

RUDOLPH GORDON SCHOOL

1507 Scuffletown Road, Simpsonville, SC 29681



SCHOOL PORTFOLIO 2024-25 THROUGH 2028-29

Dr. Meredith Welch, Principal

GREENVILLE COUNTY SCHOOL DISTRICT

DR. W. BURKE ROYSTER, SUPERINTENDENT

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Rudolph Gordon School

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.

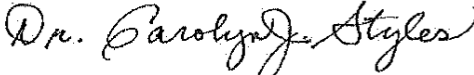
SUPERINTENDENT

Dr. W. Burke Royster		3-14-25
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Meredith Welch		3-14-25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		3-14-25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Patricia Surles	Patricia C Surles	3-14-25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Andrea Freeman	Andrea Freeman	3-14-25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1507 Scuffletown Road, Simpsonville, SC, 29681

SCHOOL TELEPHONE: (864) 452-0200

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

Position and Name

1. Principal – Dr. Meredith Welch
2. Teacher – Laura Shaw and Tara Gunter
3. Parent/Guardian – Brittaney Gause-Pitts
4. Community Member – Mike Jeter
5. Paraprofessional – Danielle Ledford
6. School Improvement Council Member – Tricia Surles
7. Read to Succeed Reading Coach – Andrea Freeman
8. School Read to Succeed Literacy Leadership Team Lead – Andrea Freeman
9. School Read to Succeed Literacy Leadership Team Member – Holly Rushton

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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).

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Developmental Screening</p> <p>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.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Half-Day Child Development</p> <p>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.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>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.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

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INTRODUCTION

The Rudolph Gordon School conducted a self-assessment to evaluate our strengths and weaknesses in order to develop goals and strategies for improvement. Our school portfolio provides stakeholders with an ongoing means for self-assessment, communication, continuous improvement, and accountability. In March 2024, an overview was presented to the faculty, staff, PTA, and SIC. Stakeholders were organized into committees to complete the self-assessment and determine strategies for improvement. Committees reviewed school survey data collected from parents, students, and our faculty and staff as well as student data from standardized tests. Data was critiqued in order to develop achievement goals that are specific, measurable, attainable, results-oriented, and time-bound. The plan is updated every year. Committee members include:

<p>Standard 1: Purpose and Direction Portfolio: Mission, Vision, Beliefs</p> <ul style="list-style-type: none"> ● Andrea Freeman, Literacy Coach, chairperson ● Catherine Osborne, kindergarten teacher ● Kristie Smith, 1st grade teacher ● Carly Parker, K5 teacher ● Hannah Jackson, 2nd grade teacher ● Lauren Reaves, 3rd grade teacher ● Lindsay Hardin, 3rd grade teacher ● Kristi Calvert, 1st grade teacher ● Kristin Bence, music teacher ● Ellis Prickett, 6th grade teacher ● Kendall Lentz, 7th grade teacher ● Karen Harris, 7th grade teacher ● Kerry Hanning, 8th grade teacher ● Angie Endres, SPED teacher ● Tina Pellerite, kindergarten paraprofessional ● Melissa Benham, 4th grade teacher ● Katie Dofelmier, 4th grade teacher ● Walker Wyatt, PE teacher ● Erin Clarke, school counselor ● Carlie Peden, school counselor ● Meri Heather Acton, Assistant principal ● Shannon Petrus, office clerk ● Amber Black, school nurse ● RaeLee McLeod, 5th grade teacher ● Kelsey Gunter, MS Band ● Stefanie Lamoy, paraprofessional ● Alice Bradley, 7th grade teacher ● Michele Gervasi, paraprofessional ● Beth Murray, kindergarten paraprofessional 	<p>Standard 2: Governance and Leadership Portfolio: School Profile</p> <ul style="list-style-type: none"> ● Debbie Lombel, 6th grade teacher, chairperson ● Mary Beth Cooper, 1st grade teacher ● Erin Nelson, 1st grade teacher ● Erin Williams, kindergarten teacher ● Victoria Missouri, 2nd grade teacher ● Sara Harris, 2nd grade teacher ● Kayleigh Young, 3rd grade teacher ● Michelle Willis, 4th grade teacher ● Leslie Dutcher, 5th grade teacher ● Kristin Beitel, MS PE teacher ● Ashlyn Freeman, kindergarten assistant ● Angie Saunders, Office Clerk ● Laura Mastrolillo, cafeteria manager ● Denise Saldarriaga, MLP teacher ● Stephen Smith, plant engineer ● Maggie Simmons, 7th grade teacher ● Jonathan Gordon, 8th grade teacher ● Heather Carew, 8th grade teacher ● Mary Grace Orr, SPED ● Janet Ford, registrar ● Sarah Coffey, school counselor ● Dan Anderson, Assistant principal ● Heather Nash, music teacher ● Whitney Llaneza, 3rd grade teacher ● Laurie Schmotzer, 6th grade teacher ● Kayla Williams, PE teacher ● Mackenzie Brzak, SPED resource teacher ● Jennifer Kaspar, paraprofessional ● Nichole Tench, occupational therapist
<p>Standard 3: Teaching and Assessing for Learning Portfolio: Data Analysis and Needs Assessment, Introduction</p> <ul style="list-style-type: none"> ● Carly Hudson, 4th grade teacher, chairperson ● Gaelyn Jenkins, middle school media specialist ● Dr. Meredith Welch, principal ● Kelly Tetzlaff, kindergarten teacher ● Megan Phillips, 1st grade teacher ● Linda Goretzke, Reading Interventionist ● Nicole Poore, 2nd grade teacher ● Aubree Classon, 1st grade teacher 	<p>Standard 4: Resources and Support Systems Portfolio: School Profile</p> <ul style="list-style-type: none"> ● Amber Willis, 7th grade teacher, chairperson ● Libby Wright, 5th grade teacher ● Leigh Laskis, K5 grade teacher ● Carrie Pulley, school counselor ● Darsi Bolding, kindergarten teacher ● Angie Nelson, 1st grade teacher ● Jill Owens, 2nd grade teacher ● Lauren Sierputowski, 3rd grade teacher ● Carl Wylie, band teacher

