

SCHOOL NAME *Simpsonville Elementary*

SIMPSONVILLE ELEMENTARY SCHOOL

Mrs. Jackie Earle, Principal

SCHOOL DISTRICT OF GREENVILLE COUNTY

Mr. W. Burke Royster, Superintendent

**SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through
2028-29**

SCHOOL RENEWAL ANNUAL UPDATE **FOR 2025-26**



200 Morton Avenue

Simpsonville, SC 29681

864-355-8300

<http://www.greenville.k12.sc.us/simville/>

Pre-Kindergarten through 5th Grade

SCHOOL NAME *Simpsonville Elementary*

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Simpsonville Elementary

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (one year)

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

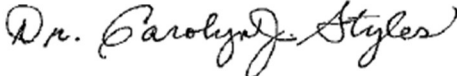
SUPERINTENDENT

Dr. W. Burke Royster		2/27/25
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Jackie Earle		2/27/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		2/27/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

JaQuinda Jackson		2/27/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amy Kozakiewicz		2/27/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 200 Morton Avenue Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-8300

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

Stakeholder Involvement for School Renewal

Position and Name

1. Principal/Jackie Earle
2. Teacher/Carrie McAlister
3. Parent/Guardian/Colleen Staton
4. Community Member/Gabe Vicks
5. Paraprofessional/Patricia Idarraga-Quiros
6. School Improvement Council Member/JaQuinda Jackson
7. Read to Succeed Reading Coach/Amy Kozakiewicz
8. School Read to Succeed Literacy Leadership Team Lead/Amy Kozakiewicz
9. School Read to Succeed Literacy Leadership Team Member/Cassie Lemus
10. Assistant Principal/Nicholas King
11. Instructional Coach/Jennifer Greer
12. PTA President/Lindsey Barb
13. School Literacy Leadership Team for Read to Succeed: Amy Kozakiewicz (Lead/Literacy Specialist), Jackie Earle (Principal), Nicholas King (Assistant Principal), Jennifer Greer (Instructional Coach), Abi Hobbs (Reading Interventionist), Molly Mathews (Primary Literacy Mentor), Rachel Vincent (Intermediate Literacy Mentor), Cheryl Ritter (K5 Teacher), Antoinette Boller (1st Grade Teacher), Melissa Smith (3rd Grade Teacher), Jean Wender (5th Grade Teacher), Carrie McAlister (Media Specialist), Sally Given (Special Education Teacher)

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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

SCHOOL NAME *Simpsonville Elementary*

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>

SCHOOL NAME *Simpsonville Elementary*

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
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Table of Contents

I.	Title Page	1
II.	SDE Cover Page	2
III.	SDE Stakeholder Involvement Page	3
IV.	SDE Assurances	4-6
V.	Table of Contents	7
VI.	Introduction	8
VII.	Executive Summary	9 - 10
VIII.	School Profile	11 - 22
IX.	Mission, Vision, and Beliefs	23
X.	Data Analysis and Needs Assessment	24 - 31
	A. Student Achievement Needs Assessment	
	B. Teacher and Administrator Quality	
	C. School Climate Needs Assessment	
XI.	Action Plan 2024-25 through 2028-29	31 - 54
	A. Student Achievement	
	B. Teacher/Administrator Quality	
	C. School Climate	

Note on missing data:

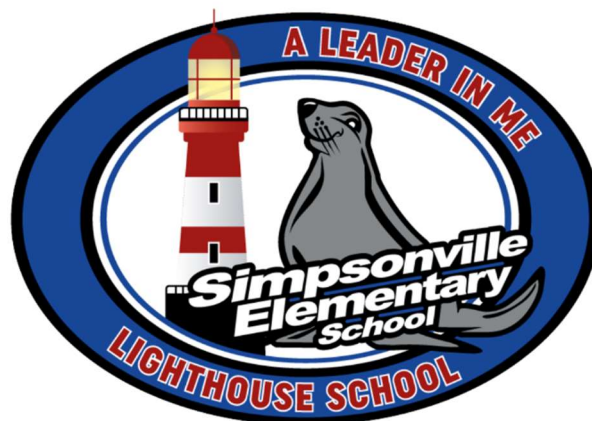
On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

INTRODUCTION to Our Strategic Plan/School Portfolio

The Simpsonville Elementary Strategic Plan/School Portfolio was developed to document the progress our school has made while working to continuously improve all areas of instruction, our learning environment, and parent/community involvement. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. This strategic plan/portfolio is an evolving document that describes Simpsonville Elementary and includes actual evidence of our work. It describes who we are and our vision for the school. It describes our goals, plans, progress, and achievements in the context of student demographics. Furthermore, it describes our needs, challenges, and school partnerships.

The faculty is structured into teams and committees to involve all staff in decision making. These groups/committees are as follows: Instructional Leadership Team, Staff Lighthouse Team, Grade Level Teams, Action Teams (Leadership, Culture, Academics), and Literacy Leadership Team. These teams were involved in developing the narrative for our portfolio based on input from the whole staff. Much of the narrative content came from discussions by the staff in the process of evaluating our work using the AdvancedED Self-Assessment as well as other data sources. In future annual assessments, the staff will be asked to contribute evidence of progress, documenting changes in our practices.

Additionally, all of the stakeholders, including staff and community members, listed on page 3 were involved in the development of our Strategic Plan: SIC (School Improvement Council), PTA (Parent Teacher Association), GAC (Guidance Advisory Committee).



Executive Summary

Needs Assessment Summary for Student Achievement

- We scored “Excellent” on our most recent school report card.
- Our ELA and Math performance on 2024 SC READY is higher than the state and district averages.
- ELA performance increased from 68% in 2023 to 70% in 2024.
- Math performance decreased from 62% in 2023 to 70% in 2024.
- On 2024 SC READY, Math performance was similar for all grade levels.
- On 2024 SC READY, 4th grade Math performance was significantly lower than that of 3rd and 5th graders.
- According to 2024 SC READY student subgroup data, the achievement level of females is higher in ELA; the achievement level of males is higher in Math.
- The Disabled subgroup was the lowest performing subgroup in ELA and Math in 2024.
- Students with Limited English Proficiency scored higher in Math than ELA in 2024.

Needs Assessment Summary for Teacher and Administrator Quality

- Teacher turn-over rate remains consistent each year at 4%.
- We have a strong mentoring program; we have trained mentors and regular meetings with new teachers.
- We have a trained mentor in every grade level and special area.
- All teachers participate in PD at the school level and the district level.
- Our school offers over 24 hours of site-based PD every school year.

Needs Assessment Summary for School Climate

- On our most recent school report card, we are above the district and state in every component of “Factors of School Climate”.
- We have seen a decrease to 35.96% of our students having received 2 or more referrals.
- Our current chronic absenteeism rate has decreased from 16.2% to 15.54%
- Our annual student retention rate has decreased from 1.7% to 1.4%.
- The percent of students served by the gifted and talented program has increased from 15.4% to 16.7%
- We are in year 7 of the Leader in Me initiative and are recognized as a Lighthouse School for being an exemplar Leader in Me School.

Overview of Simpsonville Elementary’s significant challenges for the past three years:

Significant challenges facing our school:

- ▶ We are still seeing the effects that the COVID-19 pandemic had on some of our students.
- ▶ Communicating with MLL parents continues to be a challenge. However, we are making significant progress with Hispanic Family Nights, in-house translators, and our parent information line.
- ▶ Time to carry out innovative ideas is always a challenge.
- ▶ Increased class sizes can complicate things at times.
- ▶ Keeping up with the technology proficiency level of our students is a challenge for some staff members.

