County School superintendent, Dr. Thomas E. Kerns. Adjacent to the school property is a local high school. The area surrounding the school is comprised of lower to middle class neighborhoods.

Thomas E. Kerns Elementary serves children from 4-year-old-kindergarten through fifth grade. It is also home to two multi-categorical self-contained classrooms. Because a high percentage of our student population qualify for free or reduced lunch our school has universal free meals. According to students actively enrolled on the first day of testing, Thomas E. Kerns Elementary houses 522 students who are divided among 26 homerooms with full time highly qualified teachers. Additionally, the school has a School Counselor, two Instructional

Coaches, a Literacy Specialist, a Title One Facilitator, a Social Worker, a full-time Parent Involvement Coordinator, a Mental Health Specialist, and a Behavior Coach. Other staff members include one full-time speech pathologist, two full-time ELL teachers, two resource teachers, two reading interventionists, media specialist, a part-time media clerk, a music teacher, a PE teacher, a computer lab assistant, a Steam lab assistant, and an art teacher. Our facility consists of 42 classrooms, a media center, a computer lab, a music room, art room, a cafeteria, a science lab and a multi-purpose room. In addition, each grade level has a conference room and a storage room. The school has a capacity to serve 800 students.

The school colors are red and white. The mascot is the Wildcat. The school motto is: "CATCH the Wildcat Spirit!" Our students participate in many school-wide activities throughout the year such as Red Ribbon Week, Black History Month, Women's History Month, Autism Awareness Week, Monthly Clubs (during school), LEO Santa Drive, Chorus Programs, District's Arts Programs, Field Trips, Girls on the Run, Robotics, Career Fair, Good News Club, Cub Scouts, and Field Day. We have over 20 volunteers who are in the schools throughout the week.

Our Leadership Team consists of the Principal, Assistant Principal, Instructional Coaches, Literacy Specialist, and Title I Facilitator. These staff members observe in the classrooms and provide feedback to support instruction. Our principal, Ronda Simmons, has been an administrator in our school district for six years. She obtained a Bachelor of Science Degree in Elementary Education from South Carolina State University and Master in Education and Education Specialist degrees from Cambridge College. She served as a school principal in Orangeburg School District Four prior to coming to Greenville. Our Assistant Principal, Mrs. Lakeshia Rainey, has a B.S. in Elementary Education, M.A. in Counseling and a M.S in Elementary Administration. She has been in the education field for 24 years now. Prior to becoming an Administrator, she taught first and fourth grade in Greenville County. She began her role as Assistant Principal at Thomas E. Kerns in 2015.

Additionally, staff members are chosen to serve on the Guiding Coalition and other committees that support school operations, school culture and student achievement. These committees meet to plan activities, organize the yearbook and newsletter, assist with On Track meetings, and promote the use of technology in the classrooms. All staff members are involved in making decisions together for the education of our students.

At Thomas E. Kerns Elementary, we believe in the partnership between school and family. Our SIC meets regularly throughout the year. Our Title I Planning Team meets beginning in December of each year to determine where our strengths and weaknesses lie, and how the Title I money will be dispersed. This team consists of teachers, Instructional Coach, the Title I Facilitator, parents, members of the community, a district office representative, and the administrators. As part of our commitment to our students and their families, we provide parent-training workshops throughout the year.

Personnel Data

2024-2025 Staff Data

Education Level
The varying degrees held by teachers at Thomas E. Kerns Elementary are Bachelor's, Master's, National Board and Master +30, and Doctoral. All teachers are considered highly qualified.

Gender and Ethnicity
Although our staff is predominately female and Caucasian, we do have a presence of male and African American female role models. The staff by gender is Males – 6% and Females – 94%.

The staff by ethnicity is African American – 39%, Caucasian – 57%, Latino – 3%, and Other – 1%.