<ul style="list-style-type: none"> ● Nicholas Russell, 5th grade teacher ● Melissa Witherspoon, challenge teacher ● Pam Cloonan, resource teacher ● Michelle Robertson, kindergarten assistant ● Charlie Wyche, 6th grade teacher ● TJ Barger, 6th grade teacher ● Carla Hunt, computer lab ● Jenna Bryant, 7th grade teacher ● Kim Ashworth, 8th grade teacher ● Crystal Lowery, 8th grade teacher ● Ashley deJong, MS Art ● Faith Garvin, administrative assistant ● Joy Hawkins, school counselor ● Beth Hadley, 5th teacher ● Angela Wrigley, 6th grade teacher ● John McNamara, school counselor ● Danielle Ledford, paraprofessional ● Fran Rogers, Middle IC ● Katie Gutbrod, kindergarten paraprofessional ● Kathy Dawson, 4th grade teacher ● Macy Metoyer, 4th grade teacher ● Becca Welch, elementary media specialist 	<ul style="list-style-type: none"> ● Amy Rodgers, 4th grade teacher ● Linda Snow-Moors, speech pathologist ● Laine Smith, nurse ● Kim Lipsey, bookkeeper ● Michael Parris, GTT Modeling & Design ● AJ Jeffcoat, 6th grade teacher ● Emily Modrak, Service Learning teacher ● Alyssa Nichols, GTT Medical Detectives ● Danielle Escayg, SPED resource ● Tiffany Bearfield, office clerk ● Susanne Williams, art teacher ● Lauren Nagelkirk, administrative assistant ● school counselor ● Brandi Kakadelis, 3rd grade teacher ● Katherine Harmon, 1st grade teacher ● Sarah Sarton, 8th grade teacher ● Kaleb Stone, PE teacher ● Brooke Vickery, speech pathologist ● Alex Jensen, SPED ● Shannon Bagwell, ISS ● Stefanie Khattab, SPED resource teacher
<p>Standard 5: Using Results for Continuous Improvement Portfolio: Executive Summary</p> <ul style="list-style-type: none"> ● Laura Shaw, art teacher, chairperson ● Mandy Tucker, 8th grade teacher ● Kimberly Cooksey, 5th Grade teacher ● Holly Rushton, instructional coach ● Ashley Nettles, 1st grade teacher ● Ela Zende, 2nd grade teacher ● Kimberly Graham, 2nd grade teacher ● Faith Holloway, kindergarten assistant ● Sarah Shady, 7th grade teacher ● Mindy Martin, 6th grade teacher ● Brittany Saunders, strings teacher ● Sara Taylor, office clerk ● Angela Mason, 3rd grade teacher ● Erin Hoffman, 3rd grade teacher ● Mark Best, 5th grade teacher ● Gwynna Buckner, secretary ● Ashley Stewart, assistant principal ● Michelle Hawkins, 1st grade teacher ● Carl Nordhus, 7th grade teacher ● Natalie Ingle, media clerk ● Rachel White, MS Journalism ● Kristy Jones, paraprofessional ● Tara Gunter, SPED ● Ben Hill, full-time substitute ● Meghan Kelly, computer lab teacher ● Heather Streb, STEAM lab teacher ● Megan LeMond, paraprofessional 	<p><i>Each group participated in developing and updating the 2024-2029 Action Plan. The plan includes five-year performance goals, annual objectives, and strategies to achieve the goals. The action plan addresses student achievement, teacher and administrator quality, and school climate.</i></p>

EXECUTIVE SUMMARY

A strong educational foundation begins with clear academic achievement goals for all students. At Rudolph Gordon School, our faculty and staff are dedicated to delivering high-quality instruction that ensures all students reach their full potential. After a thorough review of student achievement data, the school developed an effective strategic plan with well-defined goals and objectives. Our staff development plan is designed to be flexible, adapting to the evolving needs of our students.

During the 2024-2025 school year, our staff prioritized:

- **Data-Driven Instruction:** Disaggregating student achievement data to guide targeted instruction.
- **Student Engagement & Ownership:** Researching and implementing instructional strategies that promote student accountability in their learning.
- **Collaborative Growth:** Strengthening our Professional Learning Communities (PLCs) to enhance teacher collaboration and instructional effectiveness.

STUDENT ACHIEVEMENT SUMMARY

Each year, students in grades three through eight participate in the **South Carolina College- and Career-Ready Assessments (SCReady)**, which measure performance in English Language Arts (ELA), math, and, for students in grades four and six, science. Additionally, students in grades two through eight take benchmark assessments three times per year, providing teachers with valuable data to adjust instruction accordingly. Our youngest learners in kindergarten and first grade are assessed through reading and math benchmarks. Student progress is continuously monitored through teacher observations, student work samples, and a combination of formative and summative assessments.

In the 2023-2024 school year, **RGS students outperformed both district and state averages on SCReady assessments.**

- **Grades 3-5:** 72.5% of students met or exceeded expectations in ELA, while 70.3% did so in Math.
- **Grades 6-8:** 67.6% of students achieved Meets or Exceeds in ELA, with 57.5% reaching the same level in Math.

These results were approximately **10% higher than the district average and 20% higher than the state average.** A detailed breakdown of student performance can be found in the **Data Analysis** section of this portfolio.

TEACHER AND ADMINISTRATOR QUALITY SUMMARY

Our faculty operates through structured teams and committees to foster stakeholder involvement in school decision-making. These groups ensure collaboration, transparency, and continuous improvement in both instructional and operational areas.

Administrative Team

Members: Principal, three assistant principals, and two administrative assistants

Responsibilities:

- Oversees operational and instructional aspects of the school, including teacher evaluations, instructional program reviews, professional development, and school events
- Communicates with key stakeholders, including grade-level leaders, department chairs, PTA, and SIC committee members

Instructional Leadership Team

Members: Administrative staff, two instructional coaches, literacy specialist, and six school counselors

Responsibilities:

- Meets weekly to review initiatives, analyze student achievement data, and discuss instructional strategies
- Shares updates from the state and central offices
- Plans and implements professional development programs

Faculty Council / Guiding Coalition

Members: Instructional Leadership Team, school counselors, grade-level team leaders, special education representatives, and related arts representatives

Responsibilities:

- Addresses instructional and operational needs of the school
- Serves as a teacher forum for discussion on instructional decisions and stakeholder feedback
- Communicates key information to grade-level teams for implementation

Grade-Level Teaching and Learning Teams (TLTs)

Members: Grade-level team leader and teachers

Responsibilities:

- Collaborates to develop effective and innovative lesson plans
- Shares best practices and instructional strategies
- Analyzes grade-level data to refine curriculum and instruction
- Designs formative and summative assessments aligned with SC standards
- Engages in professional learning for continuous growth

This structured approach ensures that decision-making remains collaborative, data-driven, and focused on student success.

SCHOOL CLIMATE SUMMARY

At Rudolph Gordon School, we prioritize fostering a positive and inclusive school climate that supports the academic, social, and emotional well-being of all students. School climate encompasses the overall atmosphere, culture, and environment of our school, shaped by the relationships, behaviors, and experiences of students, staff, and the broader school community.

A strong school climate is built on the following key elements:

- **Relationships** –We foster respectful and supportive interactions among students, teachers, staff, and families to create a strong sense of belonging and community. RGS employs six school counselors who lead faculty and staff in supporting students’ academic, social, and emotional well-being. Our comprehensive school counseling program, based on the ASCA Model, provides a range of services tailored to student needs, including whole-group instruction, small group facilitation, and individualized support. Additionally, our counselors host “Lunch and Learn” sessions, offering students opportunities to explore careers and post-secondary pathways. As part of our commitment to student well-being, all faculty members complete Adverse Childhood Experiences (ACE) training to better understand and address students' needs. We are also proud to partner with Greenville County Mental Health, housing a full-time certified Mental Health Counselor on campus to provide support for students through family referrals.