Overview of Simpsonville Elementary’s significant awards, results, and accomplishments from the past three years:

Significant Accomplishments:

- ▶ Awarded Lighthouse Status for being an exemplary Leader in Me School
- ▶ Six National Board-Certified Teachers
- ▶ RAMP Award (Recognized ASCA Model School Counseling Program)
- ▶ National PTA School of Excellence
- ▶ State Awards Winners in Reflections
- ▶ Papa John’s Teacher Appreciation Award
- ▶ Golden Apple Award Winner
- ▶ Numerous Donor’s Choose Grant Recipients
- ▶ Numerous PEP Grant Recipients
- ▶ Live Well Grant Recipient/Live Well Elementary School of the Year
- ▶ Safe Schools Award Winner
- ▶ 100% of students have a Leadership Role
- ▶ 100% of students participate in monthly clubs

School Profile

"Simpsonville Elementary School is a neighborhood school working in partnership with committed parents, eager students and dedicated professionals striving to achieve success...nothing less." -SES Parent

Simpsonville Elementary is proud to be a Leader in Me Lighthouse School! This is an honor awarded to select LIM schools for their outstanding leadership. We are thrilled to be recognized as such. Simpsonville Elementary School is a pre-kindergarten through grade five public school. Our building currently houses 779 students and over 50 instructional staff members. We are 1 of 52 elementary schools in the Greenville County School District. Simpsonville Elementary School is located in Simpsonville, South Carolina. The facilities at Simpsonville Elementary School consist of 34 classrooms, 3 resource classrooms, 2 reading intervention classrooms, 1 math intervention classroom, 1 ESOL classroom, and 1 Gifted and Talented classroom. Additional rooms include space for speech therapy, occupational therapy and physical therapy services. Related arts classrooms/spaces include a media center, 2 art rooms, 2 music rooms, 1 gym, 1 STEAM Lab, 1 science lab, and a virtual field trip lab. Special features: All of our students have their own personal learning device (Chromebook). We also have contemporary interactive Promethean Boards in every classroom, a broadcast room for our morning news show, multiple outdoor dining areas, and separate playground areas for pre-school/kindergarten, primary, and intermediate grades.

- **School Mascot:** The Simpsonville Seal, "Lu-Seal"
- **Colors:** Blue and White
- **Tag Line:** Leading and Learning SEAL our Success!

Link to our 2024-25 School Profile: <https://www.greenville.k12.sc.us/Schools/profile.asp?schoolid=simville>



Our School Community

As you pull up to our school, an electronic marquee displays important dates and upcoming events. As visitors enter our school, they observe an attractive exterior, decorated with freshly planted flowers and seasonal wreaths. Our school's lobby is welcoming and comfortable. We have several hand-painted murals, including one with our Mission Statement. Students, teachers, and parents spend each day in an inviting facility where there is ample space for instruction and learning. The administration outlines expectations and provides regular feedback to staff regarding the classroom environment. Quality student work, labeled with a description and the state standard, is displayed on every hallway. Playground equipment is inspected regularly to comply with safety codes.

Our maintenance staff works hard to maintain our building and grounds. This staff takes pride in keeping the building clean and all equipment in working order. Maintenance of the school grounds and landscaping are included in custodial duties. Inspection results from energy audits are provided to the staff to create an awareness of energy saving efforts. To further ensure all issues are addressed, we use custodial inspections and survey results on the overall cleanliness of the school to make necessary modifications and improvements. The custodial staff, as well as school personnel, immediately reports all safety concerns, both inside and outside the building. Our well-maintained facility enables us to provide a safe learning environment for students and staff.

Our school utilizes the district Crisis Response Plan as well as daily operating plans to ensure the safety and well-being of students and staff. Evacuation maps are clearly posted in each room. Fire, lockdown, tornado, earthquake, and bus evacuation drills are held on a regular basis. Procedures are emphasized during classroom instruction on topics such as fire, bus, drug, personal, home and playground safety. Our school has several communication devices which contribute to a safe environment. For constant access, the administration, custodial, and office personnel use two-way radios. A telephone is available in each room as well as a two-way intercom system with an emergency call button. Security measures are used to ensure safety in our facility daily. A zoned officer from the Simpsonville Police Department patrols the school campus on a regular basis. Signs on all exterior doors state visitors are to report to the main office where they are required to sign in and out through and receive a visitor's badge indicating a reason for the visit. Safety is assured with time-stamped video cameras, fire and motion detectors, security alarms, a weather radio, and a two-way radio linked directly to security at the central office. Establishing a safe, secure environment for our students and staff is a priority.

We plan numerous opportunities to involve parents in their child's education. In addition to our PTA, we have an SIC Committee as well as a Parent Lighthouse Team. Parents are always welcomed to our building, but we also plan certain events and opportunities to encourage them to come to SES. The first event we host every year, Meet the Teacher, takes place a few days before school starts. This is an opportunity for students and their families to meet their teacher for the current school year. Other important family and community events include PTA Meetings, K5 Sneak Preview Night, Family Literacy Night, STEAM Night, Chorus Concerts, and more.

In addition to input from staff, family, and community stakeholders, we are proud to include our students in school-based decisions as well. Student voice is an element of the planning and implementing of all school events, decision making, etc.

Simpsonville Elementary is located in Simpsonville, South Carolina, founded by Peter Simpson in the 1830's. The Simpsonville South Carolina Brand Statement explains our community best: "From our earliest days, family has been the cornerstone of this place. We built schools to educate our children, centers for recreation,

and fields to play ball that remain in place to this day. Our schools and parks are places where the bonds of community are formed. Here, families with deep roots stand side by side with those who have discovered that this place offers the very best of our growing region: the charm of a small town, abundant choices for living, national businesses, and locally owned shops and restaurants. We are a child eating an ice cream cone, a friendly wave from a neighbor, a warm embrace among friends, a patriotic memorial to our veterans, a historic mill converted to lofts, a clock tower standing sentinel, and a city with confidence in its future. Our credo is simple: celebrate our past, embrace change that is sure to come, and curate the right balance for our hometown.”

Parent Lighthouse Team- As part of the Leader in Me, we have a Parent Lighthouse Team that meets once a month. The Parent Lighthouse Team is organized to enhance and support the educational experience at Simpsonville Elementary. This team helps to develop a closer connection between school and home by encouraging parent and student involvement, and to improve our school community. When beneficial, the Parent Lighthouse Team meets with our Staff and Student Lighthouse Teams.

Parent Teacher Association (PTA)- Parents are valuable resources for our students. Their efforts include serving as resource speakers, participating in career awareness sessions, American Education Week and Red Ribbon Week activities. Support is further provided through their involvement with Teacher Appreciation Week, health room assistance, Jump Rope for Heart, chaperones for field trips, book fair, clerical assistance, making copies for teachers, field days, securing needed classroom resources (e.g. computers, copier machines, classroom supplies). Volunteers are not limited to supporting extra and co-curricular activities, but are also directly involved in the classrooms as tutors in reading, math and other areas of the curriculum. With tight budget constraints, fundraising has become a high priority for our P.T.A. Board. They run several fundraisers each year in which they typically raise several thousand dollars for our school. The PTA uses that money to purchase the latest technology devices for our students, playground equipment, and more. One of the most important aspects of parental support comes from their commitment to assisting and encouraging their children to participate fully in the academic program of the school. PTA hosts popular family events, including an annual Daddy Daughter Dance and Mother Son Movie Night.

School Improvement Council (SIC)- The School Improvement Council (SIC) serves as an advisory committee to our principal and faculty. Our SIC plays a key role in the education of our children, bringing together parents, educators and community stakeholders to collaborate on the improvement of our school. Our SIC allows us to connect to the community and seek ideas to further enhance our community relations. Our SIC participated in the development of the five-year school improvement plan (ACT 135) and continues to monitor the implementation of the plan as well as evaluation of the improvements and innovations. This year, our SIC committee has also helped our school counselors with ideas and proposals for our established Guidance Advisory Committee.