Staffing and Years of Experience
The staff at Thomas E. Kerns includes: classroom teachers, an instructional coach, a literacy specialist, a full-time speech pathologist, two special education teachers, two resource teachers, an art teacher, a music teacher, a P.E. teacher, a computer lab assistant, a Steam lab assistant, one media specialist, a part-time media clerk, two reading interventionists, one 0.4 challenge teacher, two full-time ELL teachers, a school counselor, a Title I social worker, a Title I Facilitator, Nine teaching assistants, a full-time Parent Involvement Coordinator, an Assistant Principal, and a Principal. Thomas E. Kerns Elementary has two National Board-Certified teachers. These include an instructional coach, and a music teacher. The majority of our teachers have been teaching for less than 10 years. We have 16 teachers with less than 5 years teaching experience.

The following indicates teachers' years of experience:

- 1 K4 Teacher (5-10 years)
- 3 K5 Teachers (1-4 years); 1 K5 Teacher (16-20 years)
- 1 First Grade Teachers (1-4 years); 3 First Grade Teachers (5-10 years) 1 First Grade Teacher (16-20 years)
- 2 Second Grade Teachers (11-15 years); 2 Second Grade Teachers (21-25 years)
- 2 Third Grade Teachers (1-4 years); 1 Third Grade Teacher (5-10 years); 1 Third Grade Teacher (16-20 years)
- 2 Fourth Grade Teachers (1-4 years); 1 Fourth Grade Teacher (16-20 years)
- 1 Fifth Grade Teachers (1-4 years); 1 Fifth Grade Teachers (5-10 years), 1 Fifth Grade Teachers (11-15 years), 1 Fifth Grade Teachers (16-20 years)

Additional personnel include the secretary, attendance clerk, plant engineer, custodial staff, food service manager, and food service workers. Support personnel available to assist in meeting the needs of Thomas E. Kerns Elementary students include the district psychologist, a Title I social worker, Behavior Coach, a Title I Facilitator, an on-site nurse, one speech pathologist, a full-time parent involvement coordinator, Title I Academic Specialists, and a Title I Instructional Technology Facilitator.

Without class size reduction, our student/teacher ratio is 21:1. Thomas E. Kerns uses State money to reduce class size in first grade and Title I money to fund a teacher position in fifth grade thus reducing the ratio of students to teachers in these grades. Our overarching student/teacher ratio is 20:1 (522 enrolled students /26 classes).

2024-2025 Student Data

Enrollment
Students actively enrolled on the first day of testing in 2024 were 522 students. The enrollment configuration for Thomas E. Kerns Elementary by grade level is as follows:

- Pre- Kindergarteners- 20
- Kindergarteners – 91
- First graders – 89
- Second graders – 73
- Third graders – 99
- Fourth graders – 64
- Fifth graders – 86

Attendance 2024-2025
A total of 533 students, 132 students had chronic absences. The total percentage of student chronically absent is 24.77%

Retention

2024 - Percent of students retained: 0.4%

Gender
In 2024-2025, there are 258 males and 264 females. The trend over the past three years indicates a greater population of males than females. In 2024-2025, there are more females than males.

Ethnicity
In 2024-2025, the student population was made up of 40% African-American, 7.9% Caucasian, 42.9% Hispanic, .2 % Asian, .8% Native Hawaiian and 8.2% Two or More Races. The ethnicity percentages have not changed significantly over the past three years. The Hispanic population has increased the most over the past three years.

Lunch Status
All students at Thomas E. Kerns receive universal free meals.

Special Education Students
There are four special education teachers at Thomas E. Kerns Elementary. There are two full time LD resource teachers and two multi-categorical self-contained special education teachers. Our disabled population is 15.8 % of our total population.