- **Safety** – We ensure a physically, emotionally, and socially secure environment where students feel valued and empowered to succeed. Daily operating procedures are in place to ensure safety and well-being. Evacuation maps are clearly posted in every room, and regular safety drills are conducted. A Greenville County Sheriff officer is on campus daily, and security cameras are positioned in hallways, common areas, and outdoor spaces. Administrators, school counselors, and support personnel are equipped with radios, while classroom teachers carry radios and safety bags when transitioning between classes and outdoor areas.
- **Teaching & Learning** – We promote high-quality instruction, collaboration, and student engagement to enhance academic and personal growth. Our classrooms feature developmentally appropriate, engaging lessons aligned with South Carolina standards and Greenville County Schools Instructional Protocol. The administrative team sets clear expectations and provides regular feedback to staff on classroom environment, content delivery, assessment practices, and instructional strategies.
- **Environment** – We maintain a welcoming and well-resourced school setting that nurtures positive behavior, inclusivity, and school pride. Our dedicated building services team includes a plant engineer, head custodian, groundskeeper, and ten custodians. Custodial inspections and energy audits allow us to make necessary improvements to our facilities and grounds, ensuring a safe and welcoming environment for all.

By continuously assessing and strengthening our school climate, we create an environment where **students** thrive, educators feel supported, and families remain engaged in the learning process. This commitment to a positive school climate enhances student achievement, well-being, and the overall success of our school community. Below are the results of our 2023-2024 survey data:

	Teachers	Students	Parents
Number of Surveys Returned	105	499	225
Percent satisfied with learning environment	97.1%	87.8%	93%
Percent satisfied with social and physical environment	99%	89.1%	95.7%
Percent satisfied with school-home relations	96.2%	94.6%	91.4%

Overall, both teachers and parents showed growth across all three categories. Teacher satisfaction with the learning environment increased from 95.4% in the 2023 school year to 97.1%, while satisfaction with school-home relations rose from 92.6% to 96.2%. Parent satisfaction also saw a slight increase of approximately half a percentage point.

However, student satisfaction declined from 2023 to 2024. Satisfaction with the learning environment dropped from 94% in 2023 to 87.8% in 2024. Similarly, satisfaction with the social and physical environment decreased from 93.3% to 89.1%.

SCHOOL AWARDS AND ACCOMPLISHMENTS

At Rudolph Gordon School, we take great pride in celebrating the achievements of our students, staff, and school community. Our dedication to academic excellence, student success, and continuous improvement is reflected in the numerous awards and recognitions we have received. These accomplishments highlight our commitment to fostering a culture of innovation, leadership, and high performance in academics, athletics, and extracurricular activities.

- U.S. News and World Report “Best Elementary Schools”

- U.S. News and World Report “Best Middle Schools”
- Palmetto Gold and Silver awards for academic achievement
- Unified Champion School
- Ingles’ Amazing Teacher Award (\$5000)
- SCAMLE Piedmont Regional Teacher to Watch
- Incredible Kids’ Heart Challenge
- Project ADAM Heart Safe School Award
- ESEA Federal Accountability Rating of “A”
- All-State Orchestra
- Outstanding Performance Award (Band)
- SCMEA Concert Performance Award (Excellent, Superior, Superior with Distinction)
- Champion Robotics Team- State Championship winner and Nationals qualifier
- Greenville Federal Credit Union Grant (\$500 for makerspace)
- Public Education Partners Grant (\$250 for VOX audiobooks)
- Elementary Music received a SC Arts Commissions Grant
- Elementary Music Received Music Club of Greenville Grant
- Science & Engineering and STEAM Lab recipients of PEP grants

SCHOOL CHALLENGES FROM PAST THREE YEARS (2021-2024)

Implementation of phonics instruction: Our instructional leadership team, including instructional coach and literacy specialist, provide implementation support in all K5 through 5th grade classrooms.

Action Plan for Improving Phonics Instruction

- K5 through 3rd grade teachers, instructional leadership team, SPED teachers, and a Challenge teacher are required by the state to complete LETRS training.
- GCS provides Reading Horizon training for kindergarten teachers. In the 25-26 school year, 1st and 2nd grade teachers will receive training.
- The literacy specialist and elementary instructional coach will train to become Reading Horizons coaches.
- Our instructional leadership team will conduct walk-throughs based on the GCS phonics overlay to provide constructive feedback.

Implementation of small group instruction: Through data analysis and planning, small group instruction will meet the needs of all students.

Action Plan for Improving Small Group Instruction

- Our leadership team will complete instructional rounds to determine areas of strength and areas of improvement.
- Teachers will intentionally plan for small group instruction using disaggregated data.

Implementation of new ELA and Math standards: Through data analysis and planning, small group instruction will meet the needs of all students.

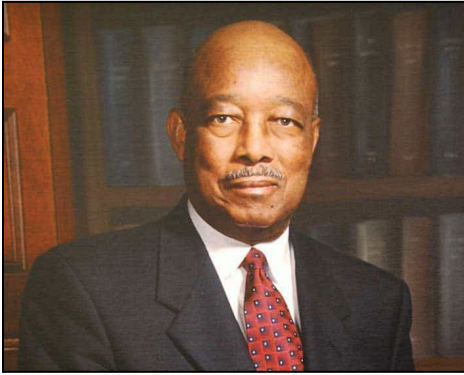
Action Plan for Implementing New Standards

- Using PLC protocols, teachers and coaches will unpack standards to identify what students should know and be able to do.
- Teachers and coaches will ensure standards alignment with assessments and instructional activities.

SCHOOL PROFILE

HISTORY

Rudolph Gordon School first welcomed students in August 2008, bringing together parents, students, community leaders, and dedicated faculty and staff to create a learning environment where family values are honored, diversity is celebrated, teamwork is encouraged, and academic success is expected for every student.



The school is named in honor of Dr. Rudolph G. Gordon, who retired in 2000 as Superintendent of Greenville County Schools. In 2005, the Greenville County School Board unanimously voted to name the new school after him in recognition of his leadership and contributions to education and the community. The school's media center is dedicated to his wife, Corrine Smith Gordon, in honor of her many years of service as a school media specialist supporting students across Greenville County.

Rudolph Gordon School expanded to a K-8 institution in 2018, beginning with the addition of 6th grade. The 7th grade was introduced in 2019, followed by the 8th grade in 2020. Today, the school serves approximately 1,600 students, with an additional five enrolled in the Virtual Program.

The school features a science lab, computer lab, dedicated classrooms for art and music instruction, a versatile multi-purpose room for physical education, a state-of-the-art media center, and an innovative makerspace. Each classroom is equipped with a Promethean Panel, and the school maintains a one-to-one Chromebook program for all students. The primary cafetorium and secondary cafeteria each seat 300 students. The newest building addition houses grades five through eight.

Rudolph Gordon School is built to support project-based learning, fostering collaboration, technology integration, and hands-on experiences in innovation labs. Classroom instruction emphasizes interdisciplinary learning, incorporating STEAM (Science, Technology, Engineering, Arts, and Mathematics) and PBL (Project-Based Learning) to provide students with engaging, real-world learning experiences.