School Leaders



Our principal is Mrs. Jackie Earle: Mrs. Earle received her Elementary and Early Childhood Degree from Lander College and obtained her master's degree in Administration from Clemson University. She taught elementary and middle school for twelve years before serving as an Assistant Principal in several Greenville County schools over the course of six years. She served as Assistant Principal at Simpsonville Elementary for eleven years before taking on the role as principal in 2013. Mrs. Earle was married in 2004 and has a wonderful husband who works at Hillcrest High School. Mrs. Earle and her husband love spending time at their beach house with their dog.



Our assistant principal is Mr. Nicholas King: Mr. King joined our staff in August of 2021. He earned a bachelor's degree in Elementary Education from University of South Carolina Upstate and a master's degree in Educational Administration from the University of South Carolina. Mr. King served as the administrative assistant at Plain Elementary for two years prior to joining the Simpsonville Elementary staff. He taught for twelve years at Bethel Elementary, teaching both third and fourth grade. Mr. King and his wife have three children ages 13, 15, and 19 years old.



Our Instructional Coach is Mrs. Jennifer Greer: Mrs. Greer joined our staff at Simpsonville Elementary in August 2013. She earned a BS from USC Upstate and a M.Ed. in Elementary Education from Southern Wesleyan University. Mrs. Greer received her initial National Board Certification in 2010 and her National Board renewal Certification in 2020. She taught fourth and fifth grades at Bethel Elementary for eight years, where she was awarded 2009-10 Teacher of the Year. Mrs. Greer and her husband have a blended family that includes three children ages 10, 14, and 15 years old.

School Teams

The faculty of Simpsonville Elementary is structured into teams and committees in order to involve all stake-holders in decision-making.

· **Instructional Leadership Team**

- Consists of the principal, assistant principal, instructional coach, literacy specialist, reading interventionist, and school counselors
- Reviews grade level minutes, information shared from the central office, lesson plans, student achievement, teacher evaluations, and school activities and events
- Discusses instructional and operational issues to be addressed with grade level leaders, families, communities, and other stake-holders.

· **Staff Lighthouse Team**

- Consists of the administrative team, grade level leaders, special education, related arts, and school counselor
- Discusses instructional and operational aspects of the school
- Disseminate information to grade level/area teams

· **Grade Level Teams**

- Consists of the team leader and teachers from their grade level
- Participate in common planning and share best practices
- Record minutes to be shared with the leadership team

· **Action Teams (Leadership, Culture, Academics)**

- Every full-time teacher/staff member serves on one of these teams
- Consists of representatives from each grade level and staff Lighthouse Team members
- Plans and completes their Big Rocks to work on throughout the year
- Examples of Big Rocks for these teams include Family Literacy Night, Student-Led Conferencing, Leadership Roles for students, School-wide Goals, etc.

· **Literacy Leadership Team**

- Consists of the principal, assistant principal, instructional coach, literacy specialist, reading interventionist, primary literacy mentor, intermediate literacy mentor, and special education representative.
- Reviews grade level minutes, information shared from the central office, lesson plans, student achievement, teacher evaluations, and school activities and events
- Discusses instructional and operational issues to be addressed with grade level leaders, families, communities, and other stake-holders.

Student Support Services

Counseling Services- Students receive a high level of support service from our full-time school counselors Ms. Kelley Latta and Mrs. Christie Carlson. Ms. Latta received a Psychology degree from Anderson University and her Education Specialist degree in Counselor Education from the University of South Carolina. While attending USC, Ms. Latta was elected to serve as the graduate representative for Chi Sigma Iota, a National Counseling Honors Society. This is Ms. Latta's fourth year at SES. She loves working with students and helping them identify positive methods to cope with various challenges. Mrs. Carlson received an Elementary Education degree from Furman University and an MA in Elementary Guidance & Counseling from Clemson University. She taught eighth and sixth grades at Bryson Middle School and fifth grade at Simpsonville Elementary School. Our Guidance program consists of guidance lessons in the classroom, small group guidance, character education and parent education. Individual planning includes consultation and placement input. Response services include individual counseling and small group counseling. System support includes planning, staff and community relations, and professional development. Our counselors teach the 7 Habits of Highly Effective Students. Our Guidance Advisory Committee, or GAC, is led by our counselors. This committee meets monthly to discuss ways to help students and counseling programs in our school. Simpsonville Elementary's counseling program is a recognized ASCA Model Program (RAMP) as designated from the American School Counselor Association.

Literacy Specialist- Our school's Literacy Specialist is Mrs. Amy Kozakiewicz. Mrs. Kozakiewicz is also our Read to Succeed Literacy Leadership Team Lead. Mrs. Kozakiewicz has served many roles here at Simpsonville Elementary, but she has always had a passion for literacy. She has second grade, fifth grade, special education, and reading intervention. Mrs. Kozakiewicz works collaboratively to implement a quality literacy program by actively supporting teachers. She also provides specialized instruction directly to students to support core classroom instruction. Mrs. Kozakiewicz lives here in Simpsonville with her husband and their 4 sons.

School Psychologist- Mrs. Colleen Cantrell is our on-site school psychologist. Mrs. Cantrell began practicing as a school psychologist for Berkeley County, SC in 2016 after receiving her M.A. in Psychology and Ed.S. at the Citadel. She received her B.S. in Psychology at the College of Charleston in 2008. After many years of living in the Charleston area, Mrs. Cantrell and her husband were excited to relocate to their native Greenville, SC in 2023 with their two young children.

Mental Health Counselor- Mrs. Amy Lewis, a Licensed Professional Counselor, is a counselor with Piedmont Mental Health Center. She has an on-site office at our school as part of Piedmont Mental Health Center's school-based services program. The mission of the program is to identify and intervene at early points in emotional disturbances, and to assist parents, teachers, and counselors in developing comprehension strategies for resolution. Ms. Lewis earned her Bachelor's Degree in Psychology from Lander University in 2001 and her Master of Arts in Teaching from Converse College in 2007. After several years as a stay-at-home mom, she taught public and private school for fifteen years before pursuing her Master of Marriage and Family Therapy from Converse University in 2023. She earned her Associate License of Marriage and Family Therapy and accepted her first full time position with the South Carolina Department of Mental Health. Prior to being placed in School Mental Health, Ms. Lewis practiced family therapy at Emerge Family Therapy Teaching Clinic in Greenville, SC.

School Personnel Data

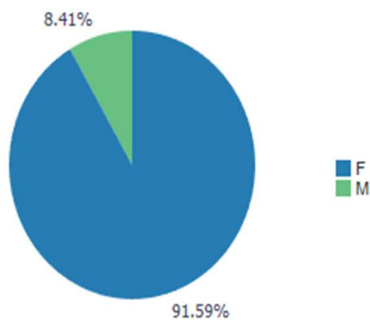
The staff at Simpsonville Elementary School includes 1 principal, 1 assistant principal, 1 instructional coach, 1 literacy specialist and 36 regular classroom teachers. We have two pre-k teachers and one pre-k special education teacher, 2.5 resource teachers and 2 special education self-contained teachers. We have 3 full-time related arts teachers, 3 part-time related arts teachers, 1.5 STEAM Lab teachers, and 1 media specialist. We have 1 ESOL teacher and 2 guidance counselors. We also have 1 Gifted and Talented teacher and 2 reading interventionists.

Support personnel available to assist in meeting the needs of Simpsonville Elementary School students include a district psychologist, a contract school nurse, and 3 speech and language specialists. Traveling occupational therapists and a physical therapist serve some of our younger students. We have 11 paraprofessionals serving as assistants in preschool, kindergarten, and special education classrooms. We also have an on-site social worker from Piedmont Mental Health. Additional personnel include the plant engineer, custodial staff, and food services workers. We also have a staff of extended day workers. Several bus drivers and utility workers also provide services to our students.