GT Students
Percent of students served by gifted and talented program: 6%

Major Academic and Behavioral Features/Programs/Initiatives

- **Chromebook** – Our school has a 1-1 Chromebook in all grade levels. The goal is to enhance the way teachers instruct and students learn.
- **LETRS Trained**- Staff members are trained in LETRS.
- **Response to Intervention (RTI)** – The goal of RTI is to identify students who need further assistance with reading fluency. Students are taught phonics and comprehension strategies to accelerate their reading ability. We implement RTI in all grades.
- **Coaching the Core –** Grade level teams participated in an intensive coaching cycle focusing on explicit instruction, explaining/justifying thinking, and planning for collecting evidence for specific feedback.
- **Lexia/ DreamBox/IXL/Study Island –** Students have access to online activities through Lexia, DreamBox, IXL, and Study Island to practice grade level content and skills in reading and math.
- **Challenge** – A select group of students attend challenge weekly for rigorous enrichment activities.
- **Sheltered Instruction** – an instructional approach that engages MLs in developing: grade-level content-area knowledge, academic skills, and English proficiency.
- **Conscious Discipline**- Trauma- Informed Social and Emotional Learning
- **OnTrack-** OnTrack Greenville is a school-based community collaboration to align and leverage community interventions and resources to keep students on track towards high school graduation and post-secondary success. At the heart of the OnTrack process is the belief that when given the right supports and interventions, all students can succeed, and graduate from high school.
- **STEAM- (Science Technology, Engineering, Arts, and Math)** An educational discipline that aims to spark an interest and lifelong love of the arts and sciences in children from an early age.

Mission, Vision, and Beliefs

Mission Statement
The mission of Thomas E. Kerns Elementary is to develop successful, responsible, and respectful life-long learners.

Vision Statement
Our vision is to encourage a culture of excellence for students, staff, parents, and the community.

Values and Beliefs

- We believe all children can learn.
- We believe every student can achieve success.
- We believe teachers are responsible for providing a high-quality education to all students and encouraging strong collaboration with families.
- We believe education should be developmentally appropriate and differentiated to meet individual needs.

Data Analysis and Needs Assessment

Student Achievement

The following data gives pertinent information as to which areas need to improve in our school. This information gives us indications of our strengths and weaknesses and allows us to gain a clearer understanding of student achievement. By further analyzing the data we can develop strategies to achieve in the areas in which we need improvement. In the spring of 2023, SC Ready was administered with the following results.

SC Ready ELA

2021

In English Language Arts, Thomas E. Kerns' scores showed that 28.2% meets or exceeds expectations. Third grade had 6.7% exceeding expectation, 17.1% meeting expectation, 25.7% approaching expectations and 50.5% not meeting expectations. Fourth grade had 5.1% exceeding expectation, 22% meeting expectation, 19% approaching expectations, and 47 not meeting expectations. Fifth grade had 5.1% exceeding expectation, 20.2% meeting expectations, 34.3% approaching expectation, and 40.4% not meeting expectation.

2022

In English Language Arts, Thomas E. Kerns' scores showed that 31.2 % meets or exceeds expectations. Third grade had 8.8% exceeding expectation, 22% meeting expectation, 19.8% approaching expectations and 49.5% not meeting expectations. Fourth grade had 16.3% exceeding expectation, 17.3% meeting expectation, 25.5% approaching expectations, and 40.8% not meeting expectations. Fifth grade had 11.8% exceeding expectation, 16.7% meeting expectations, 37.3% approaching expectation, and 34.3% not meeting expectation.

2023

In English Language Arts, Thomas E. Kerns' scores showed that 35% meets or exceeds expectations. Third grade had 10.8% exceeding expectation, 20.5% meeting expectation, 21.7% approaching expectations and 47% not meeting expectations. Fourth grade had 15.8% exceeding expectation, 15.8% meeting expectation, 23.7% approaching expectations, and 44.7% not meeting expectations. Fifth grade had 17% exceeding expectation, 25% meeting expectations, 27.3% approaching expectation, and 30.7% not meeting expectation.

2024

In English Language Arts, Thomas E. Kerns' scores showed that 37% meets or exceeds expectations. Third grade had 12.7% exceeding expectation, 23.9% meeting expectation, 19.7% approaching expectations and 43.7% not meeting expectations. Fourth grade had 15.6% exceeding expectation, 25.6% meeting expectation, 18.9% approaching expectations, and 40% not meeting expectations. Fifth grade had 9.8% exceeding expectation, 24.4% meeting expectations, 25.6% approaching expectation, and 40.2% not meeting expectation.