PARENTAL AND COMMUNITY INVOLVEMENT AND PARTNERSHIPS

Our administrators, teachers, and local community members actively participate in gathering data to support continuous improvement. Community and parent volunteers play a vital role in providing ongoing support. As of publication, volunteer hours reach over 20,000. These include volunteering both in the building and on field trips.

The School Improvement Council (SIC) and Parent Teacher Association (PTA) consist of community members, parents, teachers, and administrators. These groups serve as collaborative forums for making decisions that positively impact the school. Meeting dates are published and open to the public, ensuring transparency and engagement.

The School Improvement Council is an advisory committee to the school's principal. The council is composed of parents, teachers, and community members. Meetings are held monthly. The SIC contributes to developing the school improvement plan, the school report card narrative, the annual report to parents, and identifying strengths and strategies for effective school improvement. Additionally, School Report Card surveys are administered to students, teachers, and parents to assess all aspects of the school program. The results help monitor communication efforts, evaluate program effectiveness, and incorporate community feedback into the school's ongoing development.

Rudolph Gordon School is fortunate to have a highly active and engaged PTA. Through its fundraising efforts, the PTA provides resources and funding to support a variety of opportunities for both students and teachers. These funds contribute to teacher grants, school improvement initiatives, and student needs.

In addition to financial support, the PTA organizes multiple student events throughout the year, including Gatorama, school dances, and two holiday markets. Dedicated volunteers work tirelessly to enhance the school experience and ensure that all students have access to a high-quality education.

Our school maintains effective and timely communication with all stakeholders through various channels. To keep students, parents, and community members informed, we utilize multiple methods of outreach. *Gators-at-a-Glance*, Rudolph Gordon’s parent newsletter, is distributed to families every week, providing updates on upcoming events, highlighting student achievements, and sharing important PTA information. Our *Peek-at-the-Week* newsletter provides parents and guardians a glimpse into their student’s academic learning. Additionally, an electronic marquee at the front of the school displays announcements, upcoming activities, opportunities, and recognitions for students and faculty. Modernized in 2024, our school website provides an extensive source of information for students, parents, and the community. Current school announcements, special recognitions, school newsletters, PTA and SIC information and minutes, school calendar, teacher websites, district contact information, and links to our Facebook and Instagram pages are included. Social media channels showcase students and teachers as well as communicate important event dates. By leveraging these communication tools, we ensure that our school community remains engaged and well-informed.

PERSONNEL DATA (2024-2025)

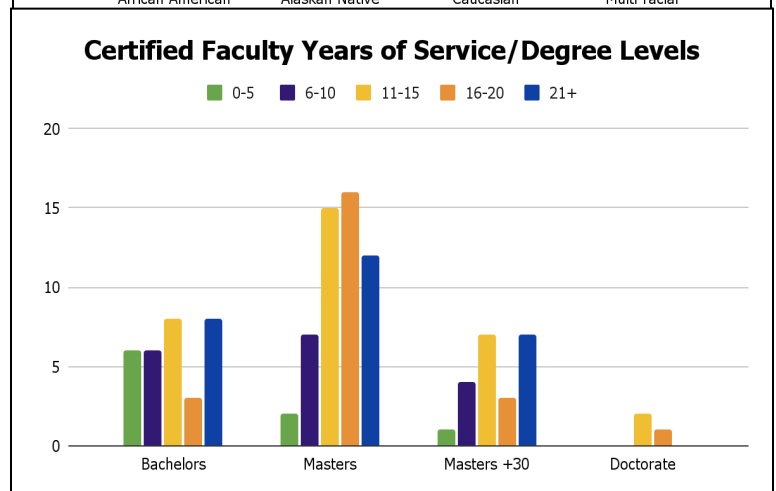
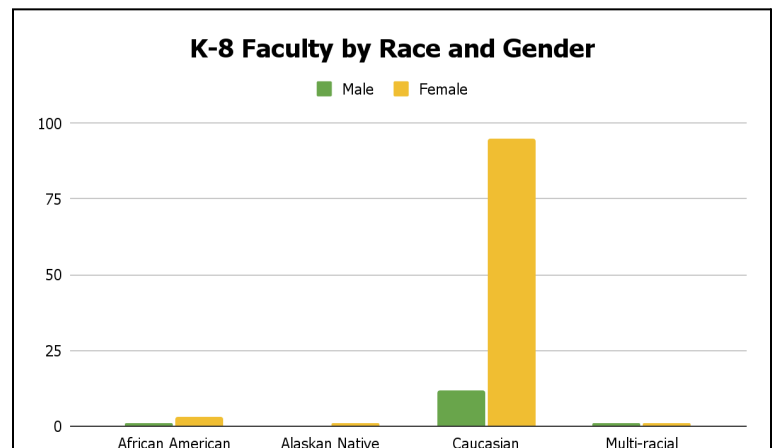
Rudolph Gordon School’s administrative team includes a principal, three assistant principals, and two administrative assistants. Two instructional coaches support teachers in lesson planning and implementation, and a full-time substitute is available as needed.

Elementary School (K-5):

- 46 classrooms, including two special education classrooms
- Paraprofessionals support all kindergarten and special education classes
- Two resource teachers assist students with disabilities
- A related arts team of 10 certified teachers provides instruction in physical education, music, art, library, computer lab, and STEAM

Middle School (6-8):

- 24 content teachers, 10 related arts teachers, and two special education teachers with paraprofessionals
- Three resource teachers assist students with disabilities
- Related arts options include art, band, strings, chorus, journalism, medical detectives, and Gateway to Technology (GTT)
- Physical education is required for all students
- A certified media specialist supports our middle school library program



Special Services:

- A multilingual teacher supports students in both elementary and middle school
- A literacy specialist and reading interventionist assist K-5 students
- A certified gifted and talented (GT) teacher serves identified students
- Three speech therapists provide services as needed
- An occupational therapist is shared with another Greenville County School

Counseling & Mental Health:

- Six full-time counselors provide classroom lessons and individual support
- Counselors assist students in virtual courses and course selection for middle and high school
- A mental health counselor and school psychologist support all Greenville County Schools

Health Services:

- Two registered nurses manage daily medical needs, emergency planning, and the first responders team

Support & Operations:

- A plant engineer and a team of nine custodians and a groundskeeper maintain the school's facilities
- The cafeteria manager and 14 staff members operate two school cafeterias
- Office staff includes two front office clerks, an attendance clerk, elementary and middle school registrars, a school secretary, and a bookkeeper

POPULATION DATA (2024-2025)

Rudolph Gordon School serves students from kindergarten through eighth grade and has a total enrollment of 1,602 students, including 5 virtual students, for the 2024-2025 school year. The student body is made up of 50% male and 50% female students. The school maintains a student-to-teacher ratio of 17:1, fostering an environment that supports individualized attention and learning.