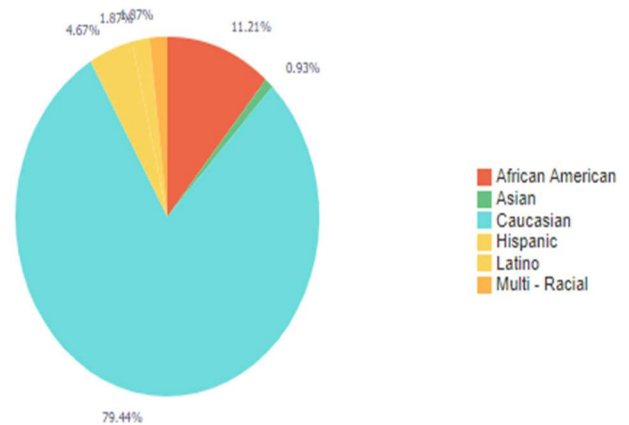
We have no teachers teaching with an out-of-field permit and all teachers are “highly qualified” under No Child Left Behind; 46.7% of our teachers have advanced degrees; 6 of our teachers are National Board Certified. Teacher attendance at Simpsonville Elementary for the 2023-2024 school year was 94.7%. All teachers achieve and maintain Technology Proficiency. All new teachers are assigned a trained mentor. Additionally, all new teachers meet with the instructional coach once a month. There is a trained mentor at every grade level in our building.

Race/Ethnicity	Admin		Other				Teacher				Employed	% of		
	F	M	F	M	F	M	F	M						
African American			7	0.0%	2	0.0%	3	0.0%			12	0.0%		
Asian			1	0.0%							1	0.0%		
Caucasian	1	100.0%	1	100.0%	29	0.0%	5	0.0%	48	0.0%	1	100.0%	85	0.0%
Hispanic			3	0.0%			2	0.0%			5	0.0%		
Latino			1	0.0%			1	0.0%			2	0.0%		
Multi - Racial			2	0.0%							2	0.0%		
Grand Total	1	100.0%	1	100.0%	43	100.0%	7	100.0%	54	100.0%	1	100.0%	107	100.0%

Staff by Gender



Staff by Ethnicity



Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	42	Up from 40
Percent of teachers with advanced degrees	54.8	Up from 50.0
<u>Teacher attendance rate</u>	94.7	Down from 94.8
Average teacher salary	\$61,854	Up from \$58,465
Percent of teachers on continuing contract	100.0	No change
Percent of teachers returning from previous year - current year	85.4	Down from 86
Percent of teachers returning from previous year - three year average	87.4	Up from 84.6
Percent of teacher vacancies for more than 9 weeks	0.0	No change
<u>Prime instructional time</u>	88.9	Up from 88.7
<u>Student-teacher ratio in core subjects</u>	23.5 to 1	Up from 22.5 to 1
Percent of inexperienced teachers	7.4	Down from 20.5
Number of inexperienced teachers	4	Down from 9
Percent of out-of-field teachers	0.0	Down from 2.3
Number of out-of-field teachers	0	Down from 1
Percent of inexperienced school leaders	0.0	No change
Number of inexperienced school leaders	0	No change

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

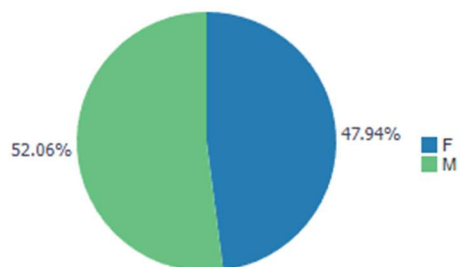
Student Population Data

Student attendance rates at Simpsonville Elementary School have remained steady over the past few years. As of March 2025, the year-to-date Attendance Rate was 94.06%. Our current chronic absenteeism rate has decreased from 16.2% to 15.54%. The retention rate at Simpsonville Elementary is currently down from 1.7% to 1.4%. Simpsonville Elementary School's poverty index is currently 57.3%. We have a pull out MLL program that serves 13% of our student population. Currently, 16.7% of our students are served in the GT program and 16% of our students have disabilities and receive services from our special education teachers, including speech and occupational therapy.

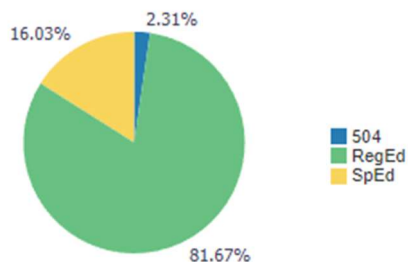
Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
-2	29 M 19 /F 10	0 M 0 /F 0	8 M 4 /F 4	5 M 3 /F 2	0 M 0 /F 0	1 M 1 /F 0	0 M 0 /F 0	15 M 11 /F 4	0 M 0 /F 0
-1	41 M 22 /F 19	3 M 2 /F 1	19 M 11 /F 8	6 M 2 /F 4	0 M 0 /F 0	4 M 1 /F 3	0 M 0 /F 0	9 M 6 /F 3	0 M 0 /F 0
0	134 M 67 /F 67	2 M 1 /F 1	34 M 12 /F 22	21 M 13 /F 8	0 M 0 /F 0	18 M 10 /F 8	1 M 0 /F 1	58 M 31 /F 27	0 M 0 /F 0
1	133 M 65 /F 68	2 M 1 /F 1	36 M 13 /F 23	29 M 13 /F 16	0 M 0 /F 0	7 M 2 /F 5	0 M 0 /F 0	59 M 36 /F 23	0 M 0 /F 0
2	131 M 65 /F 66	2 M 0 /F 2	31 M 20 /F 11	17 M 6 /F 11	0 M 0 /F 0	16 M 8 /F 8	1 M 1 /F 0	64 M 30 /F 34	0 M 0 /F 0
3	112 M 60 /F 52	1 M 1 /F 0	23 M 13 /F 10	19 M 12 /F 7	0 M 0 /F 0	10 M 4 /F 6	0 M 0 /F 0	59 M 30 /F 29	0 M 0 /F 0
4	126 M 65 /F 61	4 M 3 /F 1	29 M 11 /F 18	21 M 10 /F 11	1 M 1 /F 0	11 M 5 /F 6	0 M 0 /F 0	60 M 35 /F 25	0 M 0 /F 0
5	116 M 58 /F 58	2 M 1 /F 1	28 M 13 /F 15	13 M 6 /F 7	0 M 0 /F 0	8 M 3 /F 5	1 M 1 /F 0	64 M 34 /F 30	0 M 0 /F 0
Total	822 M 421 /F 401	16 M 9 /F 7	208 M 97 /F 111	131 M 65 /F 66	1 M 1 /F 0	75 M 34 /F 41	3 M 2 /F 1	388 M 213 /F 175	0 M 0 /F 0

Current (2024-2025) Enrollment Summary **as of March 2025*

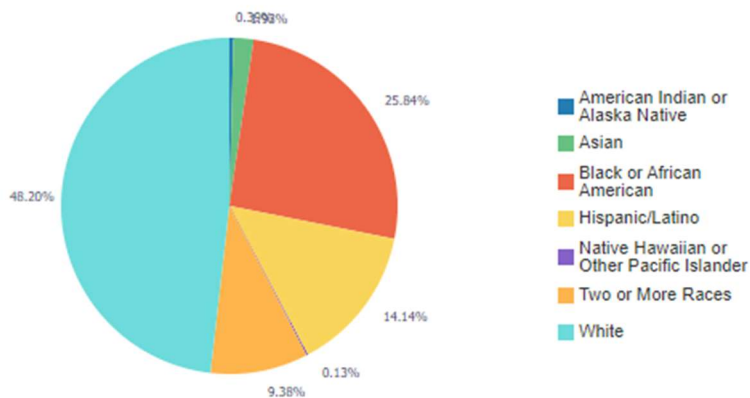
Students by Gender



Students by Education Status



Students by Ethnicity



Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	16.7	Up from 15.4
Percent of students retained	1.4	Down from 1.7
Principal's/Superintendent's/Director's years at school/district	11	Up from 10
Chronic Absenteeism Rate (Note: Data are from prior school year)	15.9	Down from 16.2

Academic and Behavioral Programs

Leader in Me- We are proud to be a Leader in Me Lighthouse School. We began this journey in August of 2018. Leader in Me is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. Through this transformation, the students and teachers live by the 7 Habits of Happy Kids.