SC Ready Math

2021

In Mathematics, Thomas E. Kerns' scores showed that 33.7% meets or exceeds expectations. Third grade had 8.9% exceeding expectation, 28.7% meeting expectation, 21.8% approaching expectation, and 40.6% not meeting expectation. Fourth grade had 12.9% exceeding expectation, 14.9% meeting expectation, 26.7 % approaching expectation, and 45.5% not meeting expectations. Fifth grade had 15.5% exceeding expectations, 19.6% meeting expectations, 27.8% approaching expectations, and 37.1% not meeting expectations.

2022

In Mathematics, Thomas E. Kerns' scores showed that 34.6% meets or exceeds expectations. Third grade had 12.1% exceeding expectation, 25.3% meeting expectation, 27.5% approaching expectation, and 35.2% not meeting expectation. Fourth grade had 10.2% exceeding expectation, 26.5% meeting expectation, 30.6 % approaching expectation, and 32.7% not meeting expectations. Fifth grade had 10.8% exceeding expectations, 17.6% meeting expectations, 30.4% approaching expectations, and 41.2% not meeting expectations.

2023

In mathematics, Thomas E. Kerns' scores showed that 33.2% meets or exceeds expectations. Third grade had 16.9% exceeding expectation, 18.1% meeting expectation, 26.5% approaching expectation, and 38.6% not meeting expectation. Fourth grade had 13.2% exceeding expectation, 18.4% meeting expectation, 21.1 % approaching expectation, and 47.4% not meeting expectations. Fifth grade had 13.6% exceeding expectations, 19.3% meeting expectations, 42% approaching expectations, and 25% not meeting expectations.

2024

In mathematics, Thomas E. Kerns' scores showed that 31.2% meets or exceeds expectations. Third grade had 9.9% exceeding expectation, 28.2% meeting expectation, 32.4% approaching expectation, and 29.6% not meeting expectation. Fourth grade had 10% exceeding expectation, 20% meeting expectation, 27.8% approaching expectation, and 42.2% not meeting expectations. Fifth grade had 8.5% exceeding expectations, 17.1% meeting expectations, 32.9% approaching expectations, and 41.5% not meeting expectations.

Teacher and Administrator Quality

Thomas E. Kerns 2024-2025 Professional Development Plan
Every Student is an MVP @ TEK!

The goal for professional development at Thomas E. Kerns is to support teachers in creating engaging, rigorous lessons that will increase student achievement in all subject areas.
NOTE: Weekly PLC meetings for math and reading will occur during extended related arts.

	Topic & Audience	Date/Time
July	• CDAT Meeting	• 7/24
	• Math Unit Planning K-5	• 7/26 8:30-11:30, 1:00-2:30

	• Mentor/Mentee Meeting	• 7/30 9:00-12:00
August	• Faculty Meeting	• 8/01 8:30-11:30
	• LETRS 1 Unit 1 Session 1 • LETRS 2 Unit 5 Session 1	• Week of 8/05
	• Team Meetings	• 8/07
	• PLCs begin	• Week of 8/12
	• LETRS 1 Unit 1 Session 2 • LETRS 2 Unit 5 Session 2	• Week of 8/12
	• Faculty Meeting	• 8/14 3:00-4:30
	• LETRS 1 Unit 1 Session 3 • LETRS 2 Unit 5 Session 3	• Week of 8/19
	• Mentor/Mentee Meeting	• 8/21
	• LETRS 1 Unit 1 Session 4 • LETRS 2 Unit 5 Session 4	• Week of 8/26
	• E-Course Conscious Discipline	• 8/28 3:00-4:30
	• CDAT Meeting	• 8/28 4:30-5:00
September	• LETRS 1 Unit 1 Session 5 • LETRS 2 Unit 5 Session 5	• Week of 9/02
	• Technology PD - Magic AI	• 9/04 3:00-4:30
	• LETRS 1 Unit 1 Session 6 • LETRS 2 Unit 5 Session 6	• Week of 9/09
	• Faculty Meeting • Joni Bown - Differentiating instruction and assessment for MLs	• 9/11 3:00-4:30
	• LETRS 1 Unit 1 Session 7 • LETRS 2 Unit 6 Session 1	• Week of 9/16
	• Gallup Survey Faculty Meeting	• 9/18
	• LETRS 1 Unit 1 Session 8	• Week of 9/23