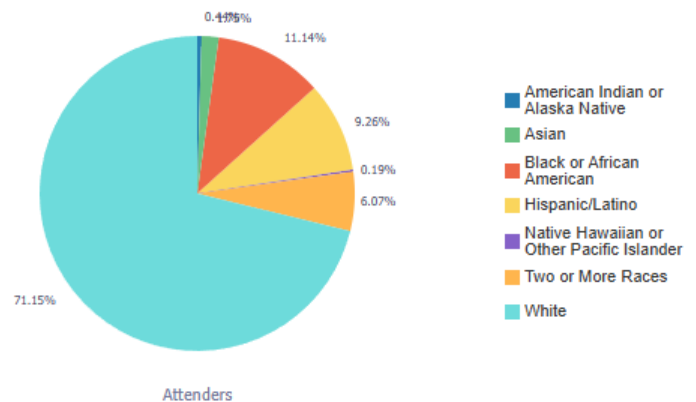
Diversity is an integral part of the Rudolph Gordon community. The student population is composed of 71% Caucasian, 11% African American, 9% Hispanic, 6% Two or more races, and the remainder representing other backgrounds. This rich blend of cultures contributes to a vibrant and inclusive learning environment.

Attendance at Rudolph Gordon is consistently high. Our current attendance rate is 95.39% up from the 2023-2024 rate of 94.95%. In the 2023-2024 school year, our school retained 7 students for a total of 0.4% of our population. Retentions for the 2024-2025 school year have not yet been determined.

Multi-Language Learners

Rudolph Gordon has students who represent many different countries. We are proud to have multi-language learners who speak nine different languages including German, Mandarin, Spanish, and

Students by Ethnicity

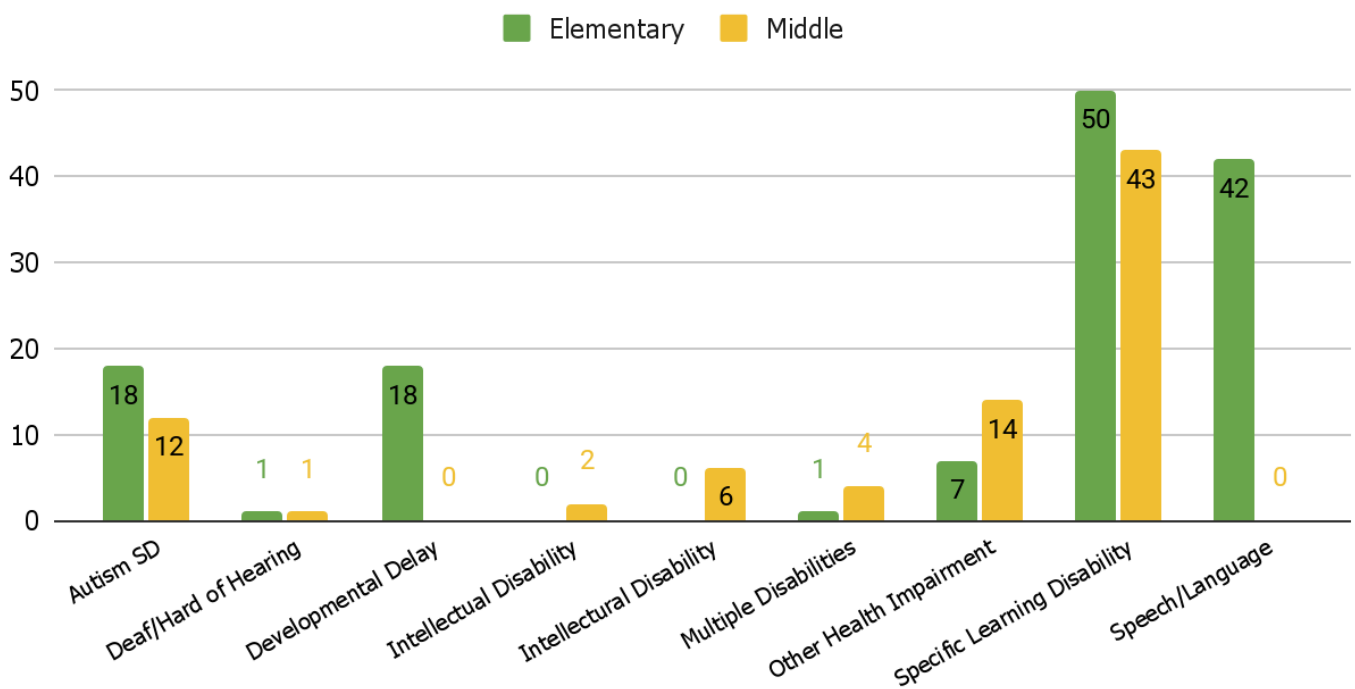


Portuguese. In 24-25, 56 students were served by a full-time MLP certified teacher while 48 others were on monitored status.

Special Education

Rudolph Gordon School follows all state and federal laws, including the Individuals with Disabilities Education Act (IDEA) regarding our students with disabilities. Currently, RGS has 95 students with a 504 plan and 219 students with an Individualized Education Plan (IEP). Of students with a 504, 82 have no primary disability, one is identified with a developmental delay, and the rest have another health impairment. Specific learning disabilities make up the majority of our students with IEPs. The next largest categories include autism spectrum disorder and speech/language impairment.

Elementary and Middle



Pupils in Poverty

The SC Department of Education identifies Pupils in Poverty (PIP) based on the following indicators: participation in Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Medicaid, Foster, Migrant, and Homelessness. During the 2024-2025 school year, 556 students were identified as PIP status, approximately 35% of our population.

Gifted and Talented

Greenville County Schools provides a program called “Challenge” for state-identified Gifted and Talented students beginning in the third grade. Students must meet state criteria before being placed in the program. Identification is made using multiple criteria. Students in middle school are served through their ELA and Math classes. In the 2024-2025 school year, 116 elementary students and 222 middle school students were identified as gifted and talented.

ACADEMIC AND BEHAVIORAL FEATURES/PROGRAMS/INITIATIVES

Rudolph Gordon School offers many opportunities for student participation and recognition. Outstanding character is recognized through the school counseling department and teachers with Student of the Month. Academic achievement and outstanding citizenship are rewarded with ribbons, certificates, and incentives provided by the school and PTA. Students' creative abilities are showcased through school social media sites, Gordon Gator News, the school newspaper, and community publications. In addition, Rudolph Gordon offers a strong fine arts program. Talent is showcased in local, county, and state art competitions and county and state choral performances. Sports are offered at the middle school level: volleyball, basketball, softball, baseball, and soccer. Led by RGS teachers, before and after-school clubs include: sign language club, robotics club, fishing club, spirit squad, Fibers and Friends, chorus, Dungeons and Dragons and intramural sports.

Effective discipline is an integral part of a successful school program. Parents and students receive a school handbook, which includes the district's code of conduct and Rudolph Gordon School policies, procedures, and regulations. School discipline is posted on the school website, as well as teachers' websites. Students are encouraged and expected to maintain appropriate behavior at all times.