Student Leadership Roles- We offer Leadership Roles to every one of our students. We truly believe that everyone can be a leader. Students can apply for a role they desire. They are then interviewed, hired, and trained to work in this position. We have classroom Leadership Roles and School-wide Leadership Roles.

Student Lighthouse Team- Our Student Lighthouse Team is made up of students from every grade level. These students meet regularly to plan school events, make school-based decisions, and more. This team is important to our school, especially for giving our students a voice in their learning community.

Balanced Literacy- We teach literacy through a guided reading and writing model that includes reading workshop, writing workshop, and language and word study. Reading/writing, small-group instruction takes place, designed to provide differentiated teaching that supports students in developing reading and writing proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The teacher forms a temporary group of students that are alike enough in their development that it makes sense to teach them together for a period of time.

RTI-Response to Intervention- The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate, reading tools and strategies are taught so that children can become independent and successful readers on or above grade level. These lessons are taught by trained staff in small groups of approximately 5 children. Through frequent benchmarking data, individual student progress is monitored in each area tested, allowing teachers to see if students are on target for meeting end of the year reading goals.

MLL Program- The goal of Greenville County School's Multi-Language Learners (MLL) Program is to provide equal educational opportunities to students who have a primary or home language other than English. The primary focus is to provide an English-rich environment, providing opportunities to reach English language proficiency as soon as possible. In order for students to receive a fluent designation, they must be proficient in the listening, speaking, reading, writing and comprehension of the English language.

Gifted and Talented Program- Beginning in grade three, students who meet the state criteria may be placed in the academically gifted and talented program. This program is called "Challenge" in Greenville County. The mission of gifted education is to maximize the potential of gifted and talented learners by providing programs and services which match their unique characteristics and needs.

Jr. Beta Club- Jr. Beta Club recognizes 5th grade students with high academic achievement and good character. Junior Beta promotes service back to the community. We meet once a month to carry out community service projects and fundraisers that support chosen causes. Our members are responsible for completing 10 hours of community service outside of the school day.

Student Council- Our Student Council is made up of second through fifth grade students. One member from each homeroom class is chosen as a representative. Some activities that the students participate in are making and delivering Valentine's for local nursing homes, pet food drives, canned food drives, and generally pitching in whenever a need arises around the school. Their motto is "Service in Simpsonville." Student Council also organizes and leads one fundraiser a year. The money raised from the fundraiser is used for projects around the school, such as purchasing mulch for playgrounds, buying new soccer goals for P.E., replacing the broken cement benches and tables in the front and the picnic area, and more.

Good News Club- The Good News Club is an opportunity offered to our students by a local church in our community. Through these weekly meetings, students receive character lessons and devotions.

Safety Patrols- Simpsonville Elementary School continues to implement a strong Safety Patrol Program. Fifth grade students are chosen to help oversee the safety of our students as safety patrols. The primary purpose of the program is to enhance the safety of our students. In addition, this promotes the development of leadership skills and good citizenship qualities. A safety patrol's job is to model for students the safety rules that have been taught in the classroom, to encourage students in safe transitions throughout the building, and to assist students in and out of their vehicle during arrival and dismissal. Patrols receive instructions in safety guidelines and procedures during their training and regular patrol meetings.

Chorus- The SES Chorus is made up of 70 fourth and fifth graders who sing correctly on pitch. Interested students audition in the fall of each year. If accepted, rehearsals are held every Monday that we are in school from 2:30-3:15 p.m. The chorus has sung for many school and community events, including The Rotary Night of Singing at Brookwood Church, caroling at Greenville Memorial Hospital, Greenville Drive Baseball, Furman University, Hyatt Regency Hotel, The Springs Assisted Living, and more.

Run Hard Club- The Run Hard club is an eight-week running club offered to our students. This club equips students to run a 5K. During the season, students train twice a week with a focus on endurance training and the Run Hard Core Character Values.

Extended Day Program- Simpsonville Elementary offers an extended day program for our students after school. Our mission in the After-School Program is to provide each and every child with a safe and caring environment where they all can flourish. In addition, our mission is to also provide the after-school students with an environment that includes education, nourishment, and all other physical and mental needs. Students have the opportunity to work in our media center and computer lab in addition to getting homework help and enjoying outside play and/or craft activities.

Data Teams/Data Centers/Data Wall- Our school places a strong emphasis on data driven instruction. Each teacher serves on their grade level data team in which they analyze and discuss common assessments for the purpose of guiding their instruction and increasing student achievement. Each classroom has a Data Center in which teachers track their student's data and goal progression.

On Track- We have an OnTrack Team, aiming to support all students' attainment of knowledge, skills and characteristics for career and college readiness. The OnTrack Team is intended to address the needs of all students. A collaborative problem-solving team focused on keeping students on track for graduation. We utilize focus on evidence-based practices to make data-driven and student-centered decisions.

These are just some of our major programs (not events)

Mission, Vision, and Beliefs

Mission Statement

We are...

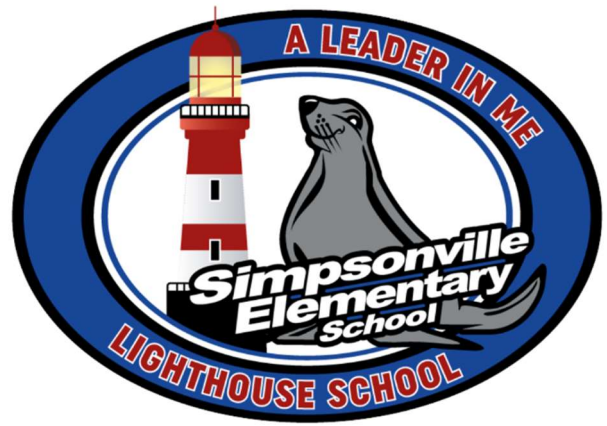
Successful citizens

Empowered with 21st century skills

Academic achievers

Leaders and life-long learners

Simpsonville Strong



Vision: The vision of Simpsonville Elementary is to prepare students to be productive, respectful, and responsible.

Beliefs: At Simpsonville Elementary School, we believe...

- 📖 Each student has an equal and fundamental right to an education.
- 📖 All children have significant worth and should be provided the best educational opportunities for reaching their greatest potential.
- 📖 The educational process is a partnership among students, parents, educators, and the community.
- 📖 Each child, through his/her cultural diversity, contributes to an enriched society.
- 📖 A nurturing environment encourages success in learning.
- 📖 Early school success fosters continued positive learning/achievement.
- 📖 The primary focus of education is to provide the building blocks that facilitate growth and life-long learning.

School Mascot: Seal

School Tagline: Leading and Learning SEAL our Success!



SIMPSONVILLE ELEMENTARY
Leading and Learning SEAL Our Success!