	• LETRS 2 Unit 6 Session 2	
	• E-Course Conscious Discipline	• 9/25 3:00-4:30
	• CDAT Meeting	• 9/25 4:30-5:00
	• LETRS 1 Unit 2 Session 1 • LETRS 2 Unit 6 Session 3	• Week of 9/30
October	• LETRS 1 Unit 2 Session 2 • LETRS 2 Unit 6 Session 4	• Week of 10/07
	• Faculty Meeting • Joni Bown - Sentence Pattern Charts	• 10/09 3:00-4:30
	• Gallup Survey Faculty Meeting	• 10/16 3:00-4:30
	• LETRS 1 Unit 2 Session 3 • LETRS 2 Unit 6 Session 5	• Week of 10/14
	• LETRS 1 Unit 2 Session 4 • LETRS 2 Unit 6 Session 6	• Week of 10/21
	• E-Course Conscious Discipline	• 10/23 3:00-4:30
	• CDAT Meeting	• 10/23 4:30-5:00
	• LETRS 1 Unit 2 Session 5 • LETRS 2 Unit 7 Session 1	• Week of 10/28
November	• LETRS 1 Unit 2 Session 6 • LETRS 2 Unit 7 Session 2	• Week of 11/04
	• Technology PD- Canvas	• 11/06 3:00-4:30
	• LETRS 1 Unit 2 Session 7 • LETRS 2 Unit 7 Session 3	• Week of 11/11
	• Faculty Meeting- ML Resources, District PowerPoint.	• 11/13 3:00-4:30
	• LETRS 1 Unit 2 Session 8 • LETRS 2 Unit 7 Session 4	• Week of 11/18
	• Guiding Coalition Meeting	• 11/20 3:00-4:00
	• E-Course Conscious Discipline	• 11/29

		3:00-4:00
	• CDAT Meeting	• 11/29 4:00-5:00
December	• LETRS 1 Unit 3 Session 1 • LETRS 2 Unit 7 Session 5	• Week of 12/02
	• LETRS 1 Unit 3 Session 2 • LETRS 2 Unit 7 Session 6	• Week of 12/09
January	• LETRS 1 Unit 3 Session 3	• Week of 1/06
	• Technology PD	• 1/08 3:00-4:30
	• LETRS 1 Unit 3 Session 4 • LETRS 2 Unit 8 Session 1	• Week of 1/13
	• Faculty Meeting	• 1/15 3:00-4:30
	• LETRS 1 Unit 3 Session 5 • LETRS 2 Unit 8 Session 2	• Week of 1/20
	• Guiding Coalition Meeting	• 1/22 3:00-4:00
	• LETRS 1 Unit 3 Session 6 • LETRS 2 Unit 8 Session 3	• Week of 1/27
	• E-Course Conscious Discipline	• 1/29 3:00-4:30
	• CDAT Meeting	• 1/29 4:30-5:00
February	• LETRS 1 Unit 3 Session 7 • LETRS 2 Unit 8 Session 4	• Week of 2/03
	• Technology PD	• 2/05 3:00-4:30
	• LETRS 1 Unit 3 Session 8 • LETRS Unit 8 Session 5	• Week of 2/10
	• Faculty Meeting	• 2/12 3:00-4:30
	• LETRS 1 Unit 4 Session 1 • LETRS 2 Unit 8 Session 6	• Week of 2/17
	• Mentor/Mentee Meeting	• 2/19 3:00-4:00