Our academic curriculum is developed in alignment with state and district academic standards to meet the diverse needs of our students. All teachers develop a syllabus outlining student expectations, classroom rules and procedures, and academic standards. Direct phonics instruction is taught according to state law, DreamBox is a program used with math instruction (kindergarten through 5th grade), Mathia math is incorporated with grades 6 through 8, as well as writing and technology integration in all subject areas. Other strategies used to enhance academic instruction include co-teaching, inclusion, small group instruction, use of science kits, hands-on science instruction in a lab setting to support and enrich classroom science lessons.

Teachers receive on-going training for state, district and school initiatives. Professional Learning Communities are utilized to improve student achievement. The faculty participated in STEAM training provided by our district academic science specialist through Clemson University and will continue with ongoing training.

MISSION, VISION, BELIEFS

Mission

The mission of Rudolph Gordon School, in cooperation with home and community, is to prepare children to become lifelong learners and responsible, productive citizens by creating meaningful learning experiences in a safe, nurturing environment.

Vision

The vision for Rudolph Gordon School is that all students will engage in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork.

Beliefs

We believe:

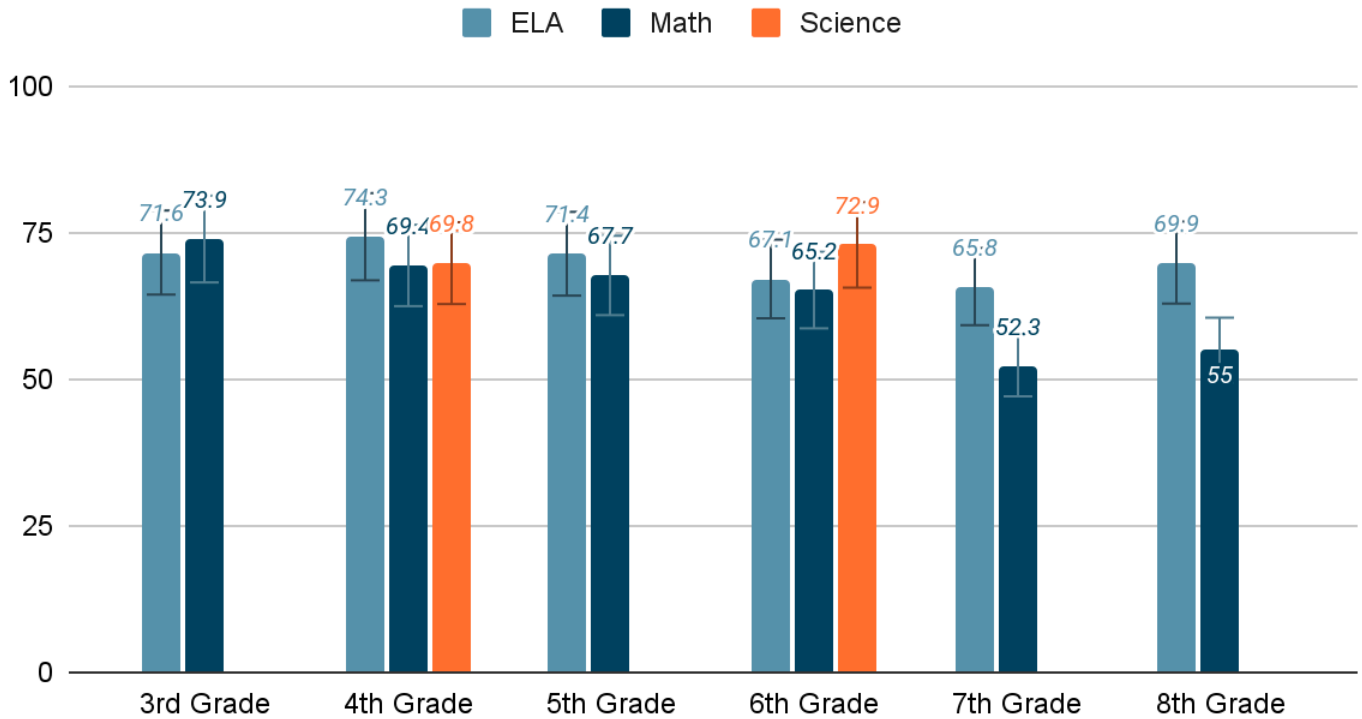
- All children can learn.
- All children should be given learning opportunities to meet their unique needs, gifts, and learning styles in order to reach their full potential.
- Education is a shared responsibility involving students, teachers and staff, parents, and community members.
- School should be a safe and nurturing environment where the cultures and customs of families are respected.
- Educational experiences should encourage students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment

South Carolina College and Career Ready Assessment (SCReady) Grades 3-8 ELA and Math
South Carolina College and Career Ready Assessment (SCReady) Grades 4 and 6 Science

2024 SCREADY Percentages



Rudolph Gordon SC School Report Card 2023-2024

[Link to Elementary Report Card](#)

[Link to Middle Report Card](#)

Rudolph Gordon Comparison Data: SCReady ELA, Math, and Science 2023-2024

ELA	Rudolph Gordon Meets & Exceeds	District Meets & Exceeds	State Meets & Exceeds
3 rd Grade	71.6%	61.7%	53.8%
4 th Grade	74.3%	64.4%	57.2%
5 th Grade	71.4%	63.4%	55.6%
Avg. Elem	72.5%	63.2%	55.5%
6 th Grade	67.1%	57.9%	53.7%
7 th Grade	65.8%	55.7%	50.3%
8 th Grade	69.9%	55.4%	50.3%
Avg. Middle	67.6%	56.3%	51.4%

MATH	Rudolph Gordon Meets & Exceeds	District Meets & Exceeds	State Meets & Exceeds
3 rd Grade	73.9%	65.0%	54.6%
4 th Grade	69.4%	61.0%	51.0%
5 th Grade	67.7%	57.4%	45.7%
Avg. Elem	70.3%	61.1%	50.4%
6 th Grade	65.2%	47.4%	38.4%
7 th Grade	52.3%	41.4%	33.7%
8 th Grade	55.0%	37.6%	30.3%
Avg. Middle	57.5%	42.1%	34.1%

SCIENCE	Rudolph Gordon Meets & Exceeds	District Meets & Exceeds	State Meets & Exceeds
4 th Grade	57%	54%	48%
6 th Grade	61%	50%	46%