Data Analysis and Needs Assessment

Student Achievement Needs Assessment

SDE School Report Card:

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTA4MQ>

School Test Scores:

<https://screportcards.com/overview/academics/academic-achievement/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTA4MQ>

SC READY 2024 Data

SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)

School 70.9% (236 / 333)



District 61.7% (20524 / 33278)



State 54.1% (184228 / 340256)



Mathematics - [Percent Met or Exceeding](#)

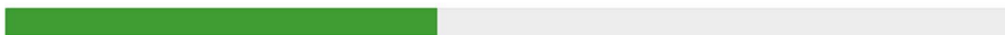
School 72.4% (241 / 333)



District 53.3% (17740 / 33278)

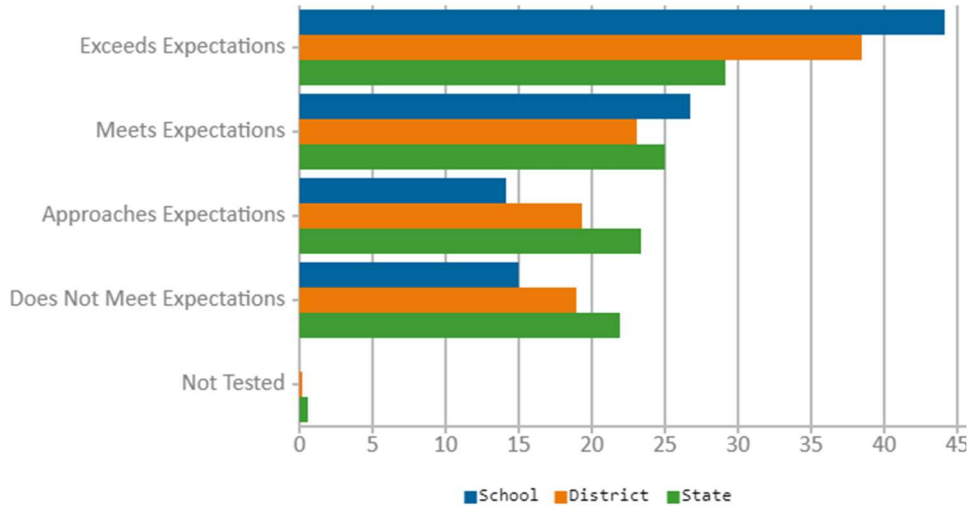


State 42.8% (145531 / 340271)



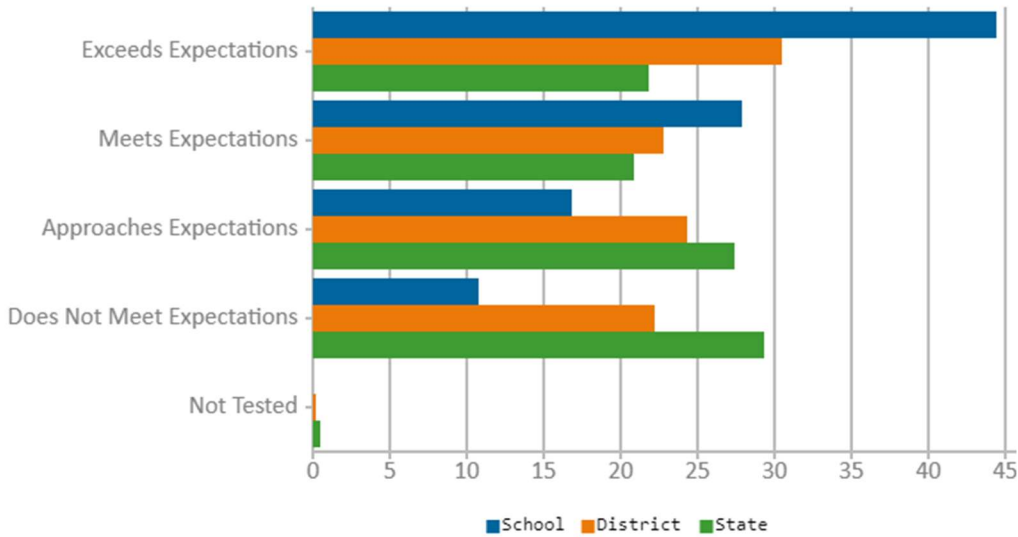
SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

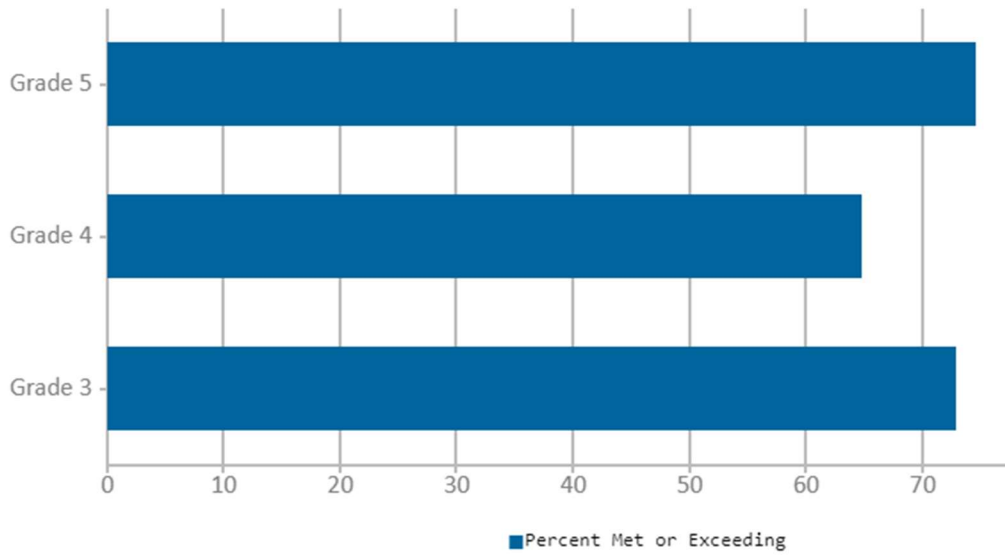
Mathematics



Note: Results from alternate assessments were included in the calculations where available.

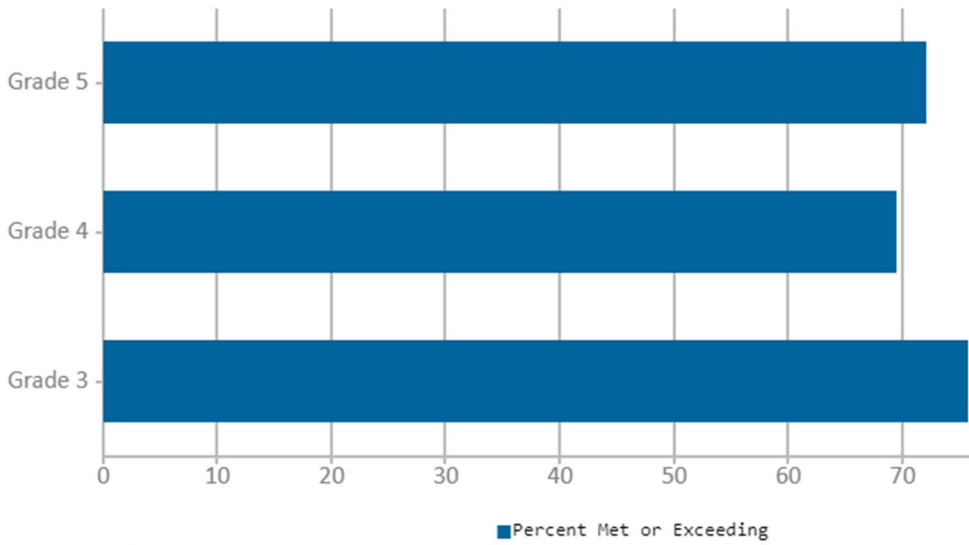
SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

Mathematics

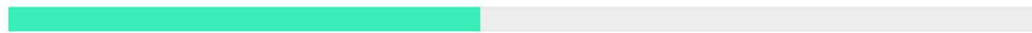


Note: Results from alternate assessments were included in the calculations where available.