	• LETRS 1 Unit 4 Session 2	• Week of 2/24
	• E-Course Conscious Discipline	• 2/26 3:00-4:30
	• CDAT Meeting	• 2/26 4:30-5:00
March	• LETRS 1 Unit 4 Session 3	• Week of 3/03
	• Technology PD	• 3/05 3:00-4:30
	• LETRS 1 Unit 4 Session 4	• Week of 3/10
	• Faculty Meeting	• 3/12 3:00-4:30
	• LETRS 1 Unit 4 Session 5	• Week of 3/24
	• E-Course Conscious Discipline	• 3/26 3:00-4:30
	• CDAT Meeting	• 3/26 4:30-5:00
	• LETRS 1 Unit 4 Session 6	• Week of 3/31
April	• Technology PD	• 4/02 3:00-4:30
	• LETRS 1 Unit 4 Session 7	• Week of 4/07
	• Faculty Meeting	• 4/09 3:00-4:30
	• LETRS 1 Unit 4 Session 8	• Week of 4/14
	• Guiding Coalition meeting	• 4/16 3:00-4:00
	• E-Course Conscious Discipline	• 4/23 3:30-4:00
	• CDAT Meeting	• 4/23 4:30-5:00
	• E-Course Conscious Discipline	• 5/01 3:00-4:00

May	• Faculty Meeting	• 5/08 3:00-4:30
	• Staff Leadership Meeting	• 5/15 3:00-4:00

2024 School Climate Needs Assessment

Student Behavior Data

A total of 576 students, 66 students had 1 referral. Twenty-eight students had 2 or more referrals and 42.42% of students with at least 1 referral received 2 or more referrals.

Attendance, Absenteeism, and Truancy

A total of 533 students, 132 students had chronic absences. The total percentage of student chronically absent is 24.77%

Parent Teacher Conferences

Parent/teacher conferences are held all through the year as needed. Mandatory conferences are held the month of October and after each quarter if students are failing. We also have mandatory conferences for third grade students to review the Read to Succeed Requirements.

Volunteer Hours

Thomas E. Kerns has 516.40 total of volunteer hours. This includes Readers, Mentors, Chaperones, Classroom Helpers, etc.

Backpack Accounts/Log-ins
The percentage of parents with backpack accounts is 91.33. The percentage of log-ins is 48.98%.

Thomas E. Kerns 2023-2024 SCDE School Report Card

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 33.2% in 2022-23 to 48% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% 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)	35.8%	38.8%	41.8%	44.8%	47.8%
	33.2%	32.8%	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	· Principal and Instructional Leadership Team	0	None	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Principal and Teachers	0	None	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into	2024-2029	· Principal, Instructional Leadership Team, Teachers, Academic Specialists	$5,000.00	Title I	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Academic Specialists	0	None	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· Academic Specialist	0	None	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Principal, Instructional Leadership Team, Teachers	0	None	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	· Principal, Instructional Leadership Team	0	None	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Principal, Instructional Leadership Team	0	None	C
6. Offer varying levels of support through scaffolding, intervention, and	2024-2029	· Interventionist, Teachers, Title I	$110,000	Title I	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
remediation for struggling students to ensure mastery of critical math skills for success while maintaining high achievement expectations for all students.					
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	· Principal, Instructional Leadership Team	0	None	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Principal	0	None	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Principal, Instructional Leadership Team, Solutions Tree Consultant, Title I	$26,000	Title I	C
4. Foster a collaborative relationship between schools and parents.	2024-2029	· Principal, Parent Involvement Coordinator, Teachers	$3,000	Title I	C
5. Provide resources (DreamBox) and workshops to help parents support their children's mathematical development at home.	2024-2029	· Principal, Title I Facilitator, Parent Involvement Coordinator	$13,000	Title I	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 35% in 2022-23 to 50% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% 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)	42.8%	45.8%	48.8%	51.8%	54.8%
	35%	39.8%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Principal, Instructional Leadership Team	0	None	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Principal, Instructional Leadership Team, Title I Facilitator	$10,000	Title I	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	· Principal, Instructional Leadership Team, Teacher, Interventionist	0	None	C
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	· Interventionists, Teachers, Title I	$180,000	Title I	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	· Principal, Instructional Leadership Team, Gifted &Talented Teacher	0	None	C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· Principal, Instructional Leadership Team Teachers	0	None	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	· Principal, Instructional Leadership Team Teachers	0	None	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· Principal, Instructional Leadership Team	0	None	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Principal, Instructional Leadership Team, Interventionists	0	None	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Teacher, Instructional Leadership Team	0	None	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Principal, Instructional Leadership Team, Teacher	0	None	C
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Principal, Instructional Leadership Team, Teacher, Academic Specialists	0	None	C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based	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*
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					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· Principal, Instructional Leadership Team, Teachers	0	None	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· Principal, Instructional Leadership Team Teachers	0	None	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Principal, Instructional Leadership Team, Teachers	0	None	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Principal, Instructional Leadership Team, Teachers	0	None	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Principal, Instructional Leadership Team, Academic Specialists	0	None	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to	2024-2029	· Principal, Instructional Leadership Team	$12,000	Title 1, ATSI	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
accommodate various learning styles. (Lexia)					
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	· Principal, Instructional Leadership Team	0	None	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· Principal, Instructional Leadership Team, District	0	None	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Principal, Instructional Leadership Team, Teachers	0	None	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· Principal, Instructional Leadership Team, District Staff, Solutions Tree Consultant,	$26,000	Title 1	C