Professional Development Calendar 2024-25

Professional Development Topics	Timeline and Audience
<ul style="list-style-type: none"> ● Unpack standards with an emphasis on Power Standards ● Design assessments ● Analyze data ● Student remediation and extension 	Weekly Teaching and Learning Team meetings with grade level teams and instructional leadership
<ul style="list-style-type: none"> ● Define and norm the student problem of learning ● Research instructional strategies to meet the student problem of learning ● Self-determine a goal ● Self-reflect to monitor progress towards the goal 	Monthly Theory of Action thruline with K5-8th grade staff and instructional leadership
<ul style="list-style-type: none"> ● Discuss observation and feedback around the student the problem of learning goals ● Analyze student learning data including benchmarks, classroom assessments, and grades, etc. ● Determine next steps for coaching and PD 	Weekly ILT meetings including administration and coaches
<ul style="list-style-type: none"> ● Discuss professional learning provided by district academics department ● Exploration of diverse instructional strategies and supports to meet the needs of all learners 	Monthly department meetings with grades 6-8 led by department chairs
<ul style="list-style-type: none"> ● Discuss and design instructional improvement ● Disaggregate student data and create action plans ● Design professional learning opportunities ● Discuss coaching support - individual & team ● Design support for Teaching and Learning teams and measures of progress ● Design responsive solutions based on observational data 	Weekly coaching meetings
<ul style="list-style-type: none"> ● Three in-person trainings led by LETRS certified instructors ● Ninety-six additional asynchronous online coursework 	LETRS training for all K5 through 3rd teachers, special education teachers, elementary administrators, coaches, and gifted and talented teacher
<ul style="list-style-type: none"> ● Two in-person trainings led by Reading Horizon certified instructors ● Ongoing job-embedded training led by in-house Reading Horizon leaders 	Reading Horizons training for all kindergarten teachers
<ul style="list-style-type: none"> ● MagicSchool AI for teachers and students ● Generative AI ● Canva ● Self-selected technology PD offered by the district 	Instructional Technology trainings
<ul style="list-style-type: none"> ● Read a common book K-8 ● Engage in collaborative, online discussions directly connected to the work of educators 	Optional summer book study

ELEMENTARY

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 68% in 2022-23 to 83% 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	66.8%	69.8%	Projected (ES)	71%	74%	77%	80%	83%
	68%	70.3%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Superintendent	\$0		
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Instructional Leadership Team	\$0		
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	<input type="checkbox"/> District academic specialists <input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Teachers	\$0		
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> District academic specialists	\$0		
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	<input type="checkbox"/> District academic specialists	\$0		
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers	\$0		
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	<input type="checkbox"/> Instructional leadership team	\$0		
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> Instructional leadership team	\$0		
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	<input type="checkbox"/> Instructional leadership team	\$0		
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Teacher leaders	\$0		
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers <input type="checkbox"/> Support personnel	\$0		
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers	\$0		

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 76.4% in 2022-23 to 86.4% 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)	78.4%	80.4%	82.4%	84.4%	86.4%
	76.4%	72.5%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers	\$0		
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers	\$0		
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	<input type="checkbox"/> Literacy specialist <input type="checkbox"/> Instructional coach <input type="checkbox"/> Reading interventionist <input type="checkbox"/> Teachers	\$0		
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical	2024-2029	<input type="checkbox"/> Literacy specialist <input type="checkbox"/> Instructional coach <input type="checkbox"/> Reading interventionist <input type="checkbox"/> Teachers	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Literacy specialist <input type="checkbox"/> Instructional coach <input type="checkbox"/> Reading interventionist <input type="checkbox"/> Teachers including gifted and talented teacher	\$0		
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	<input type="checkbox"/> Literacy specialist <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0		
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	<input type="checkbox"/> District academic specialists <input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers	\$0		
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Literacy specialist	\$0		
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Literacy specialist <input type="checkbox"/> Interventionist	\$0		
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Teachers	\$0		
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Literacy specialist	\$0		
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Literacy specialist	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>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.</p> <p>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>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</p>	2024-2025	<input type="checkbox"/> Director of Early Intervention and Student Support	\$0		Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers	\$0		
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Teachers	\$0		
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Interventionists	\$0		
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Instructional coach <input type="checkbox"/> Literacy specialist	\$0		
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Instructional leadership team	\$0		
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Media specialist	\$0		
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	<input type="checkbox"/> Instructional leadership team	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> School counselors <input type="checkbox"/> Teacher leaders	\$0		
3. Build capacity for consistent implementation of the GCS ELA Instructional Framework.	2024-2029	<input type="checkbox"/> Instructional leadership team	\$0		
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Literacy specialist	\$0		
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Literacy specialist	\$0		

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 <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> School counselors	\$0		
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	<input type="checkbox"/> Principal <input type="checkbox"/> Teachers	\$0		
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	<input type="checkbox"/> School counselors	\$0		

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)	9.5%	9%	8.5%	8%	7.5%
	3%	10%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Promote a culture of and avenues for staff members to celebrate and recognize others' accomplishments.					
1. Implement a nomination-based recognition program where staff can highlight peers' achievements.	2024-2029	<input type="checkbox"/> Principal	\$0		
2. Dedicate a section in the weekly newsletter that highlights accomplishments and milestones.	2024-2029	<input type="checkbox"/> Principal	\$0		
3. Instructional leadership will send personal thank-you notes, emails, or small tokens of appreciation.	2024-2029	<input type="checkbox"/> Instructional leadership team	\$0		
Action Plan for Strategy #2: Utilize survey data to meet the needs of faculty and staff.					
1. Organize and summarize survey results to identify common themes and concerns.	2024-2029	<input type="checkbox"/> Instructional leadership team	\$0		
2. Present summarized results to stakeholders and recognize positive trends.	2024-2029	<input type="checkbox"/> Principal	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Form committees to brainstorm and implement solutions based on survey feedback.	2024-2029	<input type="checkbox"/> Principal			
Action Plan for Strategy #3: Provide effective communication through streamlined processes.					
1. Evaluate the effectiveness of emails, meetings, newsletters, and digital platforms.	2024-2029	<input type="checkbox"/> Instructional leadership team			

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)	24.1%	22.1%	20.1%	18.1%	16.1%
	31.8%	26.1%	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 <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
custom, school-based programming to meet this goal.					
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	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors <input type="checkbox"/> Mental health counselors <input type="checkbox"/> Teachers	\$0		
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	<input type="checkbox"/> Instructional leadership team	\$0		
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	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors	\$0		
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	<input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		
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	<input type="checkbox"/> Administrators <input type="checkbox"/> School counselors <input type="checkbox"/> Teachers <input type="checkbox"/> PTA <input type="checkbox"/> SIC	\$0		
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	<input type="checkbox"/> Administrators	\$0		
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> School counselors <input type="checkbox"/> Mental health counselors	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Administration	\$0		
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> School counselors	\$0		
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	<input type="checkbox"/> Administration	\$0		
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	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		
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	<input type="checkbox"/> Teachers	\$0		
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		
5. Provide student-centered interventions and resources for students who repeat	2024-2029	<input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.		□ Mental health counselor			

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)	10.2%	8.2%	6.2%	4.2%	2.2%
	15%	12.2%	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 <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Administration	\$0		
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> OnTrack team	\$0		
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	<input type="checkbox"/> Attendance Clerk	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> District personnel	\$0		
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	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors <input type="checkbox"/> OnTrack Team <input type="checkbox"/> Attendance clerk <input type="checkbox"/> Teachers	\$0		
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors	\$0		
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	<input type="checkbox"/> Health services	\$0		