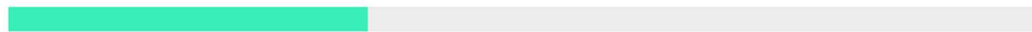
Kindergarten Readiness Assessment

Percentage of Students enrolling in Kindergarten and [Demonstrating readiness](#) to learn

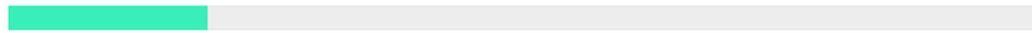
Percentage of students Demonstrating Readiness on the KRA 45.7%



Percentage of students Approaching Readiness on the KRA 34.9%



Percentage of students Emerging Readiness on the KRA 19.4%



	Our School	Our District	Statewide
Overall	45.7%	44.6%	40.8%
By Domains: (The cut score for "Overall" was used across all domains in order to provide comparative information. Does not necessarily reflect domain level readiness.)			
Social Foundation	52.7%	51.5%	51.0%
Language and Literacy	41.9%	42.4%	37.1%
Mathematics	48.8%	42.1%	37.0%
Physical Well-Being	55.0%	56.1%	55.4%

First and Second Grade Students on Track for Success in ELA and Math

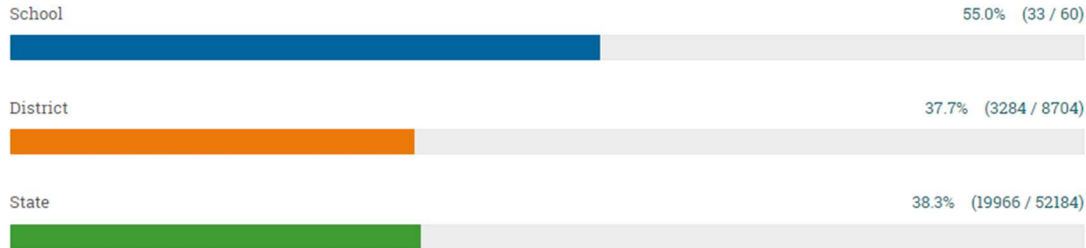
	Our School		Our District		Statewide	
	%	N	%	N	%	N
Second grade students who are on track for success in English Language Arts at the third grade.	Data N/A	115	5.0%	5914	51.4%	57733
Second grade students who are on track for success in Mathematics at the third grade.	Data N/A	115	5.0%	5914	50.6%	57733
First grade students who are on track for success in English Language Arts at the second grade	Data N/A	135	4.9%	5777	54.0%	56323
First grade students who are on track for success in Mathematics at the second grade	Data N/A	135	5.0%	5777	54.7%	56323

Multilingual Learners' Progress i

Multilingual Learners - ML

The goal is that students who are learning the English language will become proficient in English within at least five years of their initial enrollment in public schools.

Students in the ML Subgroup who Met Progress Toward Proficiency Target



Students in the ML Subgroup who Achieved English Language Level Proficiency



Number of Students taking the English language proficiency test	63
Percent of Students in the ML Subgroup who Met Progress Toward Proficiency Target	55.0
Number of Students in the ML Subgroup who Met Progress Toward Proficiency Target	33
Number of Students in the ML Subgroup included in the Met Progress calculation	60
Number of Students in the ML Subgroup	88
Number of Students in the ML Subgroup who Achieved English Language Level Proficiency	20
Percent of Students in the ML Subgroup who Achieved English Language Level Proficiency	22.7

Teacher and Administrator Quality

Professional Development is determined by student achievement, district initiatives, teacher evaluations, and staff surveys. Some offerings are required by the school and/or district, while others are optional in order to meet the needs of individual teachers. A professional development calendar is given to teachers indicating training opportunities offered at our school. This is a condensed version of our final plan, which also includes the presenter as well as date/time of the PD. **This table contains only planned Professional Development opportunities and training sessions. This table does not include orientations, team-building meetings, planning meetings, faculty meetings, PLC meetings, data meetings, etc. all of which occur on a regular basis.*

2025-2026 Professional Development Plan:

Title	Description	Correlation to School Goals
Collaborating and Co-Teaching for English Learners	Teachers will participate in training on working with MLs students and co-teaching with our MLL teacher for the purpose of inclusion	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
On Track	Our school psychologist will lead a training on the On Track process.	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Maximizing the Success of Students with Disabilities in the General Education Classroom/Part 1	Our district special education specialists will lead our staff in a training on using research-based strategies that guide students toward increasingly responsible and motivated behavior.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Maximizing the Success of Students with Disabilities in the General Education Classroom/Part 2	Our district special education specialists will lead our staff in a training on using research-based strategies that guide students toward increasingly responsible and motivated behavior.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Technology Tidbits	Teachers will rotate through 3, 20-minute technology sessions.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
AI	Teachers will participate in a training on Artificial Intelligence (AI): understanding of AI, effectively integrate AI tools like ChatGPT.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Metacognition in the Elementary Classroom	Teachers will participate in a professional learning opportunity on various metacognitive strategies that can be implemented in their classrooms.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Writing Support	K5-1st: How to foster a love of writing for young writers. 2nd-5th- How to engage writers with practical, easy-to-implement recommendations.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Vocabulary Strategies	Teachers will participate in a learning opportunity focused on strategies for integrating teacher and student use of content-specific vocabulary.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
MAP Growth In-service	Teachers will be trained on the administration of testing, including test security, and TA guidelines	Goal 2: Teacher/Admin Quality
CogAT/IOWA In-service	Teachers will be trained on the administration of testing, including test security, and TA guidelines.	Goal 2: Teacher/Admin Quality
SC READY/ SCPASS In-service	Teachers will be trained on the administration of SC Ready and SCPASS Testing, including test security, and TA guidelines.	Goal 2: Teacher/Admin Quality

School Climate Needs Assessment

● Student Behavior Data:

Location	#Students	1+ Referrals	2+ Referrals	Percent of students with at least 1 referral receiving 2 or more referrals
Simpsonville Elementary School (292)	788	89	32	35.96

Referrals for a Location by Type

Simpsonville Elementary School (292)

AcademicYear	Incident	Referrals	% of Total	# Rank 1	# Rank 2	# Rank 3	# Rank 4	# Unranked	ISSHours	OSSDays	BusSuspensionDays
2024 - 2025	Truant	169	67.06%	169	0	0	0	0	0	0	0
2024 - 2025	Bus Violation	33	13.10%	33	0	0	0	0	0	0	35
2024 - 2025	Disrupting Class	14	5.56%	14	0	0	0	0	9	3	0
2024 - 2025	Hit/Kick/Push	12	4.76%	0	12	0	0	0	24	6	0
2024 - 2025	Refusal to Obey/Defiant	5	1.98%	5	0	0	0	0	0	2	0
2024 - 2025	Fighting	4	1.59%	0	4	0	0	0	0	8	0
2024 - 2025	Bite/Pinch/Spit	3	1.19%	3	0	0	0	0	0	2	0
2024 - 2025	Property Misuse	3	1.19%	0	3	0	0	0	0	0	0
2024 - 2025	Confrontation/Altercation	2	0.79%	0	2	0	0	0	0	0	0
2024 - 2025	Threat Staff	2	0.79%	0	0	2	0	0	0	6	0
2024 - 2025	Failure to Complete Work	1	0.40%	1	0	0	0	0	0	0	0
2024 - 2025	Leaving School	1	0.40%	1	0	0	0	0	0	2	0
2024 - 2025	Obscene Gesture	1	0.40%	1	0	0	0	0	0	0	0
2024 - 2025	Phone Violation	1	0.40%	1	0	0	0	0	0	0	0
2024 - 2025	Tobacco Violation Vaping Products	1	0.40%	0	1	0	0	0	0	2	0
Grand Total		252	100.00%	228	22	2	0	0	33	31	35

● Attendance, Absenteeism, and Truancy:

Student attendance rates at Simpsonville Elementary School have remained steady over the past few years. As of March 2025, the year-to-date Attendance Rate was 94.06% for the current school year. Our current chronic absenteeism rate is 15.54%. The percentage of students receiving 2 or more referrals for the 2023-24 school year was 35.96%.

● **Parent/Teacher Conferences:**

100% of our teachers held student-led conferences with families during the fall of 2024. Student-led conferences are also scheduled for the spring of 2025.

● **Volunteer Hours:** Our volunteers logged a total of 6,489.63 hours during the 2023-24 school year.