GOAL AREA 2 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Principal, District Recruitment	0	None	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and	2024-2029	· District Recruitment	0	None	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	· District Recruitment	0	None	C

GOAL AREA 2 – Performance Goal 2

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	7%	6.5%	6%	5.5%	5%
	7%	18%	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: Reduce teacher turnover rate through the implementation of targeted professional development programs, mentorship initiatives, and improved support systems to enhance job satisfaction and promote a positive work environment.					
1. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources and strategies for success.	2024-2029	· Principal, Instructional Leadership Team, Teachers	0	None	C

GOAL AREA 3 – Performance Goal 1

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	40.42%	38.42%	36.42%	34.42%	32.42%
	52.4%	42.42%	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-	2024-2029	· Principal, Asst. Principal, Behavior Interventionist	$70,000	Title 1	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	· Principal, Asst. Principal, Behavior Interventionist, Teachers	0	None	C
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	· Principal, Instructional Leadership Team, Behavior Interventionist, Staff	0	None	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	· Principal, Asst. Principal. Behavior Interventionist	0	None	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· Principal, Asst. Principal, Behavior Interventionist, School Counselor	0	None	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	· School Counselor, Social Worker	0	None	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Faculty and Staff	0	None	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· Faculty and Staff	0	None	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Principal, Teachers	0	None	C
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· Principal	1,000	Donations	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Principal	0	None	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Principal, Asst. Principal, Parent Involvement Coordinator	0	None	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of	2024-2029	· Principal, Asst. Principal	0	None	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
disrespect, disruption, 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	· Principal, Asst. Principal	0	None	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	· Principal, Asst. Principal, Behavior Interventionist, Teachers	0	None	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Faculty and Staff	0	None	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	· Principal, Asst. Principal, Behavior Interventionist	0	None	C

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District					
			Projected (School)	26.6%	24.6%	22.6%	20.6%	18.6%
	28.6%	24.8%	Actual (School					

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Principal, Clerk, Social Worker	0	None	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Principal, Clerk, Social Worker	0	None	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· Clerk, Social Worker	0	None	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District Staff	0	None	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· Principal, Clerk, Social Worker	0	None	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Principal, Parent Involvement Coordinator, Social Worker	$42,000	Title 1	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	· Nurse	0	None	C

GOAL AREA 3 – Performance Goal 3

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

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

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	1,200	1,236	1,,273	1,311	1350
		1,166	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	· Clerk, Parent Involvement Coordinator	0	None	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Parent Involvement Coordinator, Title I Facilitator, Social Worker	0	None	C

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	· Principal, Media Specialist, Parent Involvement Coordinator	0	None	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	· Principal, School Improvement Council, Parent Involvement Coordinator, Social Worker	0	None	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Principal, Title 1 Facilitator, Parent Involvement Coordinator, Social Worker	0	None	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Principal, Title 1 Facilitator, Parent Involvement Coordinator, Social Worker	0	None	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	· Principal, Parent Involvement Coordinator, Social Worker	0	None	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Principal, ILT, Title I Facilitator, Parent Involvement	0	None	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		Coordinator, Social Worker			
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	· Principal, Parent Involvement Coordinator	0	None	C