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 connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage 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 Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<input type="checkbox"/> Support Personnel <input type="checkbox"/> Administration <input type="checkbox"/> Teachers	\$0		
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Administration <input type="checkbox"/> Support Personnel <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors	\$0		
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Support Personnel <input type="checkbox"/> Media Specialists	\$0		
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	2024-2029	<input type="checkbox"/> School Counselors <input type="checkbox"/> Administration	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.		<input type="checkbox"/> Support Personnel			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> School Counselors <input type="checkbox"/> Mental Health <input type="checkbox"/> Support Personnel	\$0		
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> School Counselors <input type="checkbox"/> Mental Health <input type="checkbox"/> Support Personnel	\$0		
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	<input type="checkbox"/> District Personnel <input type="checkbox"/> Administration <input type="checkbox"/> School Counselors <input type="checkbox"/> Mental Health <input type="checkbox"/> Support Personnel	\$0		
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Administration <input type="checkbox"/> School Counselors <input type="checkbox"/> Support Personnel	\$0		
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	<input type="checkbox"/> Administration <input type="checkbox"/> SIC <input type="checkbox"/> School Counselors	\$0		

MIDDLE SCHOOL

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 51.5% in 2022-23 to 72.5% 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	48.6%	51.5%	Projected (MS)	60.5%	63.5%	66.5%	69.5%	72.5%
	51.5%	57.5%	Actual (MS)					
	40.2%	42.1%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Superintendent			
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Instructional leadership team			
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	<input type="checkbox"/> District academic specialists <input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers			
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> District academic specialists			
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	<input type="checkbox"/> District academic specialists			
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers			
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	<input type="checkbox"/> Instructional leadership team			
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<input type="checkbox"/> Instructional leadership team			
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<input type="checkbox"/> Instructional leadership team			
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Teacher leaders			
3. Ensure ongoing, continuous improvement of student achievement through the	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Professional Learning Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers <input type="checkbox"/> Support personnel			
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers			

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 68.1%% in 2022-23 to 82.6% 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	56.9%	68.1%	Projected (MS)	70.6%	73.6%	76.6%	79.6%	82.6%
	68.1%	67.6%	Actual (MS)					
	56.9%	56.3%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: 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	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Department chairs <input type="checkbox"/> Teachers			
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	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Teachers			
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Instructional coach			
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers including special educators <input type="checkbox"/> OnTrack team <input type="checkbox"/> School counselors			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Teachers			
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> Department chairs <input type="checkbox"/> Teachers			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers including special educators			
Action Plan for Strategy #2: 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	<input type="checkbox"/> Instructional leadership team			
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Teachers			
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Teachers including special educators			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Teachers including special educators			
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Instructional leadership team <input type="checkbox"/> District Specialist and Assistant Superintendents			
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Media specialist			
Action Plan for Strategy #3: 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	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Teacher leaders			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students in building necessary reading skills.					
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> District specialists			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Department chairs <input type="checkbox"/> Teacher leaders			
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<input type="checkbox"/> Teachers including special educators <input type="checkbox"/> Instructional coach			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> District specialists			

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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 <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> School counselors			
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	<input type="checkbox"/> Principal <input type="checkbox"/> Teachers			
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<input type="checkbox"/> School counselors			

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)	9.5%	9%	8.5%	8%	7.5%
	3%	10%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Promote a culture of and avenues for staff members to celebrate and recognize others' accomplishments.					
1. Implement a nomination-based recognition program where staff can highlight peers' achievements.	2024-2029	<input type="checkbox"/> Principal	\$0		
2. Dedicate a section in the weekly newsletter that highlights accomplishments and milestones.	2024-2029	<input type="checkbox"/> Principal	\$0		
3. Instructional leadership will send personal thank-you notes, emails, or small tokens of appreciation.	2024-2029	<input type="checkbox"/> Instructional leadership team	\$0		
Action Plan for Strategy #2: Utilize survey data to meet the needs of faculty and staff.					
1. Organize and summarize survey results to identify common themes and concerns.	2024-2029	<input type="checkbox"/> Instructional leadership team	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Present summarized results to stakeholders and recognize positive trends.	2024-2029	<input type="checkbox"/> Principal	\$0		
3. Form committees to brainstorm and implement solutions based on survey feedback.	2024-2029	<input type="checkbox"/> Principal			
Action Plan for Strategy #3: Provide effective communication through streamlined processes.					
1. Evaluate the effectiveness of emails, meetings, newsletters, and digital platforms.	2024-2029	<input type="checkbox"/> Instructional leadership team			

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)	24.1%	22.1%	20.1%	18.1%	16.1%
	31.8%	26.1%	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 <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors <input type="checkbox"/> Mental health counselors <input type="checkbox"/> Teachers	\$0		
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	<input type="checkbox"/> Instructional leadership team	\$0		
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	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors	\$0		
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	<input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		
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	<input type="checkbox"/> Administrators <input type="checkbox"/> School counselors <input type="checkbox"/> Teachers <input type="checkbox"/> PTA <input type="checkbox"/> SIC	\$0		
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	<input type="checkbox"/> Administrators	\$0		
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> School counselors <input type="checkbox"/> Mental health counselors	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Administration	\$0		
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> School counselors	\$0		
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	<input type="checkbox"/> Administration	\$0		
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	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		
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	<input type="checkbox"/> Teachers	\$0		
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		
5. Provide student-centered interventions and resources for students who repeat	2024-2029	<input type="checkbox"/> School counselors <input type="checkbox"/> Teachers	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.		<input type="checkbox"/> Mental health counselor			

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)	10.2%	8.2%	6.2%	4.2%	2.2%
	15%	12.2%	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 <i>C=Continue, M=Modify, F=Finish</i>
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	<input type="checkbox"/> Administration	\$0		
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> OnTrack team	\$0		
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	<input type="checkbox"/> Attendance Clerk	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> District personnel	\$0		
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	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors <input type="checkbox"/> OnTrack Team <input type="checkbox"/> Attendance clerk <input type="checkbox"/> Teachers	\$0		
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> School counselors	\$0		
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	<input type="checkbox"/> Health services	\$0		

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 connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage 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 Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	<input type="checkbox"/> Support Personnel <input type="checkbox"/> Administration <input type="checkbox"/> Teachers	\$0		
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Administration <input type="checkbox"/> Support Personnel <input type="checkbox"/> Teachers <input type="checkbox"/> School Counselors	\$0		
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Support Personnel <input type="checkbox"/> Media Specialists	\$0		
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	2024-2029	<input type="checkbox"/> School Counselors <input type="checkbox"/> Administration	\$0		

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.		<input type="checkbox"/> Support Personnel			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> School Counselors <input type="checkbox"/> Mental Health <input type="checkbox"/> Support Personnel	\$0		
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Administration <input type="checkbox"/> School Counselors <input type="checkbox"/> Mental Health <input type="checkbox"/> Support Personnel	\$0		
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	<input type="checkbox"/> District Personnel <input type="checkbox"/> Administration <input type="checkbox"/> School Counselors <input type="checkbox"/> Mental Health <input type="checkbox"/> Support Personnel	\$0		
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Administration <input type="checkbox"/> School Counselors <input type="checkbox"/> Support Personnel	\$0		
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	<input type="checkbox"/> Administration <input type="checkbox"/> SIC <input type="checkbox"/> School Counselors	\$0		