● **Backpack Activity:**

# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
819	669	81.68%	400	48.84%	464	56.65%

Link to 2024-2025 SDE School Report Card:

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9RSZzaWQ9MjMwMTA4MQ>

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: <input checked="" 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: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from <u>62%</u> in 2022-23 to <u>77%</u> in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <u>3%</u> annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	65%	68%	71%	74%	77%
	62%	72.4%	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	Instructional Leadership Team			C= School’s ELA and Math goal
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Instructional Leadership Team Teachers Guided Coalition/PLCs			C= WIG (Wildly Important Goals) Statements and scoreboards

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	Instructional Leadership Team Teachers Guided Coalition/PLCs			C= WIG (Wildly Important Goals) Statements and scoreboards
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	District Academic Specialists			C= GCSD Landing Page/Curriculum Maps
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	District Academic Specialists			C= GCSD Landing Page/Curriculum Maps
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Teachers Guided Coalition/PLCs			C= PLC meeting minutes, item analysis, lesson plans, observations
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	Instructional Leadership Team			C= Observations in Mosaic, Learning Walks and Instructional Rounds schedules/data collection

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Instructional Leadership Team			C= Observations in Mosaic
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	Instructional Leadership Team			C= ILT meeting minutes, data analysis
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Leadership Team	Substitutes, conference fees, travel expenses	PD Budget	C= PD survey (teacher input) results, observation data, PD plan
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	Instructional Leadership Team			C= PLC observations
4. Foster a collaborative relationship between schools and parents.	2024-2029	Instructional Leadership Team Staff Lighthouse Team			C= Documentation, calendar of events, collection of resources shared
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Instructional Leadership Team Staff Lighthouse Team			C= Calendar of events, collection of resources shared

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> 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 <u>68%</u> in 2022-23 to <u>83%</u> in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>3%</u> 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)	71%	74%	77%	80%	83%
	68%	70.9%	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	Instructional Leadership Team			C= School’s academic goals
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	Instructional Leadership Team Teachers Literacy Specialist Reading Interventionists			C= Lesson plans, observations, PLC meeting minutes, progress monitoring

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	Literacy Specialist Reading Interventionists			C= District screeners, summative assessments, classroom observations
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	Instructional Leadership Team Teachers			C= Lesson plans, observations, PLC meeting minutes
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	Instructional Leadership Team Teachers	Ribbons and incentives for participation and progress	General Funds	C= Lesson plans, observations, PLC meeting minutes
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	Instructional Leadership Team Teachers Guided Coalition/PLCs			C= Observations, lesson plans
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and	2024-2029	Instructional Leadership Team Teachers Guided Coalition/PLCs			C= Data analysis

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
resources fully support student success.					
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Leadership Team District Academic Specialists			C= Coaching notes, PLC meeting minutes
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Instructional Leadership Team Teachers Literacy Specialist Reading Interventionists			C= Progress monitoring data, PLC meeting minutes
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Teachers Guided Coalition/PLCs			C= Lesson plans, observations, PLC meeting minutes
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Instructional Leadership Team Teachers Guided Coalition/PLCs			C= Lesson plans, observations, PLC meeting minutes
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Coach Teachers Guided Coalition/PLCs			C= Lesson plans, observations, PLC meeting minutes
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased	2024-2025	Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>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</p>					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	Instructional Leadership Team Teachers Guided Coalition/PLCs			C= Lesson plans, observations, PLC meeting minutes, data analysis
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Teachers Literacy Specialist Reading Interventionists			C= Lesson plans, observations, PLC meeting minutes
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Teachers Literacy Specialist Reading Interventionists			C= Lesson plans, observations, PLC meeting minutes
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Instructional Coach Teachers Guided Coalition/PLCs			C= Lesson plans, observations, PLC meeting minutes

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Instructional Leadership Team			C= Observations in Mosaic, Learning Walks and Instructional Rounds schedules/data collection
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	Instructional Leadership Team District Academic Specialists			C= Lesson plans, observations, PLC meeting minutes
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Instructional Leadership Team Instructional Coach			C= Observations, coaching logs
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Instructional Leadership Team			C= Mentor matches, mentor meetings, new teacher meetings with IC
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Instructional Leadership Team			C= Lesson plans, observations, PLC meeting minutes
4. Monitor students' needs in order to determine and use the best	2024-2029	Instructional Leadership Team			C= Data analysis

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
instructional practices to achieve mastery of ELA skills.					
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team District Academic Specialists			C= PD plan

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" 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	Instructional Leadership Team School Counselors			C= Career Week activities/resources
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town,	2024-2029	Instructional Coach			C= Student Teacher placement sheet, collaboration documentation

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Student Teacher placements and other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	Instructional Leadership Team School Counselors			C= Career Week activities/resources

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	3.5%	2%	2.5%	2%	1.5%
	4%	6%	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: Provide support to all teachers, especially those new to the profession.					
1. Continue to hold monthly mentoring meetings with new teachers.	2024-2029	Instructional Coach			C= Mentor meeting agendas
2. Assign a trained state mentor to all applicable new teachers.	2024-2029	Instructional Leadership Team Instructional Coach			C= Mentor matches

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Continue coaching cycles with all teachers.	2024-2029	Instructional Coach			C= Coaching Cycle log/notes

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> 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)	37.47%	35.47%	33.47%	31.47%	29.47%
	39.47%	35.96%	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	2024-2029	Instructional Leadership Team			C= School-wide discipline plan

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	Instructional Leadership Team Teachers Staff LHT			C=Leader in Me/SEAL Time
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	Instructional Leadership Team Teachers Staff LHT			C=Leader in Me/SEAL Time
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	Instructional Leadership Team Teachers			C= New teacher meeting agendas, Coaching Cycle schedule/logs
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	Instructional Leadership Team Teachers			C= Reports, logs, and other various documentation
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and	2024-2029	Instructional Leadership Team Teachers Staff LHT			C=Leader in Me/SEAL Time

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
student input regarding lesson content and structure.					
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	Instructional Leadership Team Teachers Staff LHT			C= Communication logs, evidence of and records of connection activities
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	Instructional Leadership Team Teachers Staff LHT			C= Copy of expectations shared
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	Instructional Leadership Team Teachers/Students Staff LHT School Counselors			C= Student-led conferencing
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	Staff LHT			C= Covey Clubs (all students)
2. Increase leadership opportunities within the school during the school day.	2024-2029	Staff LHT			C= Leadership Roles (all students)
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Instructional Leadership Team Staff LHT			C= List of community partnerships and activities

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	Instructional Leadership Team Teachers			C= School-wide discipline plan
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	Instructional Leadership Team Teachers			C= Log of action, associated consequence, and accountability
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	Instructional Leadership Team Teachers			C= Teacher's shared classroom management plans, meeting minutes
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Instructional Leadership Team Teachers Staff LHT			C= Leader in Me/SEAL Time
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	Instructional Leadership Team Teachers School Counselors			C= Lunch Bunch groups with school counselors, Leadership Role

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> 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)	15.34%	13.34%	11.34%	9.34%	7.34%
	17.34%	15.54%	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	Instructional Leadership Team			C= Log of parent notes, meeting minutes, data collection

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	Instructional Leadership Team			C= Evidence of implantation documented
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	Instructional Leadership Team			C= Evidence of implantation documented, data collected
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	Instructional Leadership Team District			C= Training agendas, portal earnings
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	Instructional Leadership Team			C= Documentation of communication
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	Instructional Leadership Team Staff LHT			C= Meeting minutes, action-items and evidence of implementation
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	Instructional Leadership Team			C= Resources shared

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> 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	Instructional Leadership Team			C= Incentivize, usage logged and tracked
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	Instructional Leadership Team Staff LHT			C= Meeting minutes, incentive plans, participation logged and tracked

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

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	Instructional Leadership Team Staff LHT			C= SIC roster/meeting minutes